THE EFFECTIVENESS OF ALPHABET ISLAND GAME TO IMPROVE VOCABULARY FOR SEVENTH GRADE STUDENTS AT SMPN 2 LASUSUA

A Thesis

Submitted to the English Language Studies Program of S1 Tarbiyah and Teacher Training Faculty of the State Institute for Islamic Studies of Palopo in Partial Fulfilment of Requirement for S.Pd. Degree in English Education

IAIN PALOPO

Compiled By

YULIANTI

REG. NUMBER: 16 0202 0117

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY STATE
ISLAMIC INSTITUTE OF PALOPO
2022

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO 2022

THESIS APPROVAL

This thesis, entitled "**THE EFFECTIVENESS OF ALPHABET ISLAND GAME TO IMPROVE VOCABULARY FOR SEVENTH GRADE STUDENTS AT SMPN 2 LASUSUA**" written by **Yulianti, Reg. Number 16 0202 0117.** English Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Friday 2nd December 2022 M**, coincided with **Jumadil Awal 8th 1444 H.** It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, May 30th 2023

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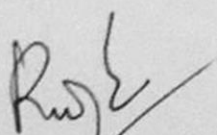
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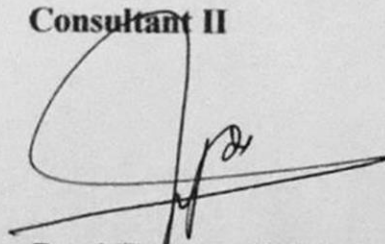
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NOTA DINAS PEMBIMBING

Hal   : Skripsi

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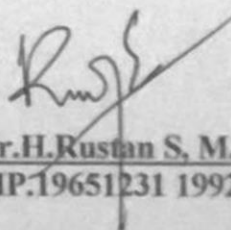*Assalamu 'Alaikum Wr.Wb*

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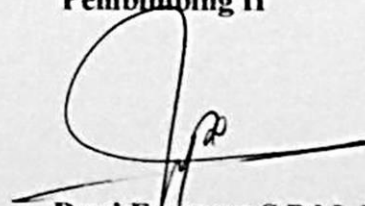
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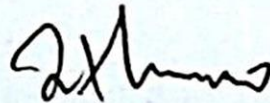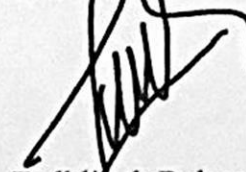|	
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Declares this thesis I wrote to fulfill a requirement for the degree of Education Bachelor (S.Pd) in Tarbiyah and Teacher Training Faculty, the State Instute Islamic Studies Palopo entitled, *"The Effectiveness of Alphabet Island Game to Improve Vocabulary for Seventh Grade Students at SMPN 2 Lasusua,"* is genuinely my original work. It does not incorporate any materials previously written or published by another person except does indicate in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection or claim from others.

Palopo, 28th November 2022

Researcher

Yulianti

16 0202 0117

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The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragement, and comments from many people. Therefore, the researcher would like to express thanks to:

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<div align="right">

Palopo,   November 2022

The Researcher

Yulianti

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LIST OF CONTENTS

LIST OF TABLE

IAIN PALOPO

ABSTRACT

Yulianti, 2022, *"The Effectiveness Of Alphabet Island Game To Improve Vocabulary For Seventh Grade Students At SMPN 2 Lasusua."* Thesis English Language Education Study Program Tarbiyah and Teacher Training Faculty IAIN Palopo. Consultant (1). Dr. H. Rustan S, M.Hum., and Consultant (2). Dewi Furwana, S.Pd.I, M.Pd.

This thesis is about the effectiveness of the Alphabet Island Game in improving vocabulary for the seventh grade at SMPN 2 Lasusua. It applied *pre-experimental* research that focused on one group pre-test and post-test design—the seventh-grade students of SMPN 2 Lasusua as the population of this research. The sample chose purposive sampling, which consists of 24 students. The data were analyzed descriptively statistically and calculated by using SPSS 20. The data were analyzed calculating the mean score and paired sample t-test. The result revealed that the students' mean score on Post-test (68.3750) was higher than the pre-test (58.5833). The t_{count} (13.849) was higher than t_{table} (0.70705). It indicates that the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected. It can be stated that the using of the alphabet island game is effective in improving vocabulary mastery.

Keyword: Alphabet Island Game, Pre-experimental, Vocabulary Mastery

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the elements of language and is all about words or a special set of words you are trying to learn. According to Alqahtani M (2015), vocabulary is a set of words that used for communication, and one can convey the information that is submitted, so it is very important to learn vocabulary.[1] Vocabulary is central to English language teaching because, without sufficient vocabulary, students cannot understand each other or express their ideas.

Whenever we think about language, we usually think about mastering vocabulary first. It means whenever we use language automatically, and wed we also use the words of the language. There for, we must have a lot of vocabulary. By having a lot of vocabulary, we can precisely open our ideas in communication. It also helps us travel in the past, present, and future. It is important to master all of vocabulary in language. Mastering vocabulary means that we know all the words in the language which we use. Although, in fact, there is nobody can master all of the words in a language, either a foreign or native speakers. The students have to master the language components and language skills to communicate with others easily.

Furthermore, Rivera in Nunan (1991:117) has also argued that the acquisition of an adequate vocabulary is essential for successful second

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[1] Alqahtani, Mofareh. "The importance of vocabulary in language learning and how to be taught." *International journal of teaching and education* 3.3 (2015): 21-34.

language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. So, no matter how well we master grammar and how successfully we practice the sounds of a language, communication can not happen in meaningful without words to express.[2]

The researcher chooses this topic because of some considerations. First, according to Harmon (2009), teaching English as a foreign language for junior high school is the basic step to learning English seriously, and it will continue in the next grade; vocabulary learning is a continual process of encountering new words in meaningful and comprehensible contexts.[3] Second, teaching vocabulary in junior high school needs an appropriate technique. Teachers do not use an appropriate techniques in their teaching. The Alphabet Island Game technique becomes one technique that can be used by the teacher in their teaching. This technique focuses on the student's participation in a small group by improving their ability to master vocabulary with an educational games.

A game of letters is an easy game to be understood by each person, especially on an alphabet island game. Where this game will train the brain in an image and then analyze what vocabulary is contained in the image, especially on a picture in the envelope, these games can also help us in memorizing a vocabulary that has never been recovered. Then, through this

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[2] Nunan, David. 1991. Language Teaching Methodology. New York: Prentice Hall.
[3] Harmon, J. M., Wood, K. D., Hedrick, W. B., & Gress, M. (2008). "Pick a word—not just any word": Using vocabulary self-selection with expository texts. Middle School Journal, 40(1), 43–52.

game, we will be able to get a vocabulary that wants to be swayed by the alphabet island game.

Based on previous observation and interview done with grade VII students of SMPN 2 Lasusua on May 11, 2022, with Mrs.Istiana.SM Mallongi, S.Pd. She said that some problems with students' ability in English. First, the students are low motivation to learn English. Second the students have limited vocabulary, third, students lack understanding of the meaning of English vocabulary. Then, the teacher only gives monotone techniques and media in the teaching and learning process, so the students felt boring in their class. Moreover, students' vocabulary is still low. In addition, the problems also come out from the school condition. The limitation of teaching media in this school becomes one of the problem which affects the students' achievement in learning English.[4]

As explained in the Q.S Az-Zumar /39: 9

قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو الأَلْبَابِ

It means :

Are those who know the same as those who do not know? Only those who are knowledgeable (ulul albab) know as explained in verse, how important it is to seek knowledge (learning). In Islam, a Muslim is not only emphasized to study religious lessons, but studying other sciences such as English is also recommended.

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[4] Istiana .SM Mallongi, S.Pd, the English teacher of SMPN 2 Lasusua in academic year 2021/2022, interviewed on May 11th 2022.

While some students said that they were poorly trained, it made many students not confident and afraid to speak in front of the class because they had less vocabulary. English teachers use monotonous techniques in English to teach vocabulary. The technique used by the teacher is the translation technique.

Based on the background of the study above, the research is the entitled: " The Effectiveness of Alphabet Island To Improve Vocabulary For Seventh Grade Students at SMPN 2 Lasusua".

B. Research Question

The research question is formulated as follows:

1. Is the use of the alphabet island game effective in improving vocabulary among the seventh-grade students of SMPN 2 Lasusua?

2. What is the student's perception after using the Alphabet Island game at the seventh-grade students of SMPN 2 Lasusua?

C. The objective of the Research

The following are the objectives of this research in relation to the research question mentioned above:

1. To find whether or not the use of the Alphabet island game at the seventh-grade students of SMPN 2 Lasusua.

2. To find out the student's perception after using the Alphabet Island game is effective in improving vocabulary at the seventh grade students of SMPN 2 Lasusua.

D. Significance of the Research

1. Theoretically

   The learning process will need input from the theory, so the teacher or researcher will acquire the theory through the alphabet island game.

2. Practically

   As another alternative to assist the improvement of students' vocabularies as well as the learning process approach for the English teacher and hopefully, the students can be interested in mastered vocabulary.

E. The Scope of the Research

The researcher Focused on improving the student's ability in vocabulary through the Alphabet Island Game in the Seventh grade of SMPN 2 Lasusua. In addition to the research target, 100 vocabularies were to be mastered by the students, and this research focused on nouns and verbs.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Some of the previous research findings are cited as follows:

Alfian (2017), in his thesis in the title "*The Effectiveness of Using Alphabet Island Game in Hyponymy Technique to Teach Vocabulary at First Grade of SMP N 6 Blora,*". States that the use of the Alphabet Island Game with Hyponymy Technique for teaching vocabulary to the first grade students of SMP N 6 Blora in the academic year of 2016/2017 is effective because there was improvement of the students' vocabulary mastery. It helps the students in learning English independently, especially speaking skills, and develops social skills among students in junior high school.[5] What is relevant in this research is that both use the alphabet island game to improve students' vocabulary. But which differences between that the research is the researcher focus on hyponymy, and the researchers will use Alphabet island games to improve students' vocabulary at SMPN 2 Lasusua.

Kairina (2019), in her thesis entitled " Improving students' vocabulary mastery by using scramble game at SMP 2 Batang Kuis in The academic year 2018/2019," The researcher explains that students' vocabulary mastery improved after they were taught by using scramble

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[5] Alfian, Gading. "*The effectiveness of using the alphabet island game in hyponymy technique to teach vocabulary at first grade of junior high school (Experimental study at SMP N 6 Blora)."* *Semarang State University* (2017).

and enthusiastic about learning English and understanding vocabulary easily.[6] What is relevant in this research to improve students' vocabulary mastery by using scramble games at SMP 2 Batangkuis, Deli Serdang in North Sumatra. But the researchers will use Alphabet island games to improve students' vocabulary at SMPN 2 Lasusua

Heri Santoso, in his thesis in the title "*The Effectiveness of Jumbled Letters Game on the Vocabulary Achievement Scores of Third Grade Students of SDN-VIII Menteng Palangkaraya*" in the academic year 2014. The experiment method in writer used the t-test to analyze the data because the writer wan to measure the effect of the jumbled letters game on the vocabulary achievement scores of third-grade students of SDN-VIII Menteng Palangkaraya. The result of t-test using manual calculation showed that the value of t*o observed* was greater than the value of t*able* at 1% and 5% significance level or 2.000 < 8.873 >2.660. The result of t-test using SPSS 17.0.[7] What is relevant in this researcher the same as using games in learning students vocabulary. The difference is, the researcher is more focused on student vocabulary achievement, while researchers are more focused on increasing vocabulary at SMP 2 Lasusua.

Previous studies above, all of them focused on vocabulary that uses letters games. The researcher concludes that between previous research and this research, there are differences and similarities. At the same time,

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[6] Kairina, 2019 Improving student vocabulary mastery by using scramble games at SMP 2 Batang Kuis in The academic year 2018/2019, p.51

[7] Heri Santoso, a thesis "*The Effectiveness of Jumbled Letters Game on the Vocabulary Achievement Scores of Third Grade Students of SDN-VIII Menteng Palangkaraya*". Jurnal (2014) internet: digilib.iain-Palangkaraya.ac.id

the differences are the subject used in the research and the location of the research. As for the similarities with previous researchers, namely the method using the experimental method.

B. Some Pertinent Ideas

1. Definition of Vocabulary

Vocabulary is an important thing in learning a language, and it would be impossible to learn vocabulary without words. Words are signs or symbols for the idea.[8] Frank state that "vocabulary is the one the English components, which has to be mastered and acquired by students in learning a new language.[9]

Selecting the important vocabulary, means that a teacher chooses the appropriate words that can be used by the students. In this case, before teaching it, a teacher should select vocabulary based on students' need. The vocabulary needed by the students is the vocabulary that can be used for language performance. For example, vocabulary for communication or for human relations[10].

Diana Larsen et al. define, vocabulary as all the words that a person knows or uses, all the words in the language, list of the words with their meaning, especially in a book for learning a foreign language.[11]

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[8] Sulfia Syamsul, *"a thesis on title Improving Students' Vocabulary through Scrabble Words Game at the Eight Year of SMP 8 Palopo".(*IAIN Palopo,2015), p. 6

[9] Febriana Eka Setyaningsih, *" The use Word Clap Game to Improve Students' Vocabulary Mastery* (Semarang State University, 2015), p. 2

[10] Zainab, *Teaching Vocabulary by Using Reordering Word Games to the Eighth Years Students of SLTP N 1 Wasuponda*. A thesis.(Palopo: IAIN Palopo,2011), p.10.

[11] Fran Lehr M.A., Lehr, et.al*, A Focus on Vocabulary,* www.prel.org, Accested On September 2010, p.2-3

The items of vocabulary can be made up of two or three words be a single meaning. Material of vocabulary can be accepted in both oral and print forms, as well as learned in receptive and productive ways.[12]

The vocabulary definition is quite clear; that is, almost in the case of human life, they use a series of words. The use of words itself distinguishes according to the field, person, class, or profession. This means that you use a series of words to ask for money from the rich, and the teacher also uses a series of words to command their students.

2. **Types of Vocabulary**

In learning vocabulary, there are some types that are always used by learners as follow:

a. Reading Vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the large type of vocabulary simply because it includes other.

b. Listening Vocabulary

A person's listening Vocabulary is the stock of lexical items in a language. For the purpose of learning and teaching activities, it can be classified into two kinds, namely receptive and productive vocabulary. Receptive vocabulary refers to words for lexical items which only can be recognized and comprehended in the context of reading and listening material.

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[12] Kasmawati, *The effectiveness of using English Fables in Improving Students' Vocabulary at the Eighth Year Student of SMPN 2 Burau Luwu Timur*, (IAIN Palopo, 2018), p.10

c. Speaking Vocabulary

A person speaking vocabulary comprises the words used in speech and is generally a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused slightly and unintentionally, but facial expressions and tone of voice can compensate for this misuse.

d. Writing Vocabulary

The written word appears in registers as different as format essays, and social media feeds. While many written words rarely appear in speech, a person's written vocabulary is generally limited by preference and context, a writer may prefer one synonym over another, and they will be unlikely to use technical vocabulary relating to a subject in which they have no interest or knowledge.

3. **Kinds of Vocabulary**

There are two kinds of vocabulary, namely:

a. Active vocabulary, is the words we can customarily use in speaking.

b. Reserve vocabulary, the words we know, but we rarely use in ordinary speech. We use them in writing a letter, when we have time to consider or when we are searching for a synonym.

Harmer classifies vocabulary into two kinds: Are

1) Active vocabulary refers to words that students have learned and are expected to be able to use.

2) Passive vocabulary refers to words that students will recognize when they meet them but which they will probably not to be produced.

4. **Vocabulary Mastery**

The ability to know words and their meanings is related to vocabulary mastery. The following is a list of the different types of knowledge that a person must master in order to know a word, as provided by Nation.[13]

Vocabulary mastery is defined as the ability or complete knowledge of a list or set of words that make up a language and can be used by a particular person, class, or profession.

5. **Game**

a. The Nature of Game

Andrew states Game is an activity that is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Oxford mentioned that game is a form of play or sport with rules. Games are sometimes played purely for entertainment, sometimes for achievement or reward as well.[14]

In classroom activity, we also found some teachers use games for their teaching process not only in the school but in the course. According to Wright, games are an activity that is entertaining and engaging, often

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[13] Norbert Schmitt, (2000), Vocabulary in Language Teaching, New York: Cambridge University Press. p. 5.

[14] Novi Sulastri, *Using Word Clap Game with a Song to Improve Students' Vocabulary (a Classroom Action Research at the Eighth Grade of SMPN 5 Palopo),* (IAIN palopo, 2018), p.19

challenging, and an activity in which learners play and usually interact with others.[15]

b. Alphabet Island

Alphabet Island is a visual vocabulary game, vocabulary to be learned must be in the textbook or material that will be studied by students. But new words can also be used to develop the ability to use these new words to communicate. These games aim to strengthen the short memory of students to memorize and use new words in the conversation. The game can be played with many modifications in accordance with the necessity and the student's level of competence. The students will be able to recognize English sounds through their alphabets. Can be added vocabulary and spelling skills by asking them to present the words derived from the alphabet and spell them.

Alphabet Island is a game have to find vocabulary as a purpose, and the player must know the clue first as a words category. So, they only can find vocabulary counted by the clue; next, they must know the first letter of the vocabulary before. Because the first letter will be the alphabet island, and after getting the vocabulary counted by the clue they must stand on the top of the alphabet island. In this game, the teacher makes several envelopes with the letters A-Z written on it. Each envelope has several different illustrated papers.

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[15] Andrew Wright et. all, Games for Language Learning, (New York: Cambridge University Press,2006), p.1

c. Teaching English Through Alphabet Island

The Rule or Procedures of Alphabet Island :

1) The teacher can divide students into five groups (for classes with number of approximately 24 students'). Each group elects a chairperson group, than assign it to request new words will be studied by them.

2) The researcher explains how to use alphabet island game with the topic of daily activities. After being explained, the next step is to distribute the game is started the researcher give intructions to listen the sentence to be read. For example : I drink a **coffee.** At the end of the sentence there is one word that contains several lattes. In each group one person runs into the map of the alphabet island to find and choose among the latter A to Z in the word, then pick up one picture papers.

3) The students are invited back to their respective groups. Each groups has one illustrated papers. The researcher will give time for each group to discuss the pictures found it with their group friends.

4) After discuss the pictures found it, students the made a story from the pictures . The researcher will ask students in one group to tell the pictures found in the alphabet island to other groups after they have finished compiling the media. The researcher then give the opportunity to the other groups to ask questions or give suggestions to the groups that appeared.

5) After all, groups are finished, the researcher will ask what nouns and verb are found and write them on sticky notes to be memorized for the next meeting.

d. Teaching Vocabulary by Using Alphabet Island

Teaching is an activity or process of transforming knowledge to help someone require change and develops their skills, attitude, ideas and appreciations. They are influenced by affective, cognitive, and psychomotor domains. Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students master all the language skill-speaking, listening, writing, and reading. Vocabulary will make students practice the structure more easily.[16] Traditionally, the teaching of vocabulary above of elementary level was mostly incidental, limited to presenting new items as they appeared in reading or sometimes listening texts. This indirect teaching of vocabulary assumes that vocabulary expansion will happen through the practice of the language skills, which has been proved not enough to ensure vocabulary expansion.

There are several aspects of lexis that need to be considered when teaching vocabulary.

a. Boundaries between conceptual meaning: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (example, car, motorcycle).

b. Polysemy: distinguishing between the various meaning of a single word from with several and closely related meanings (head: of a person, of animal, of an organization).

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[16] Slattery, Mary and Willis, Jane. 2001. English for Primary Teachers: A Handbook of Activities and Classroom Language. Oxford, New York: Oxford University Press.

c. Homonymy: distinguishing between the various meaning of a single word from which has several meanings which are not closely related (example, a file: used to put papers in or a tool).

d. Homophony: understanding words that have the same pronunciation but different spelling and meaning (example: flour, flower).

e. Synonymy: distinguishing between the different shades of meaning that synonymous words have (example: improve, increase, and develop).

f. Affective meaning: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speakers attitude or the situation social-cultural associations of lexical items is another important factor.

g. Style register, dialect: being able to distinguishing between different level of formality, the effect context and topics, as well as differences in geographical variation.

h. Translation: awareness of certain differences and similarities between the native and the foreign language (example: false cognates).

i. Chunks of language: multi-word verbs, idioms, strong and weak collocation, lexical phrases.

j. Grammar of vocabulary: learning the rules that enable students to build up different forms of the word even different words from that word (example: see, saw, seen, able, unable, disability).

k. Pronunciation: ability to recognize and reproduce items in speech. In other word the students try to pronounce the word better.

It can be said that there are eleven aspects that must be known and understood by the teacher in teaching vocabulary in the class. So when the teacher explains the vocabulary the teacher also must explain those aspects to the students, in order to make the students easier to acquire vocabulary.

C. Conceptual Framework

Vocabulary is very important in learning language so if the students learn about language they must know about the vocabulary first. To get mastery of vocabulary well, we have to use vocabulary in our daily activities. In this section the problems researchers face when they confront large amounts of vocabulary in the form of various kinds of data and try to make systematically meaningful statements about how often and where words occur, and in what sorts of environments.

In teaching and learning process technique is one factor that determined the success. From the theories above, the researcher assumes that alphabet island game is one of alternative techniques to help the teacher in teaching and learning vocabulary which can give significant effect for students in mastering vocabulary. The students can increase their own vocabulary mastery using

alphabet island game when the students can make the words relation among the other words.

Based on explanation above, it can be concluded that teaching vocabulary thought alphabet island game can make the students interested, and improve the students' vocabulary mastery and to increase students English achievement.

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┌─────────────────────────┐          ┌──────────────────────────────┐
│   Teaching Vocabulary   │          │  The Advantages of Alphabet  │
└─────────────────────────┘          │      Island Game             │
             │                        │                              │
             ▼                        │  1. Encourage students to    │
┌─────────────────────────┐          │     think actively.          │
│     Alphabet Island     │ ───────► │  2. Students are invited to   │
│         Game            │          │     think creatively in       │
└─────────────────────────┘          │     learning.                 │
             │                        │  3. Provide a pleasant        │
             ▼                        │     learning atmosphere for   │
┌─────────────────────────┐          │     students.                 │
│  Students' achievement  │          └──────────────────────────────┘
│   in vocabulary mastery │
└─────────────────────────┘
```
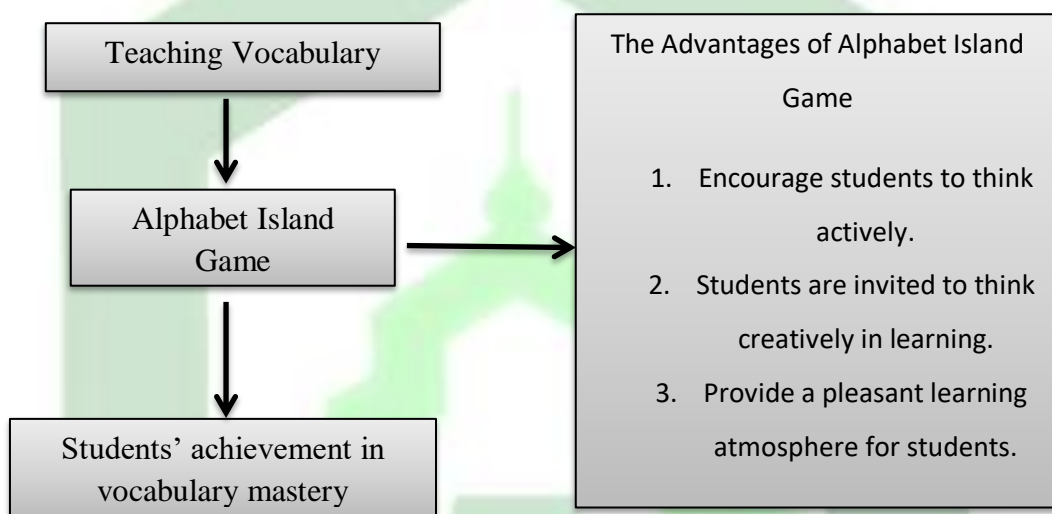
D. Hypothesis

Hypothesis on the conceptual framework mention above, the researcher formulate the hypothesis as follows:

H_0 : The use of alphabet island is ineffective in improving vocabulary for seventh-grade students of SMPN 2 Lasusua.

H_1 : The use of alphabet island is effective to improve vocabulary for seventh grade students of SMPN 2 Lasusua.

CHAPTER III

RESEARCH METHOD

A. Research Design

The pre-experimental method used in this research to improve students' vocabulary mastery in English using alphabet island game. This method will be used because it could represent the population of class VII students. This research only found an improvement after being given treatment or not.

The research conducted the pre-test, treatment, and posttest that described as follow:

Table 3.1 (Design One pretest – posttest)

Pre-test	Treatment	Post-test
O_1	X	O_2

Information:

O_1 = Pretest score of the experimental group

O_2 = Posttest score of the experimental group

X = Treatment with Alphabet Island Game[17]

B. Research Time and Place

This research, the research was conducted by a research at the seventh grade students of SMPN 2 Lasusua on May 11, 2022, in class VII.

C. Operational Definition of Variable

This research consists of two variable namely:

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[17] Sugiono, Media Penelitian Kombinasi (Mixed Method), (cet, IV: Bandung: alvabata, 2013)p, 112

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1. The independent variable is alphabet island game, which is the teaching said that helped the students to improve their English, especially in vocabulary.

2. The dependent variable is students' vocabulary mastery. This research show that alphabet island game is effective the students' vocabulary mastery or not.

D. **Population and Sample**

1. Population

  The population of this research is seventh grade students consisting of two classes and the total seventh grade students were 49 students. Especially class VII Students at SMPN 2 Lasusua, where there were 9 female students and 15 male students in 2022/2023.

2. Sample

  The sample used in this research will apply purposive sampling teaching, according to Supardi (1993), a purposive sampling technique will be appropriate if it is selected for an infinite population or the number of members of the population has not been or cannot be determined beforehand. In this research, the researcher use this type of sample because total students of population used as sample is relatively small less than 24 students.

E. **Instrument of the Research**

1. Pre-test

This research used alphabet island game to determine research data, especially to identify student learning fluency. Pre-test aimed to know students vocabulary mastery before treatment. The pre-test carry out by the researcher will to give question to students to tell their daily activities in English and it is hoped that they would also answer using English.

2. Post-test

The posttest was give after being given some treatment in several meeting. After the posttest is given at the fourth meeting in this posttest, the researcher will ask all students the same question in English. The researcher asked students to tell about an unforgettable experience them using English.

F. **The Technique of Collecting Data**

In this research, collecting data used the step:

1. Pre-test

In this step, a test is given to collect data from the sample of this research. The researcher distribute question sheet to determine the students initial abilities.

2. Treatment

After giving the pre-test, the researcher taught the students or four meetings. In each meeting, the researcher used alphabet island game in teaching vocabulary. The steps are as follows:

a. The First Meeting

Before giving the alphabet island game, the researcher fierst taught about the vocabulary contained in the pictures provided on the alphabet island game envelope. Students are asked to write down the existing vocabulary.

b. The Second meeting

1) The researcher explained about the alphabet island game to keep the attention of students and motivate the students to improve their interested vocabulary. In this case, the researcher uses the wordscapes game as media.

2) The researcher explained and gave an example of how to give an accept clues about the things in the class used alphabet island.

3) The researcher divided the students into five groups and instructed them to gather with their groups mate. The next step is to distribute the game is started the researcher give intructions to listen the sentence to be read. For example : I drink **coffee.** At the end of the sentence there is one word that contains several lattes.

4) Each groups one person runs into the map of alphabet island to find and choose among the latter A until Z in the word, then pick up one picture papers The students are invited back to their respective groups. Each groups has one illustrated papers.

The researcher will give time for each group to discuss the pictures found it with their group friends.

5) After discuss the pictures found it, students the made a story from the pictures . The researcher will ask students in one group to tell the pictures found in the alphabet island to other groups.

6) After they have finished compiling the media, the researcher then give the opportunity to the other groups to ask questions or give suggestions to the groups that appeared.

7) After all, groups are finished, the researcher will ask what nouns and verb are found and write them on sticky notes to be memorized for the next meeting.

c. Third Treatment

1) The researcher explained about nouns and verbs

2) The researcher check the students' memorization at the previous meeting.

3) After all, groups get the paper containing pictures. The researcher will explain the learning mechanism.

4) Students will then discuss the pictures they found and make up a story.

5) After that, the researcher assigned students in each group to tell the pictures they found. The name all the nouns in the picture.

6) After all, groups are finished, the researcher will ask what nouns and verb are found and write them on sticky notes to be memorized for the next meeting.

d. The fourth treatment

1) The researcher review the material and explain.

2) The learning steps was the same as in the previous meeting.

3) The students played alphabet island game, the students were asked to play in groups. Each group is divided into 5 groups containing 5 students in each group, they have to collect as much vocabulary about pictures.

3. Post-Test

After conducted forth treatment, the researcher will give a posttest of vocabulary to them know their ability after several process alphabet island game. The posttest identical as the pre-test. Subsequently, the result of pre-test and posttest calculated to measure whether or not alphabet island media will give improving students' vocabulary mastery.

G. Validity and Reliability of The Instrument

According to Ghazali (2006), He explained " The validation test is used to measure whether a test is valid or not. The validation test is calculated by comparing the calculated t value with the t table value. If T count >T table with a significance level of 0.05 then the question in the test are declared valid". In this said that the component is found in the validation test, it can be said that the component is inconsistent with other components to support

a concept. In addition, Sugiyono stated that " validity testing is carried out in several steps, including:

1. Define operationally the concept to measured.

2. Conducting measurement scale trial using respondents.

3. Prepare the answer table.

4. Calculating correlation"[18]

In this research, the researcher conducted a validation test on the research instrument by making a validation sheet containing several aspects observed by the observer or validator. The researcher conducted a validation test on the English teacher at SMPN 2 Lasusua named Istiana .SM Mallongi, S.Pd. to measure whether the research instrument use is valid or not.

H. The Technique of Data Analysis

In this analysis analysis, the researcher used the following method to analyze the data obtained from the sample.

1. Scoring the correct answers from the vocabulary test provided by the sample

Score = total correct answer total test items x 100

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[18] Imam Ghozali. *Aplikasi Analisis Multivariate dengan Program SPSS*. Semarang; 2006.

2. Classifying the students score based on the following classification.

Table 3.2 The Respondent Score Classification

No	Score	Classification
1.	86-100	Very Good
2.	79-85	Good
3.	66-75	Fairly Good
4.	56-65	Fairly
5.	36-55	Poor
6.	0-35	Very Poor

3. Calculating the rate percentage of the respondent score below:

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

Where:

P: Percentage

F: Cumulative Frequency

N: Total Number

4. Calculating the standard reviation, significance measure, and standard significance in assessing the mean score. The researcher calculated the score using SPSS 20 and the table distribution method.

CHAPTER IV

FINDINGS DISCUSSION

A. Findings

In this research, the researcher collected data by conducting test. In addition, the researcher also recorded activities carried out during teaching. The researcher took all data related to teaching vocabulary mastery of alphabet island game at the seventh grade students of SMPN 2 Lasusua. So that the media is more precise and it's easier to understand. The discuss the findings of the students' vocabulary test between the pretest was given the treatment, and the posttest was not given the treatment.

1. The Analysis of Students' Score in the Pretest

a. The Students' Pre-Test Score

In this section, the researcher presented the data in tabular form and calculates scores using the SPSS 20 program. Then, the researcher shows the complete score of the students' vocabulary test in the pre-Test. The tabulation of students' scores for the Pre-Test can be seen in table 3.2.

Table 4.1
The Score of Students Vocabulary Mastery in the Pre-Test

No	Students	Correct Answer	Score
1.	Student 1	65	65
2.	Student 2	65	65
3.	Student 3	72	72
4.	Student 4	60	60

5.	Student 5	62	62
6.	Student 6	54	54
7.	Student 7	48	48
8.	Student 8	54	54
9.	Student 9	52	52
10.	Student 10	59	59
11.	Student 11	62	62
12.	Student 12	60	60
13.	Student 13	51	51
14.	Student 14	55	55
15.	Student 15	64	64
16.	Student 16	60	60
17.	Student 17	57	57
18.	Student 18	55	55
19.	Student 19	56	56
20.	Student 20	59	59
21.	Student 21	60	60
22.	Student 22	50	50
23.	Student 23	59	59
24.	Student 24	67	67

The table shows that the data results show that the students' vocabulary test scores on the pretest. The group pretest score data shows that one student achieved a score of 72, one student achieved a score of 67, two students achieved a score of 65, one student achieved a score of 64, two student achieved a score 62, four student achieved a score of 60, three student achieved a score of 59, one student achieved a score of 57,

one student achieved a score of 56, two student achieved a score of 55, two student achieved a score of 54, one student achieved a score of 52, one student achieved a score of 50, and one student achieved a score of 48. The data in table 4.1 above shows that the lowest score was 48 one students got it. In addition, the highest score was 72 one students got it.

b. **The Students' Scoring Classification of the Students' Pre-Test**

The following table was the data achieved from the pre-test before giving treatment.

Table 4.2
Frequency and Percentage of Students' Pre-Test

No	Classification	Score	Frequency	Percentage
1.	Excellent	95-100	0	0%
2.	Very Good	86-95	0	0%
3.	Good	76-85	0	0%
4.	Fair Good	66-75	2	8,3%
5.	Fair	56-65	14	58,3%
6.	Poor	36-55	8	33,3 %
7.	Very poor	0-35	0	0%

Table 4.2 showed that data of pretest. The data pretest were 2 students (8.3%) in fair good classification, 14 students (58.3%) in fair classification, and 8 students (33.3%) in poor classification.

c. **The Mean Score and Standard Deviation of Students' in Pre-Test**

In this part, the researcher described the mean score and standard deviation in order. To compare a mean score of pre-test in group before giving treatment.

Table 4.3

The Mean Score and Standard Deviation of Students' in Pre-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	49.00	72.00	58.6250	5.66310
Valid N (listwise)	24				

From table 4.3 it can be seen the highest score of students is 72.00 and the lowest score is 48.00. In addition, this shows indicates that the mean score of students' vocabulary in Pre-Test 58.6250 and standard deviation error is 5.66310.

2. The Analysis of Students' Vocabulary Test in the Post-Test

a. The Students' Posttest Score

The posttest was conducted after giving treatment in order to find out the influence of alphabet island games toward students vocabulary. The following were the description of the students posttest score.

Table 4.4
The Score of Students Vocabulary Test in the Post-Test

No	Students	Correct Answer	Score
1.	Student 1	74	74
2.	Student 2	77	77
3.	Student 3	85	85
4.	Student 4	78	78
5.	Student 5	70	70
6.	Student 6	63	63
7.	Student 7	58	58
8.	Student 8	63	63
9.	Student 9	65	65
10.	Student 10	74	74

11.	Student 11	68	68
12.	Student 12	74	74
13.	Student 13	60	60
14.	Student 14	64	64
15.	Student 15	70	70
16.	Student 16	65	65
17.	Student 17	70	70
18.	Student 18	65	65
19.	Student 19	68	68
20.	Student 20	62	62
21.	Student 21	69	69
22.	Student 22	59	59
23.	Student 23	65	65
24.	Student 24	75	75

Based on the table showed that the data result indicates that the students in posttest. The data of posttest score of showed that, one student achieved a score of 85, one student achieved a score of 78, one students achieved a score of 77, one student achieved a score of 75, three student achieved a score 74, three student achieved a score of 70, one student achieved a score of 69, two student achieved a score of 68, four student achieved a score of 65, one student achieved a score of 64, two student achieved a score of 63, one student achieved a score of 62, one student achieved a score of 60, one students achieved a score of 59, and one student achieved a score of 58. The data in table 4.4 above, showed that the highest and lowest scores of posttest. The highest score of posttest was 85 one students got it. In addition, the lowest score was 58 one students got it.

b. The Student' Scoring Classification of the Students' Posttest

The following table was the data achieved from the posttest group after giving treatment.

Table 4.5
Frequency and Percentage of Students' Posttest

No	Classification	Score	Frequency	Percentage
1.	Excellent	95-100	0	0%
2.	Very Good	86-95	0	0%
3.	Good	76-85	3	12,5%
4.	Fair Good	66-75	10	41,7%
5.	Fair	56-65	11	45,8%
6.	Poor	36-55	0	0 %
7.	Very poor	0-35	0	0%

Table 4.5 showed that the data of posttest in group. The data of control group were 3 students (12,5%) in good classification, 10 students (41,7%) in fair good classification, and 11 students (45,8%) in fair classification.

c. The Mean Score and Standard Deviation of Students' in Post-Test

In this part, the researcher described the mean score and standard and deviation to compare a mean score in post-test in giving treatment.

Table 4.6
The Mean Score and Standard Deviation of Students' in Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	24	58.00	85.00	68.3750	6.65819
Valid N (listwise)	24				

From table 4.6 it can be seen that the highest score of students' is 85.00 and the lowest score is 58.00. In addition, this also shows that the mean score of students' vocabulary in posttest is 68.3750 and the standard deviation error is 6.65819.

3. **The Calculation of t-test Pre-Test and Post-Test**

In addition to showing the mean score in the students' vocabulary test subject, this research would also present score of students result in Pre-Test and Post-Test, the total mean score and standard deviation of in Pre-Test and Post-Test, and compare both of them. The results are presented in descriptive statistics, it can be seen in table 4.9 and 4.10.

Table 4.7
The Paired Sample Statistics of Pre-Test and Post-Test

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	58.5833	24	5.74015	1.17170
	Posttest	68.3750	24	6.65819	1.35910

According to table 4.7, the mean score of the students' pretest was 58.5833, while the mean score of the posttest was 68.3750, with a standard deviation of 5.74015 and 6.65819 in the posttest, it indicates that there was an effectiveness after applying the alphabet island game to help students improve their vocabulary mastery.

Table 4.8
Paired Sample Correlation of Pre-Test and Post-Test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	24	.854	.000

Table 4.9

The Paired Sample test of Pre-Test and Post-Test Result

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	48.00	72.00	58.5833	5.74015
Posttest	24	58.00	85.00	68.3750	6.65819
Valid N (listwise)	24				

The table 4.9 described the statistical result of pretest and posttest. From the group of the table above, N was the total of subject data which was 24 from pretest and 24 from posttest. It could be seen that between posttest is significantly different. The mean that acquire by the pretest group was 58.5833 while the mean score of posttest group was 68.3750. Further the statistical hypothesis of the research was described in the table below:

Table 4.10
The Paired Sample Test of Pre-Test and Post-Test

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

Pair 1	Pretest - Posttest	-9.79167	3.46384	.70705	-11.25432	-8.32902	-13.849	23	.000

The researcher obtained the data table 4.18 t_0 (t_{count}) = 13.849 and df = 23. The value of t_t (t_{table}) = 0.70705. The standard of significance was 0.05 with (df) = 23. It can be seen than t_0 (t_{count}) was higher than t_t (t_{table}).

If $t_0 \leq t_t$: the null hypothesis is accepted.

If $t_0 \geq t_t$: the null hypothesis is rejected.

Based on the result that ($t_0 \geq t_t$), the t_{count} is higher than t_{table}. It can be stated that the null hypothesis was rejected, and the alternative hypothesis was accepted. It is known that the significant value (2-tailed) is $0.000 \leq 0.05$, it can be concluded that there is a significant difference in scores before and after several treatment between students learning outcomes in pretest and posttest data. So, the researcher concluded that using alphabet island game to improve vocabulary at SMPN 2 Lasusua, especially in class VII A.

B. Discussion

In this research, the researcher presents the discussion of data given to the students. This section describes students' improvement in teaching vocabulary by using alphabet island game. The researcher teaches students English and develops their vocabulary through alphabet island game as a students learning media. As has been done learning, an essential key in any education and media presence can increase class fun so that students do not get bored. It is proven that most of them do not master o know some of the given vocabulary. They

said, "They have a little difficulty learning English because they have limited vocabulary mastery." No innovative media or game can refresh students' minds to carry out activities in the learning process to learn English.

These alphabet island game can be a fun activity like other games. Students can be active in the learning process. With a few changes, the researcher conducted these alphabet island game to be implemented at SMPN 2 Lasusua. The researcher wants to take advantage of the main benefits of these alphabet island game, which is to train students to think quickly and categorize vocabulary through the material provided. In addition, the alphabet island game can be adapted to the teachers' need. It can also keep students active at the start of class. The researcher wants to ensure that teaching is effective by using alphabet island game, it helps students categorize vocabulary.

Based on students scores, some items have significant vocabulary result between the pre-test and posttest. Organizational criteria on the pre-test, the data shows that most students get good to moderate scores. Two students got fair good scores, fourteen students got fair scores, and eight students got poor scores. Organizational criteria on the posttest, the data shows that most students get good to average scores. Three students got good scores, ten students got fair good scores, eleven students got fair scores, and not students got poor scores.

Two findings were obtained based on the pre-test and posttest result:, the mean score of the pre-test (58.58) and the posttest (68.37). From these results,

it can be interpreted that from 24 students have almost the same intelligence. In this can attract students to study vocabulary. Based on research conducted by Gading Alfian (2017) entitled "The effectiveness of using alphabet island Game in hyponymy technique to teach vocabulary at first grade students of SMPN 6 Blora." In his research said that the use of alphabet island game was effective in improving students vocabulary. This is also what researcher have in common with previous studies. Because in this study, the researchers can also conclude that using alphabet island game in SMPN 2 Lasusua is effective for improving students learning vocabulary, this can be seen from students' pre-test and posttest scores.
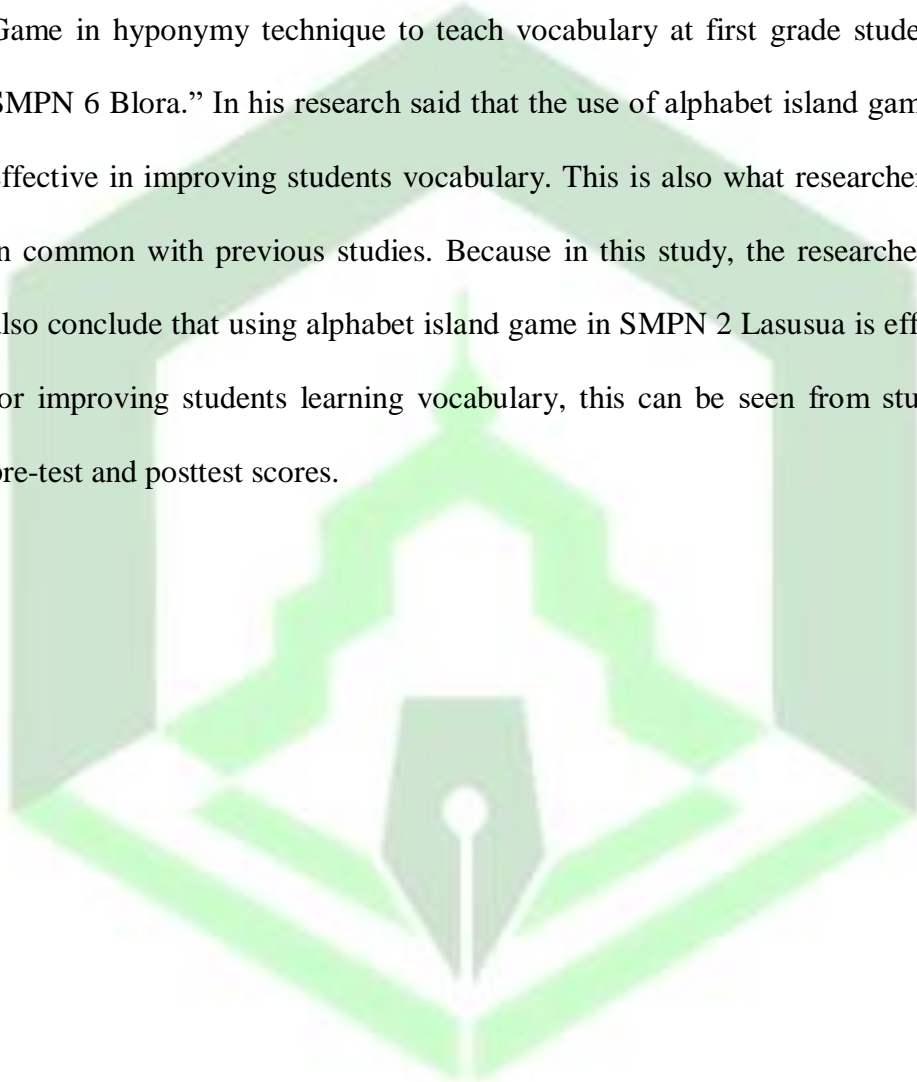
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this research is to find out whether or not the use of *Alphabet Island Game to Improve Vocabulary* is effective for teaching vocabulary at the seventh grade students of SMP N 2 Lasusua. Based on the research that has been done, the researcher drew conclusions.

The use of *Alphabet Island Game* for teaching vocabulary at the seventh grade students of SMP N 2 Lasusua is effective because there was improvement of the students' vocabulary mastery. It helps the students in learning English independently, especially vocabulary mastery, and develops social skill among students of junior high school. *Alphabet Island Game* can be used as a technique in teaching vocabulary because it is effective, fun, and this technique gives the students new experience in improving their vocabulary mastery. By applying this technique, the students were encouraged to be active and creative. They need to work in group and compete with the other groups to solve the problem. It gave them more motivation during the learning process. In addition, teaching vocabulary using *Alphabet Island Game* was very helpful for the improvement of the students' vocabulary ability because in this technique, the students were not just listen to the teacher but also communicated with others to discuss the material.

B. Suggestion

Based on the conclusions above, the researcher gives some suggestions as follows:

1. For Teacher

Should be able to use an appropriate method, techniques, or media, so they can change the students' minds that the English is boring, but it is fun and interesting. The teacher should be flexible and understand the students' needs, so the teaching-learning process can be fun, enjoyable, and interesting. Alphabet island game should be considered as an alternative game media to be used in teaching vocabulary and it may be effective to improve students' vocabulary.

2. For Students

a. The students should try contributing ideas and becoming active participants in the learning process.

b. The students can be more interested in English and should pay attention to the teacher's explanation. Therefore, they could catch the material given by the teacher.

c. The students should also have high motivation to learn English, especially vocabulary because vocabulary is the basic and most important part of the language.

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APPENDIX I

THE INSTRUMENT TEST

LEMBAR VALIDASI INSTRUMENT PENELITIAN

The Effectiveness of Alphabet Island to Improve Vocabulary for Seventh Grade Student at SMPN 2 Lasusua

A. Petunjuk pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:

    1: tidak layak

    2: kurang layak

    3: cukup layak

    4: layak

    5: sangat layak

4. Anda di mohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

No	Uraian	Kelayakan				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas				✔	
	b. Tujuan yang tertera dilembar validasi instrumen mempunyai tujuan yang jelas				✔	
	c. Petunjuk pengisian lembar observasi mudah dipahami				✔	
II	Aspek Cakupan (Isi)					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai				✔	
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar				✔	
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai				✔	
	d. Butir-butir kuesioner mencakup data yang berhubungan				✔	

dengan kegrafikan memadai						
III	Aspek Bahasa					
a. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar						✓
b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif						✓
c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien						✓
d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden						✓

C. Komentar

Lembar instrumen ini sudah memadai untuk awal penelitian.
Komponen instrumen ini sudah mencakup instrumen penelitian.

D. Saran

* Agar instrumen penelitian kedepannya lebih baik lagi dan memudahkan.

* Pengisian instrumen menggunakan media teknologi dengan sistem online

E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

....
....
....
....
....

Lasusua, 20 Oktober 2022

Penilai Kelayakan

ISTIANA, SM. MALLONGI, S. Pd.

PRE-TEST

Name:

Class:

A. Direction: Choose the correct answer from the option a, b, c, or d (number 1-20)

1. I went to dentist yesterday because my ….. were in pain.

    A. hands   C. teeth

    B. fingers   D. ears

2. Diana's barbie is broken. Diana is very …… now.

    A. confuse   C. happy

    B. sad   D. charm

3. The teacher's duty is to ….. the students in the school.

    A. teach   C. make

    B. play   D.work

4. Luna is celebrating her birthday.

    Now Luna feels ……

    A. angry   C. easy

    B. dusty   D. happy

5. I am so hungry. So, I …… a meal .

    A. prepare   C. kick

    B. walk   D.wear

6. The carpet is …… . I want to clean it.

    A. large   B. shiny

C. dirty   D. soft

7. Katherine didn't study hard. He didn't ….. the exam.

   A. study   C. pass

   B. give   D. break

8. The gardener ….. the grass every Monday and Thursday.

   A. cuts   C. trains

   B. plans   D. comes

9. I can't hear anything since my …… are sick.

   A. eyes   C. nose

   B. ears   D. mouth

10. Sugar is ….. , but honey is sweeter than sugar.

    A. salty   C. sweet

    B. small   D. smooth

11. At this school we have many ………. Who teach in their respective subject.

    A. Doctor   C. Farmer

    B. Teacher   D. Nurse

12. He fell off the bike and his ………. was bleeding

    A. Dress   C. Hair

    B. Shoes   D. knee

13. She got the ……….. in the shell

    A. Gold   C. Ice

    B. Sky   D. Pearl

14. Many foreign tourist …….. in Bali

    A. Buy   C. Vacationing

    B. Blues   D. Hot

15. ……… blooming in the morning

    A. Leaf   C. Flour

B. Floor   D. Flower

16. I always bring a ……… go to school

    A. Table   C. Book

    B. Chair   D. Mother

17. He works in … because he is a doctor

    A. School   C. House

    B. Mosque   D. Hospital

18. A butterfly is ……… than Elephant

    A. Big   C. Tall

    B. Small   D. Smaller

19. She is More ………. Than me

    A. Handsome   B. Big

    C. Beautiful   D. Good

20. The name of the Animal, except…..

    A. Apple   B. Cat

    C. Bee   D. Duck

B. Translate the following words into Indonesian

1. Home=   11. Shoes=

2. Book=   12. Kitchen=

3. Teacher=   13. Bedroom=

4. Class=   14. Bathroom=

5. Chair=   15. Door=

6. Garbage=   16. Lazy=

7. Whiteboard=   17. Speak=

8. Table   18. Dog=

9. Window=   19. Close=

10. T-shirt=   20. Smart=

21. Hungry=   29. Swim=

22. Uncle=   30. Pen=

23. Cousin=   31. Room=

24. Mirror=   32. Paper=

25. Ball=   33. Eat=

26. Drink=   34. Mosque=

27. Fail=   35. Buy=

28. Fish=

C. Translate the following words into English

1. Belajar   =   11. Sapi   =

2. Tidur   =   12. Merah   =

3. Tas   =   13. Kuning   =

4. Bermain   =   14. Ayah   =

5. Menangis   =   15.Ibu   =

6. Lapar   =   16.Lantai   =

7. Marah   =   17. Air   =

8. Pohon   =   18. Bunga   =

9. Gajah   =   19. Hitam   =

10. Monyet   =   20. Mandi   =

D. Matching the words on the left with the words on the right

1.	Grandmother	a.	Makan
2.	Diligent	b.	Nenek
3.	Tomato	c.	Anak permpuan (putri)
4.	Bear	d.	Apel
5.	Swim	e.	Minum
6.	Son	f.	Rajin
7.	Daughter	g.	Tomat
8.	Apple	h.	Berenang
9.	Eat	i.	Beruang
10.	Drink	j.	Anak laki-laki (putra)
11.	Go	k.	Melompat
12.	Leap	l.	Pergi
13.	Run	m.	Anak
14.	Child	n.	Lari
15.	Doctor	o.	Botol
16.	Bottle	p.	Dokter
17.	Door	q.	Pintu
18.	Pen	r.	Pisang
19.	Banana	s.	Pulpen
20.	Coconut	t.	Kelapa
21.	Mouse	u.	Membuka
22.	Open	v.	Tikus
23.	Lion	w.	Berdiri
24.	Stand	x.	Singa
25.	Monkey	y.	Monyet

POST TEST

Name:

Class:

A. Direction: Choose the correct answer from the option a,b,c,or d (number 1-10)

1. I am so hungry.so I ….. a meal.

    a. Prepare   c. Walk

    b. Kick   d. Wear

2. The clown is so ….. He makes all kids laugh and happy.

    a. Funny   c. Quiet

    b. Noisy   d. Disgusting

3. Mita: Heri, your shoes are so fit n your ….. You look georgeus.

    Adi: Thank you.

    a. Finger   c. Lip

    b. Hand   d. Feet

4. Lili is celebrating her birthday.

    Now Lili feels…..

    a. Angry   c. Dusty

    b. Easy   d. Happy

5. The teacher's duty is to ….. the students in the school.

    a. Teach   c. Play

    b. Make   d. Work

6. Lisa ….. the match in Olympic Games. She is so sad.

    a. On   c. Lost

    b. Jumped   d. Celebrated

7. I went to dentist yesterday because my ….. were in pain.

   a. Hands   c. Fingers

   b. Teeth   d. Ears

8. A: Can you help me?

   B: Pleas,….. this bag to my room.

   A: Yes, Sir.

   a. Bing   c. Help

   b. Give   d. Has

9. This exercise was too ….. for me. I got score 100.

   a. Difficult   c. Easy

   b. Expensive   d. High

10. Diana"s Barbie is broken. Diana is very ….. now.

   a. Confuse

   b. Sad

   c. Charm

   d. Happy

B. Translate the following words into Indonesia

1.Come	=	21. Teacher	=
2.Blow	=	22. Doctor	=
3.Money	=	23. Fail	=
4.Head	=	24. Hungry	=
5.Police	=	25. Busy	=
6.Clean	=	26. Cry	=
7.Bad	=	27. Lazy	=
8.Sick	=	28. Open	=
9.Uncle	=	29. Wife	=
10. Aunt	=	30. Husband	=
11. Cake	=	31. Building	=
12. Shoes	=	32. Classroom	=
13. Socks	=	33. Butterfly	=
14. Office	=	34. Ball	=
15. School	=	35. Tie	=
16. Village	=	36. Window	=
17. Monkey	=	37. Friend	=
18. Castel	=	38. Ruler	=
19. Garden	=	39. Swim	=
20. House	=	40. Start	=

C. Translate the following words into English

1. Rumah	=	3. Mengirim	=
2. Bermain	=	4. Sedih	=

5. Tidur =	24. Sapi =
6. Kartu =	25. Siswa =
2. Lampu =	26. Kambing =
3. Kantor =	27. Sibuk =
4. Mencuci =	28. Lapar =
5. Lucu =	29. Tas =
6. Perpustakaan=	30. Menari =
7. Dinding =	31. Menangis =
8. Belajar =	32. Sakit =
9. Mendengarkan=	33. Meja =
10. Jam =	34. Bodoh =
11. Paman =	35. Pensil =
12. Menutup =	36. Dasi =
13. Penggaris =	37. Marah =
14. Bosan =	38. Capek =
15. Bibi =	39. Kursi =
16. Gajah =	40. Rajin =
17. Kakek =	
18. Buaya =	
19. Sepupu =	
20. Jendela =	
21. Nenek =	
22. Mencium =	
23. Sepatu =	

D. Matching the words on the left with the words on the right

1. Bridge   a. Menangis

2. Notebook   b. Elang

3. Eagle   c. Makan

4. Eat   d. Buku catatan

5. Cry   e. Jembatan

6. Dog   f. Tas

7. Box   g. Ikan

8. Fish   h. Kotak

9. Milk   i. Anjing

10. Bag   j. Susu

11. Hospital   k. Hotel

12. Hotel   l. Rumah Sakit

13. Believe   m. Percaya

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMPN 2 Lasusua

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII/ Ganjil

A. Tujuan Pembelajaran

Pada saat mengimplementasikan siswa diharapkan mampu memahami, mengetahui, merancang, menganalisis, berbagi, mengidentifikasi dan keterampilan melakukan baik secara lisan dan tulisan tentang vocabulary yang ditemukan dalam permainan alphabet island.

B. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran

Guru memberikan stimulasi kepada siswa melalui beberapa pertanyaan monolog sederhana tentang teks procedure. Selanjutnya, guru berdiskusi dengan siswa tentang materi teks procedure. Guru memberikan kesempatan siswa untuk berkomunikasi atau mempresentasikan pertanyaan teks monolog sederhana tentang teks prosedur. Kemudian siswa diminta untuk memecahkan beberapa contoh teks prosedur. Setelah itu guru memberikan umpan balik kepada siswa dengan memberikan penguatan dalam bentuk verbal yang telah menyelesaikan tugas. Setelah semuanya, guru membantu merefleksikan apa yang telah mereka pelajari dan memberian motivasi kepada siswa yang mengalami kesulitan selama belajar.

2. Strategi Pembelajaran

    a. Teori   : Constructivism
    b. Pendekatan   : Constructivist Approach
    c. Model   : Project Based-Learning
    d. Metode   : Diskusi, presentasi, Tanya Jawab
    e. Teknik   : Presentasi
    f. Perangkat   : RPP, Kamus, ,Buku, Media
    g. Moda   : Offline

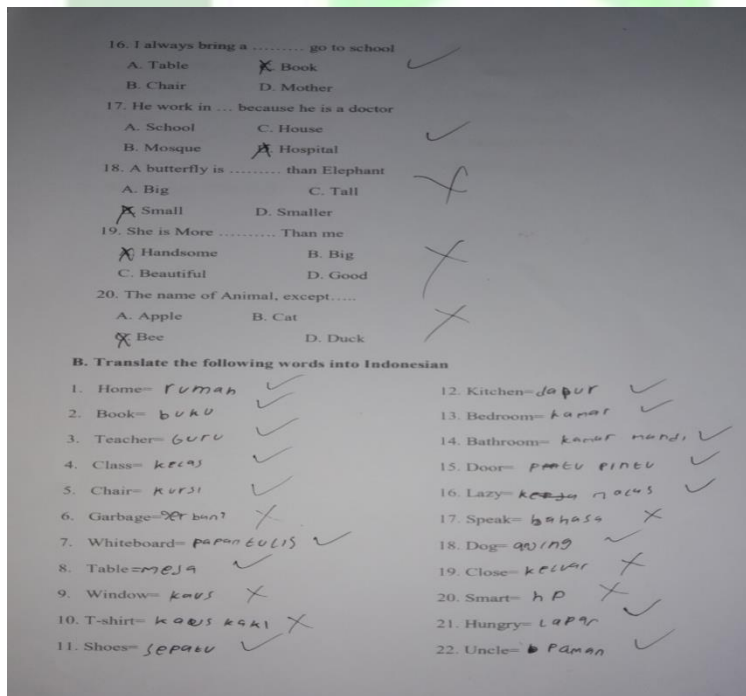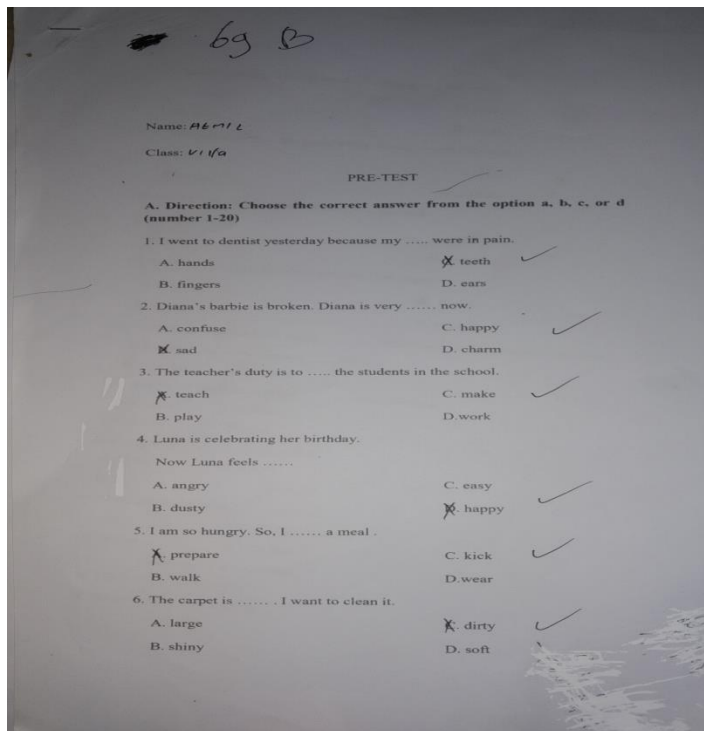### C. ASSESSMENT/ Evaluasi Pembelajaran

    1. Tes

TEACHING MATERIAL

➢ The researcher explains how to use the alphabet island game with the topic of daily activities. After being explained, the next step is to distribute the game started the researcher gives instructions to listen to the sentence to be read. For example: <u>I drink a **coffee.**</u> At the end of the sentence, is one word containing several lattes. Each groups one person runs into the map of alphabet island to find and choose among the latter A until Z in the word, then pick up one picture papers.

➢ The students are invited back to their respective groups. Each group has one illustrated paper. The researcher will give time for each group to discuss the pictures found with their group friends.

➢ After discussing the pictures, students made a story from the pictures. The researcher will ask students in one group to tell the pictures found on the alphabet island to other groups after they have finished compiling the media. The researcher then allow the other groups to ask questions or give suggestions to the groups that appeared.

➢ After all, groups are finished, the researcher will ask what nouns and verbs are found and write them on sticky notes to be memorized for the next meeting.

APPENDIX III

DOKUMENTASI

1. Pre-Test Scores

Name: AGMIL

Class: VIIa

PRE-TEST

A. Direction: Choose the correct answer from the option a, b, c, or d (number 1-20)

1. I went to dentist yesterday because my ..... were in pain.
   A. hands
   B. fingers
   C. teeth ✓
   D. ears

2. Diana's barbie is broken. Diana is very ...... now.
   A. confuse
   B. sad ✗
   C. happy ✓
   D. charm

3. The teacher's duty is to ..... the students in the school.
   A. teach ✗
   B. play
   C. make ✓
   D. work

4. Luna is celebrating her birthday.
   Now Luna feels ......
   A. angry
   B. dusty
   C. easy
   D. happy ✗ ✓

5. I am so hungry. So, I ...... a meal .
   A. prepare ✗
   B. walk
   C. kick ✓
   D. wear

6. The carpet is .... I want to clean it.
   A. large
   B. shiny
   C. dirty ✗ ✓
   D. soft

16. I always bring a .... go to school
    A. Table
    B. Chair
    C. Book ✗ ✓
    D. Mother

17. He work in ... because he is a doctor
    A. School
    B. Mosque
    C. House
    D. Hospital ✗ ✓

18. A butterfly is .... than Elephant
    A. Big
    C. Small ✗
    C. Tall
    D. Smaller ✗

19. She is More .... Than me
    A. Handsome ✗
    C. Beautiful
    B. Big
    D. Good ✗

20. The name of Animal, except.....
    A. Apple
    C. Bee ✗
    B. Cat
    D. Duck ✗

B. Translate the following words into Indonesian

1. Home= rumah ✓
2. Book= buku ✓
3. Teacher= Guru ✓
4. Class= kelas ✓
5. Chair= kursi ✓
6. Garbage= ger ban? ✗
7. Whiteboard= papan tulis ✓
8. Table= meja ✓
9. Window= kaos ✗
10. T-shirt= kaos kaki ✗
11. Shoes= sepatu ✓
12. Kitchen= dapur ✓
13. Bedroom= kamar ✓
14. Bathroom= kamar mandi ✓
15. Door= pintu pintu ✓
16. Lazy= kerja malas ✓
17. Speak= bahasa ✗
18. Dog= anjing ✓
19. Close= keluar ✗
20. Smart= hP ✗
21. Hungry= lapar ✓
22. Uncle= paman ✓

2. Posttest Scores

11. Cake = kue ✓
12. Shoes = ~~long~~ kaos
13. Socks = kaos kaki ✓
14. Office = kantor ✓
15. School = sekolah ✓
16. Village = desa ✓
17. Monkey = monget ✓
18. Castel = meharg ✓
19. Garden = gebing ✗
20. House = ~~fohrutash~~ kuki ✓

31. Building = bikin ✓
32. Classroom = kelas ✓
33. Butterfly = kupus ✓
34. Ball = bola ✓
35. Tie = dasi ✓
36. Window = jendela ✓
37. Friend = teman ✓
38. Ruler = penghapus ?
39. Swim = berehang ✓
40. Start = mulai ✓

C. Translate the following words into English

1. Rumah = home ✓
2. Bermain = play game ✓
3. Mengirim = teeth
4. Sedih = cry ✓
5. Tidur = sleap ✓
6. Kartu = card ✓
2. Lampu = ~~eeny~~ lamp ✓
3. Kantor = office ✓
4. Mencuci = wash ✓
5. Lucu = funny ✓
6. Perpustakaan = libery
7. Dinding = wall ✓
8. Belajar = study ✓

9. Mendengarkan = listinig ✓
10. Jam = clock ✓
11. Paman = uncle ✓
12. Menutup = close ✓
13. Penggaris = ruler ✓
14. Bosan = bored
15. Bibi = auth
16. Gajah = elethe
17. Kakek = grad fauer ✗
18. Buaya = crodile ✓
19. Sepupu = cosin
20. Jendela = window ✓
21. Nenek = grad moheer

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80 b

Name: Aenil
Class: VII

POST TEST

A. Direction: Choose the correct answer from the option a,b,c,or d (number 1-10)

1. I am so hungry.so I ….. a meal.
   a. Prepare
   b. Kick
   c. Walk
   d. Wear ✓

2. The clownis so ….. He makes all kids laugh and happy.
   a. Funny
   b. Noisy
   c. Quiet
   d. Disgusting ✓

3. Mita: Heri, your shoes are so fit n your ….. You look georgeus.
   Adi: Thank you.
   a. Finger
   b. Hand
   c. Lip ✓
   d. Feet

4. Lili is celebrating her birthday.
   Now Lili feels…..
   a. Angry
   b. Easy
   c. Dusty ✓
   d. Happy

5. The teacher's duty is to ….. the students in the school.
   a. Teach
   b. Make
   c. Play
   d. Work

6. Lisa ….. the match in Olympic Games. She is so sad.
   a. On
   b. Jumped
   c. Lost
   d. Celebrated

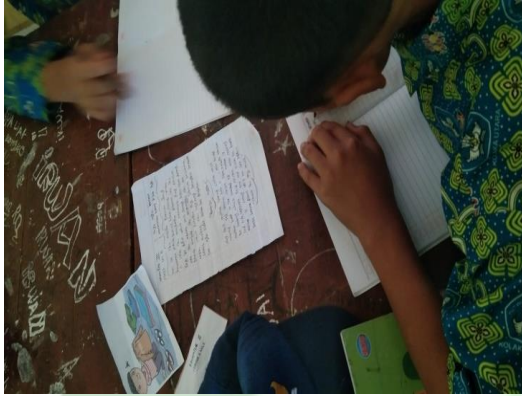7. I went to dentist yesterday because my ….. were in pain.

60

PRE-TEST

GIVING TREATMENT

POST-TEST

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
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SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama	:	Yulianti
NIM	:	16 0202 0117
Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	Dsn Satu Desa To'jabi Kec Lasusua Kab Kolaka Utara
No.Telpon/HP	:	082 293 292067
Email	:	**YuliantiBustang@gmail.com**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 24 Agustus 2022

Ketua Program Studi

a.n. Dekan
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☐ Lancar Mengaji

☑ Bisa mengaji,tapi belum lancar

CURRICULUM VITAE

The researcher has complete name Yulianti. She was born on July 02nd 1995 in Tojabi, Sulawesi Tenggara. She is the third daugther from eight children. Her father's name is Bustang and Her mother's name is Nurdiana. She has two brothers and five sisters. The researcher graduated from MIS Muhammadiyah Lasusua, Sultra in 2008 and then she graduated from MTs Negeri Lasusua in 2011. Then, in 2014 graduated from SMA Negeri 1 Lasusua, Sulawesi Tenggara. The researcher continued her study at State Islamic Institute of Palopo (IAIN) and taking English Language Education Study Program S-1 degree.

In the end of the study at State Islamic Institute of Palopo (IAIN), she wrote a thesis entitled **"The Effectiveness of Alphabet Island Game to Improve Vocabulary for Seventh Grade Students at SMPN 2 Lasusua"**