

**TEACHING VOCABULARY BY USING “SHOP TRAVELLING GAMES”
TO ELEMENTARY STUDENTS’ AT THE SIX YEAR OF SDN NO.381 KANAN
KEC.WALENRANG UTARA KAB.LUWU**



A THESIS

**Submitted to the English Language of SI Tarbiyah Department of State College for
Islamic Studies of Palopo in Partial Fulfillment of Requirement for of Sarjana Pendidikan
(S.Pd.) English Teaching**

IAIN PALOPO

By,

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

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Palopo, April 13, 2013



IAIN PALOPO

The Writer

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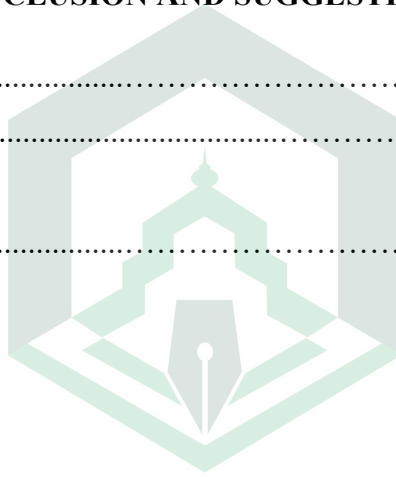
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ABSTRACT

Anton Sujarwo, 2013. "Teaching Vocabulary By Using Shop Travelling Games to Elementary Students' at the Six Year of SDN 381 KANAN Kec.Walenrang Kab.Luwu".

Thesis, English Study Program of Education Department of State College For Islamic Studies (STAIN) Palopo.

Consultan I, Dr. Rustan S,M.Hum and Consultan II, Syamsudarni, S.Pd.I.,M.Pd.

Keywords : Teaching, Vocabulary, Shop Travelling Games, SDN 381 Kanan

1. This thesis studies on the teaching vocabulary by using Shop travelling games. The research questionnaire: (1) Does the teaching vocabulary by using games method effective to improve vocabulary students at the six year of SDN 381 Kanan? (2) How is the students more interest in learning vocabulary by using shop travelling games?
2. This research applied experimental research with of pre-test and post-test design, the researcher used vocabulary test and as questionnaire as istrument for the data collection.
3. The mean score of the students' in pre-test (before giving treatment) was 3,75 and the mean score of students' in post-test (after giving treatment) was 7,35.
4. It means that null hyphotesis was rejected , because there is the difference of the mean that significance between the post-test and the pre-test and alternative hypothesis was accepted. There is significant students vocabulary by using shop travelling games.

CHAPTER I

INTRODUCTION

A. Background

English is one of many foreign languages and who may be best known in the world, including in Indonesia. English in Indonesia has been known since the 60's and growing up today. Present status of English is the official language used for international communication as a universal language that covers all aspects.¹

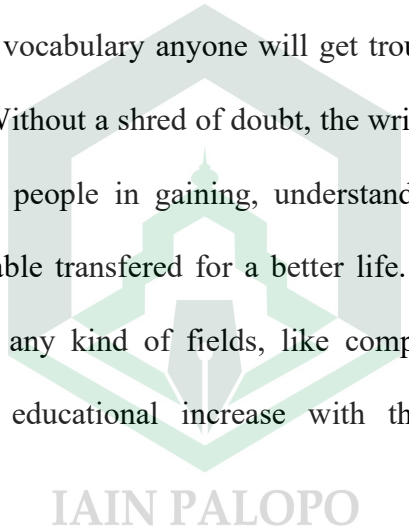
This is exactly why we need to underlie all learning and mastering English. If you look there are so many benefits that may be obtained from the English language skills we have, it is also an underlying and encourage people to master the language of this one number.

Language is a means of communication. People can communicate with each other by using language. It brings idea, opinions, thoughts, and feelings. English is the first foreign language in Indonesia which is important to transfer and gain knowledge, science and technology, art and culture, and establish international relationship. Example : Conversation, Reading, writing, Grammar and Vocabulary. Several persons have opinion that necessary learn Grammar firstly, then Writing, Reading, listening and speaking furthermore Conversation.

¹<http://www.belajaringgris.net/buku-bahasa-inggris-kelas-6-30-menit-pandai-berbahasa-inggris-sdmi.html>

The writer has opinion likethis, that is to teach a child 18 months that begins to know picture and thing form and listen adult says material noun. Although not yet can say it,she can understand thing or word. And furthermore the vocabulary more increase with quantity hears then begin to say it and finally can say language with correct structure. So, the key to learn English easily, fast, and effective are reading and memorizing vocabulary.

Vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. Without a shred of doubt, the writer said that the acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledge able transfered for a better life. Indisputably the chances for progress or success in any kind of fields, like computers, technology, economy, politics, tourism, and educational increase with the size and applications of vocabulary.



One of the aims of teaching English in Elementary School is to enhance students to be able to understand English words which they might find in their environment. In fact, students often find problems in learning the words. So it needs more teacher's attention to make the transfer of the vocabulary process easier to grasp and more fun to learn. To do this hard job, teachers are hoped to have ingenuity in teaching by using any kind of teaching aids that already exist in their environment. One of those aids is using games. The writer chooses games because games help and encourage

many learners to sustain their interest and work. With games student can have a lot of fun and get rid off their tiresome during the lesson.

The vocabulary is the fundamental element in learn English, because with vocabulary mastery, the students can be easily to understand English text and learn the other skills in English (Reading, Writing, Listening and Speaking) also. It means that learning language firstly learning their vocabulary, as we know vocabulary is one of the language element important role.

Vocabulary is an important factor in all language teaching. Besides the sound system and structure the other essential area of language learning is the lexicon, or vocabulary command of the language in order to master the English language, the students have to know the importance of English vocabulary. Many students cannot read and understand the text because they do not have a good vocabulary command.

In vocabulary mastery, there are many techniques that can be applied by the teacher. They are building vocabulary through introducing letters, idiom, phrase, sentence, clause, song, quiz, puzzle, reading, writing passage, Shop travelling games. Among these techniques, games are considered as one of the effective techniques in teaching vocabulary. A games is one way to make the students are interested in learning vocabulary.

Learning a new language should be fun, interactive and exciting. The use of games in a learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively. The more

exciting and interactive a teacher can make the learning environment, the more a teacher tries to produce games and activities, the better the for students. Games allow students to : work co-operatively, complete with each other, strategize, think in a different way, compare and share knowledge, learn from others, learn from mistake, work in a less stressful and more productive Environment, and allow students to have fun.

Especially those in Six year students about the limits of material they are learning English is more dominant on the introduction of the names and types of nouns. example fruits and vegetables. Vocabulary development through the medium of games on sixth year students will be more fun and effective so that they will be easy to remember as many nouns as possible²

50 Fun Games for learning English more fun the book that became the source of "shop traveling games" or cruise the stores that we make as a medium to teach English to students in grade six elementary school. 50 Games for Fun contains creative ideas refreshing atmosphere which could be a means for teachers, tutors, and students who present creative learning and fun. 50 games who were the suggestion of learning and improvement of English language proficiency. Learning while playing would be more fun. This book is designed to give creative game ideas for the students in the age range 11-18 years, which can be played together with the teacher/tutor in the

²<http://kunciguru.com/rpp-bahasa-inggris-kelas-6-sd>

classroom and at home. in the hope of material in this book can be an inspiration for students, especially teacher/tutorin English language learning in a fun.³

The games can help and encourage students to substain their interest in English, games always motivate students to acquire their vocabulary. Therefore, the writer got idea to share one game that can use in the class under the title of the research “Teaching Vocabulary by using games to Elementary students at the Six Year Students of SDN 381 KANAN“

B. Problem Statement

Based on the background above, the writer formulates the research questions as follows:

1. The teaching vocabulary by using shop travelling games method effective to improve Vocabulary Student at the six year Students of SDN 381 KANAN?
2. How is the Students interest in learning vocabulary by using Shop travelling games?

C. Objective of the Study

Related statement above, the writer formulates the objective of the study is to find out whether thethroughgames by using Shop Travellinggames method can increase the students' vocabulary or not and explain how to increase of the students' vocabulary in learning noun through the by Using gamesmethod.

³ <http://www.tokobukumurah.com/59/46/60/50-games-for-fun-belajar-berbahasa-inggris-dessy-danarti.htm>

D. Significance of the Study

The result of this research is expected to be an alternative contribution to increase vocabulary mastery and helpful information for teachers of English in teaching English to increase their quality in teaching English specially the vocabulary teaching and finally as the intention for memorizing and understanding word. Students are hoped to use the result of the research to make their vocabulary mastery better than before.

E. Scope of the Study

This research focused on the students' increase in learning vocabulary by using games to Elementary Students method to the six year of SDN 381 KANAN. The scope of this study is restricted to build up the students' vocabulary of nouns. Example: Flower, Clouthes, fruits, foods, drink, flower, Vegetable and Spice, Parts of Body.

F. Definition of Terms

1. Teaching :Is an educational process which is done in teaching some thing to others.

2. Vocabulary :Vocabulary is one of the component of language and that no language exist without words. Words are signs or symbols for ideas. There means by

which people exchange their thought. The more words we learn the more ideas we should have so we can communicate the ideas more effectively.⁴

3. Shop Travelling Games :Shop travelling game is one technique the using in learning vocabulary. This game can be used by the teachers in teaching English vocabulary. This game uses the Table and card from paper media in memorizing vocabulary.⁵



⁴Pieter A. Napa, *Vocabulary Development Skill*, (cet;Yogyakarta:kanisius,1991),p.6.

⁵Dessy Danarti, *In a Book 50 Games For Fun; BelajarbahasaInggrisdenganlebihmenyenangkan*.Ed.I.-Yogyakarta; Andi

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous of Study

B. Concept of Vocabulary

Vocabulary has been recognized as one of the most important matters in learning language. The mastery of a language appear impossible without the vocabulary reinforcement. Here with the discussions related to vocabulary covering the definition of vocabulary, types of vocabulary, the importance of vocabulary and how to learn vocabulary.

There are many kinds of teaching techniques of vocabulary. Each method can be applied in any ways as long as it is suitable for the students. So that, the writer will do a research by using shop travelling game to improve the student's vocabulary mastery.

1. Definition of Vocabulary

There some definitions which try to describe the meaning vocabulary. The researcher tries to define vocabulary in different ways. The researcher does this in order to make clear the position of vocabulary in language.

Jeremy Harmer states that Vocabulary was seen as incidental to the main purpose of language teaching, namely the acquisition of gramatical knowledge 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.¹

Vocabulary is a list or collection of words arranged in a alphabetical or explained; a dictionary or lexicon, either in a whole single work author, a branch of science.²

The other finding describes vocabulary as the total number of words in a language. Vocabulary is all the words known to a person or used in a particular book, subject, etc. Also vocabulary is a list of their meanings, especially one that accompanies a text book in a foreign language.³

The definition of vocabulary taken from some sources:

- a. According to Oxford Learner's Pocket dictionary, vocabulary is all the words that a person knows or uses, all the words in a language, list of words with their meanings, Especially in a book for learning in foreign language.⁴

¹Jeremy Harmer, *the Practice of English Language Teaching a New Edition*, (New York: Longman Publishing, 1992), p.154.

²Brainy Quote, *Definition of Vocabulary*, On line. File: //f:/Vocabulary.htm. Accessed on November 10th, 2008.

³A.S. Hornby, *the advanced learners dictionary of current English*, (5th Ed; New York; Oxford University Press, 1995), p.1331.

⁴Oxford Learner's Pocket Dictionary, New Edition, (New York: Oxford University Press, 2005)

- b. Vocabulary is defined as "all the words known and used by a particular person."⁵
- c. Vocabulary is total number of words in language, word know to a person : the of a here year old. Last of word which meaning. Especially at the back of for teaching a foreign language.⁶

Based on some definitions above, the writer concludes that vocabulary is list of word that we can learn in our life and it is very important element of language and with mastery that element, we get easy in four skills (listening, speaking, reading, and writing).

2. Types of Vocabulary

In general, the 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 use (or cannot remember) in our writing and speaking.

Active vocabulary is all the words you understand, plus all the words that we can use ourselves. Our active vocabulary, in english and your own language, is probably much smaller than our passive vocabulary.

⁵Online, <http://en.wikipedia.org/wiki/Vocabulary>. Accessed On December 15, 2010

⁶Manser, Martin H. 1995. *Oxford learners Pocket Dictionary*. New Edition. Oxford University press. P.67

The classification of vocabulary according to, include:

a. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.⁷

b. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.⁸

c. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.⁹

d. Speaking Vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused.¹¹

⁷[http://en.wikipedia.org/wiki/Reading_\(Process\)](http://en.wikipedia.org/wiki/Reading_(Process)). Accessed On october 12, 2009

⁸<http://en.wikipedia.org/wiki/Listening>. Accessed On October 16, 2009

⁹<http://en.wikipedia.org/wiki/Writeng>. Accessed On October 17, 2009

¹¹<http://en.wikipedia.org/wiki/Speech>. Accessed On Octobert 20, 2010

e. Passive vs. active vocabulary

Even if we learn a word, it takes a lot of practice and context connections for us to learn it well. A rough grouping of words we understand when we hear them encompasses our "passive" vocabulary, whereas our "active" vocabulary is made up of words that come to our mind immediately when we have to use them in a sentence, as we speak.

In this case, we often have to come up with a word in the timeframe of milliseconds, so one has to know it well, often in combinations with other words in phrases, where it is commonly used.¹²

3. The Important of Vocabulary

Learning Vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

In daily life, to communicate with the other people, we use language to say something, to express our ideas, to express our telling, etc. both is spoken language or written language. Relating to that statement above, we can conclude that words are

¹²Online, <http://en.wikipedia.org/wiki/Vocabulary>. Accessed On December 15, 2010

very important to use in communication. By using words accompanied by rules of language, our ideas, feeling, emotion, thought can be expressed. Furthermore, the people can understand what they say to us. Communication cannot run well if we do not know or have a store of the vocabulary of the language.

The function of vocabulary is inseparable from the language skills. In speaking, the people need words to communicate their thought, feeling or ideas to the other people. Choosing words accurately, and impressed as well as how people react them.

In listening, we need vocabulary to understand what someone says through his/her words. In reading, it is very useful to understand the passage or the meaning of the text. In writing, is also important, therefore, the writer should clearly and accurately in choosing words to express her ideas and principles to the readers.

There are four the importance of vocabulary, such as:

- a. An extensive vocabulary aids expressions and communication.
- b. Vocabulary size has been directly linked to reading comprehension.
- c. Linguistic vocabulary is synonymous with thinking vocabulary.
- d. A person may be judged by others based on his or her vocabulary.¹⁵

¹⁵Online <http://esl.fis.edu/learners/advise/vocab/htm>. Accessed on December 15, 2010

Vocabulary much more important than grammar, is the key to your child understanding what she hears and reads in school; and to communicating successfully with other people. For this reason it is very important for her to quickly build up a large store of words.

Research studies have shown the strong links between having an extensive vocabulary and achieving school success.

4. How to Learn Vocabulary

Every day you hear or read many new English words. You also find them in your 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 some are suggestion:

- a. Learn the words that are important to the subjects you are studying
- b. Learn the words that you read or again
- c. Learn the words that you know will often want to use yourself
- d. Do not learn words that are rare or not useful (your teacher can help you whit this).

Once you have chosen which words to learn , you next have to decide how you are going to learn them. Here are few ideas:

- a. Write the words in a notebook (with their translations or definitions)
- b. Write the words and definitions on small cards

- c. Say the words many times (if you have an electronic dictionary you can hear how the word is pronounced).
- d. Ask someone to test you
- e. Write them in a file for use with a computer program.
- f. Make associations (in pictures or with other words).
- g. Use the words in your own speaking or writing.¹⁶

Some students put a tick or cross in their dictionary next to every word look up. The next time they turn to a page with a market word, they quickly check to see if they remember the meaning of that word. In all of the above ways, you are doing something with the words.

It's usually not enough to just read though a list of words with their definitions or translations and try to remember them. Most students find that they memories words better if they do something with them. Something better is to try and learn the word in a typical combination with other words.

Learning that to apologize means *to say sorry* is good start, but it's much better to learn a whole expression containing the word, e.g. *He apologize for being late*. Not only is this often easier to remember, but you are also learning some very important information on how the word is used. Usually the first things you learn

¹⁶Hairum,S.Pd. *the Interest of students in learning vocabulary through open area at SDN 364 LabokkePuty,(Thesis STAIN,Palopo,2009),p.66*

about a new English word are what it means and its means its translation in your own language.

But there are other things you need to fine out before you can say that you now a word like a native speaker does. For example, you have to learn:

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

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

5. The Principles of Teaching Vocabulary

David Nunnan indicates the main principles of teaching and learning vocabulary as follows:

- a. Focus on the most useful vocabulary first

Some words can be used in a wide variety of actifity. Other have much more limited use. The most useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading, or writing, or whether They use the language in formal and informal situations, is the most frequent 1000 word families of English.

b. Focus on the vocabulary in the most appropriate way

The first principle looked at what words to teach and learn. This principle looks at how they should be taught and learned. Here we will look at the four most important vocabulary learning strategies of using words part, guessing from context, using word cards, and using dictionaries.

We will see that teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

c. Give attention to the high frequency words across the four strands of a course

High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading and writing. High frequency vocabulary should also be fluently accessible for receptive and productive use.

d. Encourage learners to reflect on and take responsibility for learning

There is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning. Taking this responsibility requires (1) knowledge of what to learn and the range of options for learning vocabulary, (2) skill in choosing the best options, and (3) the ability to monitor and evaluate progress with those options.¹⁷

¹⁷David Nunan, *Practical English Language Teaching*, p.135-140

6. The Reason for Learning Vocabulary

Why we learn vocabulary is just same as why we learn a language. This question can mostly be answered by both reasonable people and laymen. It is so obvious that today is an era of increasing and scattering information and communication to be successful in the implementation of these activities, the acquisition and the learning of vocabulary or language is a fundamental requirement because through vocabulary we can communicate ideas, emotion, and desires.

7. Teaching Skills Vocabulary

a. Teaching new Vocabulary

1. Select some of the words given in section a preliminary discussion.

Put them into a suitable context, then teach them into your neighbour as if you were presenting them to a class, your aim is to teach these words for active.

2. Do the same for some vocabulary from text book that you would pre-teach for active control before beginning on a new unit.

b. Remedial Vocabulary Teaching

The list below contains pairs of words that are similar but not the same in or use. Students often muddle these up. Add other pairs that your students often get unmixed up because of similarities in meaning.

c. Vocabulary Selection

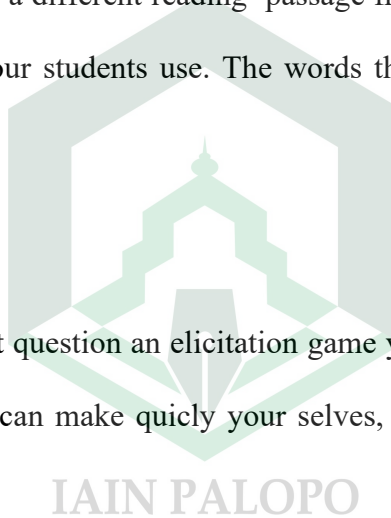
In groups of three or four, each group should take a different unit of the flow chart on the focus page.

d. Using a Dictionary

Each choose a different reading passage from your course book and look up in dictionary that your students use. The words they are likely to look up themselves.

e. A Game to Play

Ask the right question in an elicitation game you need as of cards, between 30 and 50. Which you can make quickly yourselves, each card has word or phrase written on it.¹⁸



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According to Jane, there are some guidelines for the communicative treatment of vocabulary instruction.

1. Allocate specific class time to Vocabulary Learning

¹⁸Alfiana Djafar, "Teaching Vocabulary to the students at SMP antam pomala through the use of word network" (2007), p.39

In the hustle and bustle of our interactive classrom, sometimes we get so caught up in level group work and meaningful communication that we don't pause to clevote some attention for words.

2. Help Students to luwen vocabulary in context

The bets internalization of vocabulary comes from encounters with words within the context surrounding discourse.

3. Play Down the role of bilingual dictionaries.

A corollary to the above is to help students to resist the temptation to overuse their bilingual dictionaries.¹⁹

C. Media

1. Defenition of Media

Media is word from latin language and from of plural from word medium in a word for word is meaning of mediator or agent. Media is mediator or agent, message from the sender to receiver message²⁰. While Gagne puts of media as a source.

¹⁹Jane Will,"*Reading English trthought English* (Longman,1981)p.121

²⁰Arif Sadirman, *MEDIA Pendidikan*, (Jakarta: Rajawa i Press), p. 6.

Definition of media is the component of learning source that can stimulate students' in learning.²¹

Media are television, newspaper, radio, picture, etc. While Santoso and Hamjaya, define media as a toll that people use to enlarge their ideas. So, the ideas can be accepted by other people.²²

While Gagne says if educational media enveloped to instrument with physically in use to exited content of learning material, consist of book, tape recorder, cassette, video camera, video recorder, film slide, picture, grafihc, TV and computer.

With the other say, media is the source of learning component or a physical vehicle that content instructional material in surrounding of students that can stimulate to learn.²³

Educational Association media is an art of things which can be manipulated, seen, listened, and can be read with instruments which is used appropriately in teaching process, so it can influence the improve of intruactional program.

²¹Arsyad Azhar, *Media Pembelajaran*, (Cet. V; Jakarta: PT. Raja Grafindo Persada, 2004).p. 4.

²²Ahmad Rohani, *Media Instruksional Educatif*, (Cet. 1; Jakarta: PT, Rineka Cipta, 1997). P.12.

²³Arsyad Azhar, *op.cit.*,p.4.

Based on the assumption above, the researcher defines media as a source in teaching learning process by using media, teaching learning process can facilitate communication in order to arrive a get instructional aims.

2. The Function and use of Media

The result of the research had proved that using aids is very useful to facility actively in learning process in the classroom especially to increase learning process.

While the learning theory is known that interaction between students' who is learning with source can influence learning process by two factor, internal factor, and external factors. The internal factors are like attitude, life style, and feeling, like dislike, ability and experience. If the students' are not interested in learning automatically it is difficult to follow learning process. While the external factors are stimulate from outside of students.

As an external factor , media can be used to increase learning efficiency of the students' because is has potency and capability to stimulate learning process. While external factor, media can increase desire and interest of students in learning. So , their perception and understand more exacly. And it will increase to desiring and new motivation in learning.²⁴

²⁴Rahma Bulan, *the Effectiveness of using Picture in Teaching Vocabulary*, (English Department STAIN Palopo,2007),.p 6.

From the explanation above, it can be concluded that media can solve the behavior factor learning namely internal factor and external factor through one things or certain event to the students in the class. The same perception will give desiring and the same experience.

There are four classified of function media the namely are:

a. Attention Function

Attention function of visual media is a core, namely lead and draw students attention to concentrate to the contain of subject matter which related with the meaning that has been showed.

b. Affective Function

Affective function of visual media can be showing from the level of students enjoy when they learn or read a text that have picture, example picture or symbol visual can aroused emotional and behavior students.

c. Cognitive Function

Cognitive function of visual media can be showing from the research impervious explanation it that visual symbol or ficture speed to gain a goal in or understand and remember information or message that contain on the ficture.

d. Compensatory Function

Compensatory function of educational media can be showing from the result of the research that visual aid or media that give a context to understand that text help

the low students in reading to organize the information in the text and remember anymore.²⁵

Media is very important to use in teaching process. By using media, teachers can give information to students well and make activities the students is real although the learn can be happen. Through media , the material of subject must design in manner sistematics and psicological showed of principles of study can be prepared affective instruction. Beside of interesing , teaching media can be giving interesting experience and fill students needs.

3. The Role of Media in Teaching and Learning

The role of media in teaching and learning according to gerlac and ely asserted that there are three to special owned media namely;

- a) The media has the ability to capture, store, and display the return of an abject or event.
- b) The media has the ability to display the returned objects or events with a variety of ways toiled to the needs, and
- c) The media has the ability to display something for object or events that contain meaning.

Similiarly, Ibrahim points out the funtion or role of media in teaching and learning include:

²⁵Azhar Arsyad, *op.cit.*, p. 33

- 1) Generating interest or motivation
- 2) Drawing the attention
- 3) Overcoming the limitation of space, time and size
- 4) Enables students to learn, and
- 5) Making provision of stimulate for learning²⁶.

D. Games

1. Definition of Games

Learning a foreign language is a hard work, one must make an effort to understand and to repeat words accurately. English teacher has to have a good plan to motivate the children, to enrich vocabulary mastery by using drills and exercise. But, in reality the children fell bored with these techniques because the process is monotonous.

Is teacher keep using these techniques, the children cannot improve their English to solve this problem, the English teacher has to create his teaching with certain technique that enables him to avoid the technique which is boring.

The teacher has to plan some activities that make their children enjoy learning the foreign language by using games. This technique makes teaching learning foreign language more creative, active, relaxed and fun.

²⁶<http://re.searchingines.com/0408jelarwin.html>. Accessed On Januari 13, 2010

a. Byrne in Risnawati thesis stated that games may be defined as a form of play governed by certain rules or conventions. They are meant to be enjoyed wherever they are played.²⁸

b. AydanErsoz stated that games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.²⁹

2. Types of Language Games

Hadfield explained two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. The second taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.³¹

- a. Sorting, ordering, or arranging game
- b. Information gap games
- c. Guessing games
- d. Search games
- e. Matching games

²⁸Risnawati, *Using Sequence Word Games To Improve The Students' Vocabulary* (Muhamadiyah University Makassar, 2010), p. 12.

²⁹AydanErsoz <http://www.teflgames.com/why.html>. Accessed On Desember 15, 2010.

³¹www.georgejacobs.net/MIArticles/Gam. Accessed On Oktober 12, 2009

- f. Labeling games
- g. Exchanging games
- h. Board games
- i. Role play games.³²

3. The Advantages of Using Games in Teaching Vocabulary

There are many advantages of using games in the classroom, as follow :

- a. Games are a welcome break from the usual routine of the language class.
- b. They are motivating and challenging.
- c. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- d. Games provide language practice in the various skills- speaking, writing, listening and reading.
- e. They encourage students to interact and communicate.
- f. They create a meaningful context for language use.³³

4. Benefits of using games in teaching vocabulary

According to the Writer; Many teachers concentrate to help their students to increase their ability relate to others, as they can help them to increase their ability to

³²*Ibid.Hadfield(1999)*

³³www.telfgames.com/why.html. Accessed on December 15,2010

use the foreign language. Games are an aspect of method, that representative to be complemented.

There are some benefits if we use games in teaching vocabulary:

- a) They are great fun
- b) Increasing student's motivation
- c) Encourages creative and spontaneous in using of language
- d) Promotes communicative competence
- e) Builds class cohesion
- f) Promotes healthy competition.³⁵

E. Shop Travelling Games

Shop travelling game is a game created by DessyDanarti in a Book 50 Games For Fun: *BelajarBerbahasaInggrisdenganlebihmenyenangkan*. Shop travelling game is one technique the using in learning vocabulary. This game can be used by the teachers in teaching English vocabulary. This game uses the Table and card from paperas media in memorizing vocabulary.³⁶

1. How to play "Shop Travelling" game

The use of Shop Travelling game :

³⁵*Ibid.*

³⁶DanartiDessy, *In a Book 50 Games For Fun; BelajarbahasaInggrisdenganlebihmenyenangkan*.Ed.I.-Yogyakarta; Andi.p.34.

a) The Teacher prepared to some kind “STORE” which pretend will to visit by the Participant. Example : cake and bakeri store, the flower store, the sport store, and the books store.

Example:

THE FOOD & BEVERAGE STORE

MEAL/FOOD, SNACK, BREAT, CAKE, SIDE, DISH, SPESIFC
FOOD, CHEESE, NOODLE, MEAT, BEEF, MUTTON, MEAT
BALL, FLOUR. EGG, SALTED FISH, DESERT, SOUP,

SOY BEAN

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THE FRUIT STORE

ORANGE, LEMON, MANGO, MANGOSTEEN,
APPLE, ROSE APPLE, GUAVA, PINEAPPLE,
JACKFRUIT, STARFRUIT, BANANA,
COCONUT, AVOCADO, TOMATO, GRAPE,
DATE, WATER MELON, CUCUMBER.

THE CLOTHES& ACCESSORY STORE

HAT, SHIRT, PULLOVER, SINGLET, UNDERWEAR,
BONNET, SHAWL, TIE, BRASSIER, SKIRT, RAIN-
COAT, BREECHES, EARRING, RING, BRACELET,

- b) Every Participant will get one opportunity.
- c) The Teacher will questionto every Participant . “What Can you see (or Buy or find) in aSTORE.
- d) Every Participant will be question by the Teacher and they haveto more give answer which”GOOD” What about there are in thestore, He must to mention by quickly and many as possible, every participant to have time during 1-2 minut.

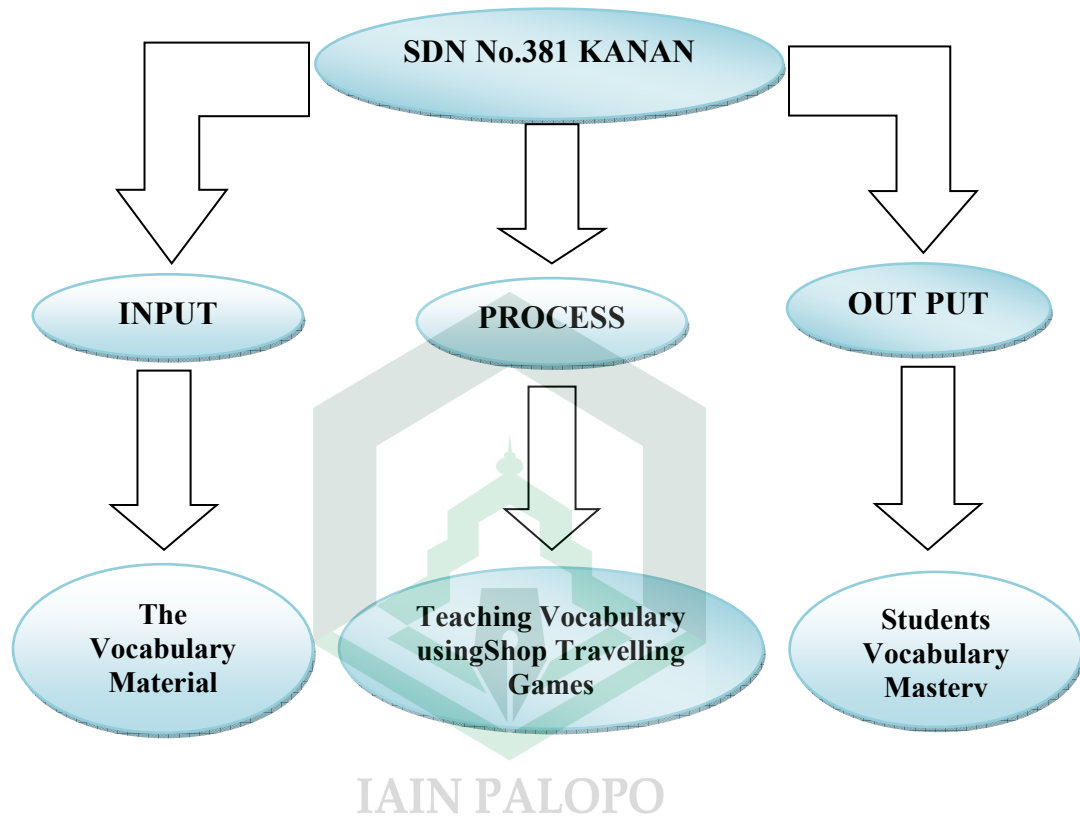
2. The Purpose “Shop Travelling Game”

- a. The Participant be able to improve English Vocabulary.
- b. The Participant to Practice for think by the quickly.
- c. The Participant of Practice to memorize the Words in English.³⁷

³⁷*Ibid.*

F. Theoretical framework

The theoretical framework underlying in this research is given in the following diagram:



In the diagram above, there are three elements namely:

1. Input refers to the material that is applied.
2. Process refers to the teaching and learning vocabulary using shop travelling games.
3. Output refers to the result of the Students vocabulary mastery at the six year Students' of SDN 381 KANAN.

G. Hypothesis.

The statistically hypothesis of this research is given as follows:

1. Null Hypothesis (Ho) : There is no a significant different on the vocabulary after treatmetnt achievement by using shop travelling game approach at the Six year Students' of SDN 381 KANAN.

2. Alternative Hypothesis (Ha) : there is significant different on the vocabulary achievement by using shop travelling games approachat the Six year Students' of SDN 381 KANAN.



CHAPTER III RESEARCH METHOD

A. Method and Design

This research method applied in this research is experimental research method. Aims to find out whether teaching vocabulary using games to elementary students approach can increase students in teaching vocabulary.

The writer applies pre-test and post-test design. The design was written as follow:



Where:

X^1 = Pre-test

T = Treatment

X^2 = Post-test

In this design the researcher observe twice. The first was before treatment and second is after treatment. The observation done before treatment called pre-test (X_1) and the observation done after treatment is called post-test (X_2).¹ If result of post-test

¹Hatch and Larazaton..*The Research manual: Design and Statistic for Applied Usa*: New Burry House Publisher.1991. P.59

is better than pre-test, it means the program is effective. If the result of post-test is similar to pre-test it means that the program is not effective.

B. Variable and Operation Definition

1. Variable

This research would consist of two variables namely:

- a. Independent Variable is shop travelling games approach
- b. Dependent Variable is students in teaching vocabulary by using games approach.

2. Operation Definition

Open learning space through students' interpersonal skill, initiative and independence to create flexible teaching and learning.

C. Population and Sample

1. Population

The Population of the research is taken from six year students of SDN 381 KANAN Kec. Walenrang Kab. Luwu that consist of 1 class of 20 students.²

2. Sample

This research would use total sampling where the researcher would take all of them as a sample, the number of sample are 20 students as an ideal in teaching process.

² Data Statistik SDN 381 Kanan, T.A. 2011/2012

D. Instruments of the Research

The instruments in this research which are used to collect data are pre-test, post-test, and questionnaires. The pre-test is used to measure the students previous vocabulary before the treatment, post-test is used to analyze the students achievement of vocabulary after giving treatment and questionnaire is intended as monitoring and administered to know the students in teaching vocabulary by using “Shop travelling Games”.

E. Procedure of Collecting Data

The Procedure of collection data as describe as follow:

1. Pre-test

The pre-test takes 30 minutes. The researcher give pre-test which aim to know and to identify the student’s prior knowledge of vocabulary. The researcher give test worksheet as translating words of English into Indonesian, the test worksheet consist often vocabulary of noun for students to answer. The researcher explane to the students the way to answer the question as well as time need to answer it.

2. Treatment

After the pre-test, the researcher gave treatment to the students. The treatments will conduct four times as explained as follows:

a. First treatment

In the first treatment, the researcher was take students in the class to teaching vocabulary using Shop Travelling games. Then they wasgivingtime to improve new English words about nouns they can find in the process teaching vocabulary by using”shop travellinggames” in the class. Example: noun about FLOWER, After that they translate the words by using dictionary. Finally they have to point the nouns and mention the English.

b. Second treatment

In the second treatment the researcher was take in the class to teaching vocabulary using games. Then they wastobe practice for thing by the quick and given new English words about nouns they can find in the “shop travelling games” process. Example: noun about CLOTHES, After that they translate the words by using dictionary. Finally they have to point of the nouns and mention the English.

c. Third treatment

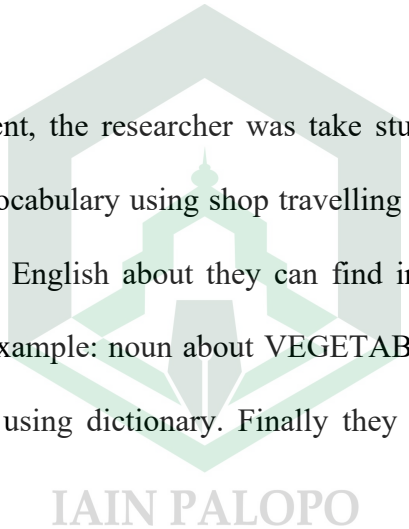
In the third treatment, the researcher was take students in the class to process learning and teaching vocabulary using games. And they are given to memorize the words in English about they can find in the teaching vocabulary by using games process. Example: noun about FRUIT. After that they translate the words by using dictionary. Finally they have to point the nouns and mention the English.

d. Fourth treatment.

In the fourth treatment, the researcher was take students in the class to process learning and teaching vocabulary using shop travelling games. And they are given to memorize the words in English about they can find in the teaching vocabulary by using games process. Example: noun about FOOD. After that they translate the words by using dictionary. Finally they have to point the nouns and mention the English.

e. Fifth treatment

In the fifth treatment, the researcher was take students in the class to process learning and teaching vocabulary using shop travelling games. And they are given to memorize the words in English about they can find in the teaching vocabulary by using games process. Example: noun about VEGETABLE & SPICE. After that they translate the words by using dictionary. Finally they have to point the nouns and mention the English.



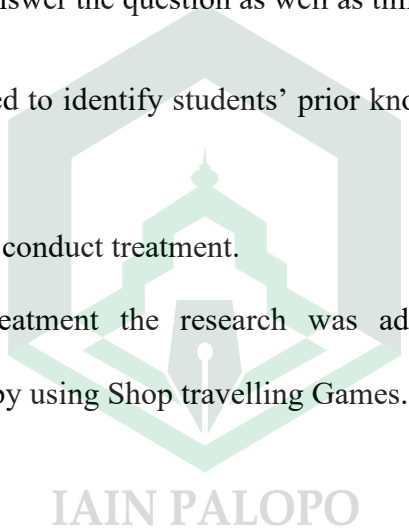
f. Sixth

In the fifth treatment, the researcher was take students in the class to process learning and teaching vocabulary using shop travelling games. And they are given to memorize the words in English about they can find in the teaching vocabulary by using games process. Example: noun about PARTS of BODY (in a Book Store). After that they translate the words by using dictionary. Finally they have to point the nouns and mention the English.

3. Post-test

After giving treatment, the researcher was giving post-test. The post-test takes 30 minutes. The researcher was giving post-test which aim to know and to identify the students prior knowledge of vocabulary. The researcher giving test worksheet as media to translating words of English into Indonesian, the test worksheet consist of ten vocabulary of noun for students to answer. The researcher explain to the students the way to answer the answer the question as well as time need to answer it.

- a. Pre-test is applied to identify students' prior knowledge of vocabulary, it was taken to do the test.
- b. The researcher was conduct treatment.
- c. After giving treatment the research was administrate students teaching vocabulary Vocabularyby using Shop travelling Games.



F. Technique Data Analysis

The data analysis involves some steps that are elaborated as follow

1. Classifying the students' scores by using percentages as cited below:

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

Where :

P = Percentage

F = The Cumulative Frequency of Subjects

N = Total Number of Subject.

a. Questionnaires

The Data collected from questionnaires will analyze descriptively in percentage well. In analyzing the data, the researcher uses liker scales, which consist of four points scale:

Posittive Statement	Poin Value	Negative Statement
4	Strongly Agree (SA)	1
3	Agree (A)	2
2	Disagree (D)	3
1	Strongly Disagree (SD)	4

b. Written Test

1. Scoring the students correct answer of pre-test by using the following formula:

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Item}} \times 10$$

2. Classifying the students' scores by using percentages as cited below:

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

Where :

P = Percentage

F = Cumulative Frequency

N = Total number of respondents.

3. To understand the level of the students score the following the classification were used :

a. Excellent = 9,5 - 10 is classified as excellent

b. Very good = 8,6 - 9,5 is classified as very good

- c. Good =7,6 -8,65 is classified as good
- d. Fairly good =6,6-7,5 is classified as fairly good
- e. Fairly =5,6-6,5 is classified as fairly
- f. Fairly Poor =3,6-5,5 is classified as fairly poor
- g. Poor =0-3,5 is classified as of poor.

4. Calculating the mean score of the students

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

M = Mean score

x = total score

N = Total sample.³



5. Comparing the two mean score to the effectiveness of picture. The following formula is employed

$$t = \frac{Mx - My}{\sqrt{\frac{\sum x^2 - \sum y^2}{Nx + Ny - 2} \left(\frac{1}{Nx} + \frac{1}{Ny} \right)}}$$

³SuharsiniArikunto.Prosedurpenelitian. Jakarta. 1991. P. 306

Where :

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

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

Notation :

T = test of effectiveness

M_x = mean score of experimental group

M_y = mean score of control group

$\sum x^2$ = the of sum of squares of experimental group

$\sum y^2$ = the sum of sequences of control group

$\sum X$ = the sum of all the squares of experimental group

$\sum Y$ = the sum of all these sequences of control group

(\sum) = the squares of the sum score of experimental group

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

Where :

$\sum D$ = Looking for mean score differences of variable X and Y, pre-test and post-test.

MD = Looking for Mean of Differences (MD).

SE_{MD} =Standar error of mean.

SD_D =Looking for standar deviation.

T_o =Calculated of “t” test analysis.

N =Number of class.

6. Criteria of hypothesis acceptability

If $t_o \geq t_t$ = reject null hypothesis

If $t_o < t_t$ = receive null hypothesis⁴



⁴Sugiyono, 1987, statistika Untuk penelitian, bandung, Alfabeta. P. 34

CHAPTER IV
FINDING AND DISCUSSION

This chapter explain about score and output research in school based and explain in detail the result of pre-test and post-tes after giving treatment by using Shop Travelling Games.

A. Finding

In collecting data, the researcher used test namely pre-test and post-test. Pre-test was given before the treatment and post-test was given after the treatment.

1. The analysis of Test

Table 1
The score of the students in T1 (Pre-test)

Num of Students	Correct Answer	Score
01	2	2
02	5	5
03	3	3
04	5	5
05	5	5
06	4	4
07	5	5
08	4	4
09	4	4
10	4	4
11	2	2
12	2	2
13	3	3
14	4	4
15	5	5
16	6	6
17	1	1
18	3	3
19	5	5
20	3	3

From the table above, we can see that all students got unexpected score. The highest score is 6 and the lowest score 1 , most of the students obtain 5 there were five students and it is the highest frequency and only one student got score 6 and 3 students obtain score two and 5 students obtain score four.

Table 2

The score of the students in the T2 (Post-test)

Num of Students	Correct Answer	Score
01	7	7
02	7	7
03	7	7
04	7	7
05	8	8
06	7	7
07	7	7
08	9	9
09	7	6
10	8	8
11	7	7
12	8	8
13	5	5
14	8	8
15	7	7
16	8	8
17	7	7
18	9	9
19	9	9
20	9	9

The students have very good progress after giving treatment. It can be seen on the table above. Where the highest score is 9 and there were four students obtain it. The lowest score is 5 and there was one student obtain it. Most of

students obtain score 7, there were nine students and it is the highest frequency.

There were five students obtain 8 ,one students obtain score 6.

Table 3

Frequency distribution matrix of students in T1 (Pre-test)

Classification	Score	Frequency	Cumulative Frequency	Percentage
Exellent	9,6-10	-	20	-
Very good	8,6-9,5	-	20	-
Good	7,6-8,5	-	20	-
Fairly good	6,6-8,5	7	20	35
Fairly	5,6-6,5	7	20	35
Poor	3,6-5,5	2	20	10
Very Poor	0-3,5	4	20	20

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Comparing with the students achievement that has treated by using games”shop travelling”, it can see on the table (frequency distribution matrix of students in T1) where before giving the treatment. There were seven students (35%) obtain firly good. seven students (35%) obtain fairly, and two students (10%) obtain poor score, and four students (20%) obtain very poor.but after giving treatment their score are better than before

Table 4

Frequency distribution matrix of students in (Post-Test)

Classification	Score	Frequency	Cumulative Frequency	Percentage
Excellent	9,6-10	-	20	-
Very Good	8,6-9,5	4	20	20
Good	7,6-8,5	5	20	25
Fairly good	6,6-7,5	9	20	45
Fairly	5,6-6,5	1	20	5
Poor	3,6-5,5	1	20	5
Very Poor	0-3,5	-	20	-

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From the table above (frequency distribution matrix of students in T2) where, there were four students (20%) obtain very good score, five students (25%) obtain good score, there were nine students (45%) obtain fairly good score, one students (5%) obtain fairly score and there was one students (5%) obtain poor score..

Table 5

The Mean score of students in Pre-Test

Number of students	Score
01	2
02	5
03	3
04	5
05	5
06	4
07	5
08	4
09	4
10	4
11	2
12	2
13	3
14	4
15	5
16	6
17	1
18	3
19	5
20	3

$$\sum x = 75$$

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

$$= \frac{75}{20}$$

$$= 3,75$$

From the table above (the mean score of students in T1) it can see that the mean score of students before giving treatment the mean score is 3,75. but after giving treatment the mean score have very good progress, it can see on the table 6.

Table 6**The mean score of the students in T1 (Post-Test)**

Number of students	Score
01	7
02	7
03	7
04	7
05	8
06	7
07	7
08	9
09	6
10	5
11	7
12	8
13	5
14	8
15	7
16	8
17	7
18	9
19	9
20	9

$$\Sigma y = 147$$

$$\begin{aligned} My &= \frac{\Sigma y}{N} \\ &= \frac{147}{20} \\ &= 7,35 \end{aligned}$$

From the table above (the mean score of the students in T2), it can see that the mean score of the students after giving treatment, their mean score have very good progress from 3,75 be 7,35

Table 7

The standard deviation of the students in T1 (Pre-Test)

Number of Students	X ¹	X ²	x - X	(x-X) ²
01	2	3,75	-1,75	3,5
02	5	3,75	1,25	2,5
03	3	3,75	0,75	1,5
04	5	3,75	1,25	2,5
05	5	3,75	1,25	2,5
06	4	3,75	1,25	2,5
07	5	3,75	1,25	2,5
08	4	3,75	1,25	2,5
09	4	3,75	0,25	0,5
10	4	3,75	1,25	2,5
11	2	3,75	-1,75	3,5
12	2	3,75	-1,75	3,5
13	3	3,75	0,25	0,5
14	4	3,75	0,25	0,5
15	5	3,75	2,25	4,5
16	6	3,75	2,25	4,5
17	1	3,75	-2,75	5,5
18	3	3,75	0,25	0,5
19	5	3,75	1,25	2,5
20	3	3,75	-0,75	1,5

$$\sum(x-X)^2=40,7$$

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

$$= \sqrt{\frac{40,7}{N-1}}$$

$$= 1,46$$

From the table above, it can see that the standard deviation of the students before giving the treatment by using Shop Travelling games to Elementary students was 1,46 and after giving treatment their standar deviation obtain high score.

Table 8

The standard deviation of the students in T2 (Post-Test)

Number of Students	X	Y	x - Y	(x-Y) ²
01	7	7,35	-0,25	0,5
02	7	7,35	-0,25	0,5
03	7	7,35	-0,25	0,5
04	7	7,35	-0,25	0,5
05	8	7,35	0,75	1,5
06	7	7,35	-1,25	2,5
07	7	7,35	-0,25	0,5
08	9	7,35	1,75	3,5
09	6	7,35	-1,25	2,5
10	5	7,35	-2,25	4,5
11	7	7,35	-1,25	2,5
12	8	7,35	0,75	1,5
13	5	7,35	-2,25	4,5
14	8	7,35	-0,75	1,7
15	7	7,35	-1,25	2,5
16	8	7,35	0,75	1,5
17	7	7,35	-0,25	0,5
18	9	7,35	1,75	3,5
19	9	7,35	1,75	3,5
20	9	7,35	1,75	3,5

$$\sum(x-Y)^2=41,80$$

$$\begin{aligned} \text{SD} &= \sqrt{\frac{\sum(x-Y)^2}{N-1}} \\ &= \sqrt{\frac{41,80}{20-1}} \\ &= \sqrt{2,2} \end{aligned}$$

$$= 1,48$$

From the table above it can see that the standard deviation of the students after giving the treatment by using games to Elementary students, their standard deviation obtain high score from 1,46to 1,48.

Table 9**The difference of the students in Pre-Test and Post-Test**

Number of Students	Pre-Test (X)	Post-Test (Y)	Difference (X-Y)	(X-Y) ²
01	2	7	5	25
02	5	7	2	4
03	3	7	4	16
04	5	7	2	4
05	5	8	3	9
06	4	6	2	4
07	5	7	2	4
08	4	9	4	16
09	4	3	3	9
10	4	5	0	0
11	2	7	4	16
12	2	8	6	36
13	3	5	1	1
14	4	8	4	16
15	5	7	0	0
16	6	8	2	4
17	1	7	6	36
18	3	9	6	36
19	5	9	4	16
20	3	9	6	36

$$N=20 \quad \Sigma X=75 \quad \Sigma Y=147 \quad \Sigma D=63 \quad \Sigma D^2=269$$

Calculating Mean of difference (MD), Standard Deviation (SD), and Standar Error of Mean (SE_{MD}).

1. Looking for Mean score of pre-test

$$X^1 = \frac{\Sigma X_1}{N}$$

$$= \frac{75}{20}$$

$$= 3,75$$

Looking for Mean Score of post-test

$$\begin{aligned} X^2 &= \frac{\sum X^2}{N} \\ &= \frac{147}{20} \\ &= 7,35 \end{aligned}$$

2. Looking for Mean of difference (MD)

Medium (MD)

$$\begin{aligned} MD &= \frac{\sum D}{N} \\ &= \frac{63}{20} \\ &= 3,15 \end{aligned}$$

3. Looking for Standard Deviation (SD_D)

$$\begin{aligned} SD_D &= \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N}\right]^2} \\ &= \sqrt{\frac{269}{20} - \left[\frac{63}{20}\right]^2} \\ &= \sqrt{13,45 - (3,15)^2} \\ &= \sqrt{13,45 - 9,92} \\ &= 1,87 \end{aligned}$$

4. Standar Error of Mean(SE)

$$\begin{aligned}
 SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} \\
 &= \frac{1,87}{\sqrt{20-1}} \\
 &= \frac{1,87}{19} \\
 &= 0,429
 \end{aligned}$$

5. Calculated of “t” test analysis

$$\begin{aligned}
 T_o &= \frac{MD}{SE_{MD}} \\
 &= \frac{3,15}{0,429} \\
 &= 7,34
 \end{aligned}$$

6. Given interpretation based on criteria hypothesis acceptability

$$\begin{aligned}
 df \text{ or } db &= N-1 \\
 &= 20-1 \\
 &= 19 \\
 t_{test} &= 7,34
 \end{aligned}$$



$t_{table}=2,09$ (find out in “t” table)

The result of students’ vocabulary pre-test and post-test after calculating them presented at following table table:

Table 10**The Mean Score and Standar Deviation of Students' Pre-Test and Post-Test**

No	Types of Test	Means Score	Standar Deviation
1.	Pre-Test	3,75	1,46
2.	Post-Test	7,35	1,48

The data of table above shows that the mean score of the students' in pre-test (before giving treatment) was 3,75 and the mean score of students' in post-test (after giving treatment) was 7,35. Standar deviation of pre-test was 1,46 and standar deviation score of post-test was 1,48

In order to find out the degree of freedom the writer used the following formula:

$$Df = N - 1$$

Where :

Df = degree of freedom

N = Total Sampel

So , the result is:

$$Df = N - 1$$

$$= 20 - 1$$

$$= 19$$

Degree of significance 5%

$$Df \ 5\% = 2,09$$

Df 1% = 2,86

So, $t_o > t_{table}$ it means that H_o is refused or significant.

2. The Hypothesis of Testing

As presented in chapter 1, the experiment refers to question whether or not using games to elementary students in teaching vocabulary. If there were, some difference, the next question was the difference was significant.

In framework to get the answer of the question or the problem above, the writer make the alternative hypothesis (H_a) and the null hypothesis (H_o), as follows:

1. Null Hypothesis (H_o) : there is a significant different of the mean that significance between the post-test and pre-test through shop travelling games.
2. Alternative Hypothesis (H_a) : there is the difference of the mean that significance between the post-test and pre-test through shop travelling games.

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Framework in order to know whether the difference is significant or not, the writer give the interpretation toward to: $df = (N-1) = (20-1) = 19$. After findings the “ t_o ” db we consult db to the “ t_t ” by Using Tt.Ts. $0,05=2,09$ and Tt.Ts. $0,01=2,86$.

Because we found the value was 7,34 while the value of the Tt.Ts. $0,05=2,09$ and Tt.Ts $0,01=2,86$, so the value of “ t_o ” is bigger than the value of the “ t_t ” as follows : $2,09 < 7,34 > 2,86$.

Where 2,09 is smaller than 7,34 is bigger than 2,86

It means that null hypothesis was rejected, because there is the difference of the mean that significance between the post-test and the pre-test and alternative hypothesis was accepted.

1. The Analysis of Questionnaire

Based questionnaire which have given to the student to be sample in the experimental and then the writer explain by use tabulation than every question able to know the students frequency in response every question.

Table 1

**You are interested with Teaching process with Shop Travelling Games
which is conducted in your school**

Response	Frequency	Percentage
Very Agree	5	25
Agree	15	75
Disagree	-	-
Very Disagree	-	-

The data above show that the students agree to used the Shop Travelling Games, this case is proved by most students, 15 students (75%) who answer Agree and there 5 students (25%) who answer very agree.

Table 2

You are Teaching Vocabulary by Using shop travelling Games can increase your interest in improving your English Vocabulary

Response	Frequency	Percentage
Very Agree	7	35
Agree	13	65
Disagree	-	-
Very Disagree	-	-

The data above show that the students active during used Games to Elementary Students “Shop Travelling” , in this case is proved by most students, 13 students (65%) who answer active and there were 7 students (35%) who answer very active.

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Table 3

After Following Shop Travelling Games, You can make sentence

Response	Frequency	Percentage
Very Agree	3	15
Agree	6	30
Disagree	11	55
Very Disagree	-	-

The data above show that the students have kind answer. Where there were 3 students (15%) who answer Very enough, there were 6 students (30%) who answer Enough and there were 11 students (55%) who answer not enough.

Table 4

By Using Shop Travelling Games Method, you are not bored in learning English especially vocabulary

Response	Frequency	Percentage
Very Agree	15	75
Agree	5	25
Disagree	-	-
Very Disagree	-	-

The data above show that the students very agree this program can developing English specially in improving listening skill, this case is proved by most students, 15 students (75%) who answer very influence and there were 5 students (25%) who answer influence.

Table 5

Shop Travelling Games a new Concept in improving your English

Response	Frequence	Percentage
Very Agree	1	5

Agree	17	85
Disagree	2	10
Very Disagree	-	-

The data above show that the students response this question are variation, this case is proved by students answer. Where, there was one students (5%) who answer very influence, there were 17 students (85%) who answer influence and there were 2 students (10%) who answer not influence.

Table 6

Shop Travelling Games is an enjoyable program in improving your English Vocabulary

Response	Frequency	Percentage
Very Agree	6	30
Agree	14	70
Disagree	-	-
Very Disagree	-	-

The data show that the students motivation improve after learning by using Shop Travelling Games, where there 6 students (30%) who answer very improve and there were 14 students (70%) who answer improve.

Table 7

**After following Shop Travelling Games program, students become closer
with the other students**

Response	Frequency	Percentage
Very Agree	9	45
Agree	9	45
Disagree	2	10
Very Disagree	-	-

The data above show the students response, there were 9 Students (45%) who answer often, while there were also 9 students (45%) who answer always and there were 2 students (10%) who answer seldom.

Table 8

**By Shop Travelling Games Method, the students become more actif in
teaching English**

Response	Frequency	Percentage
Very Agree	2	10
Agree	18	90
Disagree	-	-
Very Disagree	-	-

The data above show that the students motivation is improve, this case is proved by the students answer, there were 2 students (10%) who answer very improve and the students (90%) who answer improve.

Table 9

By Shop Travelling Games, the students can understand English

Response	Frequency	Percentage
Very Agree	3	15
Agree	17	85
Disagree	-	-
Very Disagree	-	-

The data show that the students response is good, this case is proved by the students response, where there 3 students (15%) who answer very appropriate and 17 students (85%) who answer appropriate.

Table 10

The Shop Travelling Games Method can Improve your English Vocabulary

The data that there were 11 students (55%) who answer very satisfied and students (45%) who answer satisfied.

Response	Frequency	Percentage
Very Agree	11	55
Agree	9	45
Disagree	-	-
Very Disagree	-	-

The data show that there were 11 students (55%) who answer very satisfied and 9 students (45%) who answer satisfied.

B. Discussion

Based on the result of the analysis,so the researcher concluded that there is significance difference between the students' vocabulary at the six year students' of SDN 381 Kanan before Shop Travelling Games and after giving Shop Travelling Gamesisable to improve the student's vocabulary.

It can be seen on the table before were the mean score of treatment class students, after giving treatment (used Shop Travelling Game) the mean score of the Post-Test was 7,35. The hinger score was 9 and the lowest was 5. While the mean score before giving treatment was 3,75. The highest score was 6 and the lowest 1.

The success of the authors in the application of the method to improve the game in the sixth-grade students' vocabulary skills in SDN 381 Right cannot be separated from the stages of teaching adopted by the authors themselves while doing field research. The measures implemented by the author in the process of applying the method in the game shop traveling improving sixth-grade students' vocabulary skills in the SDN 381 Kanan is as follows:

- a. Pre-test is the first step in the basic skills to determine which is owned by the students as a test sample through a written test.

b. Treatments are the steps or processes that apply to students using games as a medium traveling shop to get a before and after comparison of the results of this method applied.

c. Post-test was conducted by the late stages of the author in finding value ratio after the treatment was carried out, while the shape is in the form of a written test examination to students as a comparison sample that is there any significant or not after treatment and before treatment.

Association with the above discussion in chapter four, the writer will try to relevelated between research processes in the field with the theories that support the research, so that systematic writing and discussion related to the material in this thesis clearly so that no one else is contrary to the discussion of the contents of the thesis Here you are.

As it was mentioned earlier in chapter three that the researchers used a data collection instrument through the pre-test, post-test and the questioner. Pre-test was used to measure students' vocabulary skills standards students before the treatment is done while the post-test was used to analyze the results / vocabulary skills of students after the application of treatment and the questioner meant to be monitoring the students and given to know the extent of their interest in the application of the method especially its game shop traveling game that is applied in their classrooms.

In this study, researchers used a total sampling where all the students of SDN 381 Kanan totaling 20 students serve as the over all sample and the research

process is running with the ideal given the number of students is not too much to allow to run efektif teaching process.

The author will explain in detail the steps that applied at the time of treatment processes take place in the field of research, while the steps are as follows:

1. First Treatment: on the first day, researchers will spend time to sixth-grade students at SDN 381 Kanan totaling 20 students as the study sample. Then the researchers prepare classrooms and a media that is needed in this process so that the application of methods of traveling shop can run the game with the maximum. Before starting the process of teaching the students first briefed by investigators regarding the rules on traveling game shop so that they could follow the process and measured on a regular basis.

Researchers set up four tables above will put all kinds of nouns related theme / name stores that have been determined by researchers, for example they will visit food stores, clothing stores, sports shops and fruit stores. Each student will get as much time allocated 3 minutes to visit a store that has been prepared as well as they should be able to remember anything that says they get or see when visiting the store.

After that each student will be asked by the teacher / researcher about the noun they get to the store they have explored, for example, the noun of clothing. And they have to say as many words related item types of flowers, and then they will be given time to open a dictionary to translate each noun they earn.

2. Second treatment: on the second day, researchers will spend time to sixth-grade students at SDN 381 Kanan totaling 20 students as the study sample. Then the researchers prepare classrooms and a media that is needed in this process so that the application of methods of traveling shop can run the game with the maximum.

Before starting the process of teaching the Students first briefed by investigators regarding the rules on Shop traveling game so that they could follow the process and measured on a regular basis. Researchers set up four tables above will put all kinds of nouns related theme / name stores that have been determined by researchers, for example they will visit food stores, flower shops, book stores, vegetable shops, clothing stores, sports shops and fruit stores fruits. Each student will get as much time allocated 3 minutes to visit a store that has been prepared as well as they should be able to remember anything that says they get or see when visiting the store. After that each student will be asked by the teacher / researcher about the noun they get to the store they have explored, for example the noun on the types of Clothing. And they have to say as many words related to clothing items, and then they will be given time to open a dictionary to translate each noun they earn.

3. Treatment three: on the third day, researchers will spend time to sixth-grade students at SDN 381 Kanan totaling 20 students as the study sample. Then the researchers prepare classrooms and a media that is needed in this process so that the application of methods of traveling shop can run the game with the maximum. Before starting the process of teaching the students first briefed by

investigators regarding the rules on traveling game shop so that they could follow the process and measured on a regular basis.

Researchers set up four tables above will put all kinds of nouns related theme / name stores that have been determined by researchers, for example they will visit food stores, flower shops, book stores, vegetable shops, clothing stores, sports shops and fruit stores fruits. Each student will get as much time allocated 3 minutes to visit a store that has been prepared as well as they should be able to remember anything that says they get or see when visiting the store.

After that each student will be asked by the teacher / researcher about the noun they get to the store they have explored, for example, the noun of fruits. And they have to say as many words related to clothing items, and then they will be given time to open a dictionary to translate each noun they earn.

4. Treatment to-four: the fourth day, researchers will spend time to sixth-grade students at SDN 381 KANAN totaling 20 students as the study sample. Then the researchers prepare classrooms and a media that is needed in this process so that the application of methods of shop traveling game can run the game with the maximum. Before starting the process of teaching the students first briefed by investigators regarding the rules on traveling game shop so that they could follow the process and measured on a regular basis.

Researchers set up four tables above will put all kinds of nouns related theme / name stores that have been determined by researchers. for example they will visit food stores, flower shops, book stores, vegetable shops, clothing stores, sports shop and fruit stores fruits. Each student will get as much time allocated 3

minutes to visit a store that has been prepared as well as they should be able to remember anything that says they get or see when visiting the store.

After that each student will be asked by the teacher / researcher about the noun they get to the store they have explored, for example the noun on the types of food. And they have to say as many words related to clothing items, and then they will be given time to open a dictionary to translate each noun they earn.

5. Treatment to five: on the fifth day, researchers will spend time to sixth-grade students at SDN 381 KANAN totaling 20 students as the study sample. Then the researchers prepare classrooms and a media that is needed in this process so that the application of methods of traveling shop can run the game with the maximum. Before starting the process of teaching the students first briefed by investigators regarding the rules on traveling game shop so that they could follow the process and measured on a regular basis.

Researchers set up four tables above will put all kinds of nouns related theme / name stores that have been determined by researchers, for example they will visit food stores, flower shops, book stores, vegetable shops, clothing stores, sports shops and fruit stores fruits. Each student will get as much time allocated 3 minutes to visit a store that has been prepared as well as they should be able to remember anything that says they get or see when visiting the store.

After that each student will be asked by the teacher / researcher about the noun they get to the store they have explored, for example, the noun of the types of vegetables. And they have to say as many words related to clothing items, and then they will be given time to open a dictionary to translate each noun they earn.

6. Treatment to six: on the sixth day, researchers will spend time to sixth-grade students at SDN 381 Kanan totaling 20 students as the study sample. Then the researchers prepare classrooms and a media that is needed in this process so that the application of methods of traveling shop can run the game with the maximum. Before starting the process of teaching the students first briefed by investigators regarding the rules on traveling game shop so that they could follow the process and measured on a regular basis.

Researchers set up four tables above will put all kinds of nouns related theme / name stores that have been determined by researchers, for example they will visit food stores, flower shops, book stores, vegetable shops, clothing stores, sports shops and fruit stores fruits. Each student will get as much time allocated 3 minutes to visit a store that has been prepared as well as they should be able to remember anything that says they get or see when visiting the store.

After that each student will be asked by the teacher / researcher about the noun they get to the store they have explored, for example, the noun of the types of vegetables. And they have to say as many words related to clothing items, and then they will be given time to open a dictionary to translate each noun they earn. After providing treatment, researchers will give a post-test to test students' vocabulary skills after application of treatment to see if there is a comparison before providing treatment and after treatment. For the post-test the students will be allocated a time for 30 minutes to work on the test sheet. After filling the test sheet they will translate the noun into Indonesian.

The table below will explain the data obtained by researchers using a pre-test or pre-treatment application After treatment or post-test.

The Mean score of students before Treatment

Number of students	Score
01	2
02	5
03	3
04	5
05	5
06	4
07	5
08	4
09	4
10	4
11	2
12	2
13	3
14	4
15	5
16	6
17	1
18	3
19	5
20	3

$$\sum x = 75$$

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

$$= \frac{75}{20}$$

$$= 3,75$$

From the table above the mean score of students in pre-test it can see that the mean score of students before giving treatment the mean score is 3,75.

**Frequency distribution matrix of students in Pre-test
(Before Giving Treatment)**

Classification	Score	Frequency	Cumulative Frequency	Percentage
Exellent	9,6-10	-	20	-
Very good	8,6-9,5	-	20	-
Good	7,6-8,5	-	20	-
Fairly good	6,6-8,5	7	20	35
Fairly	5,6-6,5	7	20	35
Fairly poor	3,6-5,5	2	20	10
Very Poor	0-3,5	4	20	20

The table pre-test shows that in answering vocabulary test where before giving the treatment. There were seven students (35%) obtain firly good. seven students (35%) obtain fairly , two students (10%) obtain fairly poor and four students (20%) obtain fairly poor score. but after giving treatment their score are better than before.

Table 6

The mean score of the students in T1 (Post-Test)

Number of students	Score
01	7
02	7
03	7
04	7
05	8
06	7

07	7
08	9
09	6
10	5
11	7
12	8
13	5
14	8
15	7
16	8
17	7
18	9
19	9
20	9

$$\sum y = 147$$

$$\begin{aligned} \text{My} &= \frac{\sum y}{N} \\ &= \frac{147}{20} \\ &= 7,35 \end{aligned}$$

From the table above the mean score of the students in post-test (after giving treatment), it can see that the mean score of the students after giving treatment, their mean score have very good progress from 3,75 be 7,35

Frequency distribution matrix of students in Post-test

(After Giving Treatment)

Classification	Score	Frequency	Cumulative Frequency	Percentage
Excellent	9,6-10	-	20	
Very Good	8,6-9,5	4	20	-

Good	7,6-8,5	5	20	20
Fairly good	6,6-7,5	9	20	25
Fairly	5,6-6,5	1	20	45
Fairly Poor	3,6-5,5	1	20	5
Poor	0-3,5	-	20	5
				-

The table post-test shows that in answering vocabulary test where after giving the treatment, there were four students (20%) obtain very good score, five students (25%) obtain good score, there were nine students (45%) obtain fairly good score, one students (5%) obtain fairly score and there was one students (5%) obtain fairly poor score.

After seeing the above table of results of field studies that show that before and after the application of treatment there was a significant difference between the two, so I assume that teaching vocabulary in grade six at the SDN 381 Kanan Kec.Walenrang Utara, KabLuwu can improve vocabulary skills for these students.

Authors assume that the successful implementation of the traveling shop games as a learning method is applied for the sixth grade students at SDN 381 Kanan inseparable from patterns and rules that applied game has its own attraction for the students who follow him so, so that the results of the application of the game to give maximum contribution to improving vocabulary mastery sixth grade students at SDN 381 Kanan.

Shop traveling is one of the games or vocabulary teaching techniques that are specific to elementary level students / elementary students' is designed by the author himself is DessyDanarti contained in the book 50 Games for fun. Success through the application of this game will be a positive impact for students / learners others so this could be a reference in the process of teaching English to students, especially in creating a pleasant atmosphere in the teaching process.

The students would have different barriers to learning the language, especially the language of Britons as a foreign language. Of these problems language teachers are expected to be able to find a new breakthrough in terms of language teaching so that the problems faced by the students in terms of learning a language can be overcome with good.

One way is to find or create a new pattern in the process of language teaching such as using the game so that students do not feel bored when doing the learning process English.

The problems that students face in teaching at the six year students' of SDN 381 Kanan, especially english teaching vocabulary are the students shy to practice those words and they do not know what they must do. Why ? because the students' are lack vocabulary , and shy to speak . by using shop travelling game, the researcher helped the students' to improve students' vocabulary, besides it will make students' interested in english vocabulary and motivated. So through shop travelling games students' can improve english vocabulary.

The students said that the method is used by shop travelling games in teaching english is good enough, shop travelling game can make easy memorize

the vocabularies because the students can always see the words that have stuck in the classroom or when they are take a rest, and the students indirectly know the vocabularies which they stick on the wall.

According to the english teacher of SDN 381 Kanan that the writer interviewed that the mastery of the students about vocabulary is very low because the students lazy memorize and course of english. If of students is the lack of vocabulary (the students have little vocabulary) it is impossible for the students to speak, write, reading and listening english well if they dont't have enough vocabulary.

Useful analysis of the problem, the writer to approach teaching through the game in order to improve students' vocabulary and get them interested and motivated to learn English.

So, to improve students' vocabulary the writer used shop travelling game. Shop travelling game is a medium that used to improve vocabularies in the classroom to make students' easy and happy in memorizing vocabularies. In teaching and learning process using method and media is very important because can increase learning support and influence the achievment of the students.

This research supported by theory of Erzo Aydan: stated that games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication¹.

¹AydanErsoz <http://www.teflgames.com/why.html>. Accessed On Desember 15, 2010.

In line with this theory, researchers concluded that in order to improving interest for students learning motivation is an important instrument in the process that need special attention, namely how a teacher should be able to build motivation in the students through games that basically very supportive of the process of language teaching English especially for elementary school students

Byrne in Risnawati thesis stated; that games may be defined as a form of play governed by certain rules on conventions, They are meant to be enjoyed wherever they are played.²

Jeremy Harmer states that Vocabulary was seen as incidental to the main purpose of language teaching, namely the acquisition of gramatical knowledge about the language.⁴

Then the theory further explains: Hadfield explained two ways of classifying language games;

First, she divides language games into two types: linguistic games and communicative games.

The second taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

a. Information gap games

²Risnawati, *Using Sequence Word Games To Improve The Students' Vocabulary* (Muhamadiyah University Makassar, 2010), p. 12

⁴Jeremy Harmer, *the Practice of English Language Teaching a New Edition*, (New York: Longman Publishing, 1992), p.154.

- b. Guessing games
- c. Search games
- d. Labeling games
- e. Exchanging games
- f. Board games
- g. Role play games⁵.

According to Jane , there are some guiddness for the communicative treatment of vocabulary instruction.

1. Allocate specific class time to Vocabulary Learning

In the hustle and bustle of our interactive classrom, sometimes we get so caught up in level group work and meaningful communication that we don't pause to clevote some attention for words.

2. Help Students to luwen vocabulary in context

The bets internalization of vocabulary comes from encounters with words within the context surrounding discourse.

3. Play Down the role of bilingual dictionaries.

A corollary to the above is to help students to resist the temptation to overuse their bilingual dictionaries.⁶

⁵www.georgejacobs.net/MIArticles/Gam. Accessed On October, 12 2009

⁶Jane Will, "Reading English trhought English (Longman, 1981) p.121

While Gagne says if educational media enveloped to instrument with physically in use to exited content of learning material, consist of book, tape recorder, cassette, video camera, video recorder, film slide, picture, grafihc, TV and computer.

With the other say, media is the source of learning component or a physical vehicle that content instructional material in surrounding of students that can stimulate to learn.⁷

While the learning theory is known that interaction between students' who is learning with source can influence learning process by two factor, internal factor, and external factors. The internal factors are like attitude, life style, and feeling, like dislike, ability and experience. If the students' are not interested in learning automatically it is difficult to follow learning process. While the external factors are stimulate from outside of students.

As an external factor , media can be used to increase learning efficiency of the students' because is has potency and capability to stimulate learning process. While external factor, media can increase desire and interest of students in learning. So , their perception and understand more exacly. And it will increase to desiring and new motivation in learning.⁸

From the explanation above, it can be concluded that media can solve the behavior factor learning namely internal factor and external factor through one

⁷Arsyad Azhar, *op.cit.*,p.4.

⁸Rahma Bulan, *the Effectiveness of using Picture in Teaching Vocabulary*, (English Department STAIN Palopo,2007),.p 6.

things or certain event to the students in the class. The same perception will give desiring and the same experience.

Based on the assumption above, the researcher defines media as a source in teaching learning process by using media, teaching learning process can facilitate communication in order to arrive a get instructional aims.

Media is very important to use in teaching process. By using media, teachers can give information to students well and make activities the students is real although the learn can be happen. Through media , the material of subject must design in manner sistematics and psicological showed of principles of study can be prepared affective instruction. Beside of interesing , teaching media can be giving interesting experience and fill students needs.

From this theory we can conclude that in order to improve the ability of students in the learning process should be supported by a variety of approaches that can get through the game so they do not feel bored or boring when you're learning. This could be a reference to another game because of the application of the method in the learning process can be a positive impact for students.

Ibrahim points out the as function or role media in teaching and learning namely:

1. Generating Interest or motivation
2. Drawing attention
3. Overcoming the limitation of space, time and zize

4. Enables students to learn and
5. Making provision of stimulate for learning.⁹

According to the Writer: Many teachers concentrate to help their students to increase their ability relate to others, as they can help them to increase their ability to use the foreign language through mastery vocabulary. Games are an aspect of method, that representative to be complemented.

There are somewhich should be improved so that the interest of the students could have better impact on the development aspects of a foreign language to them. This will trigger the standard abilities of students who used very little interest in learning the game and after the application of the method of their own interest in learning increased with increasing their quality. a benefits if we use games in teaching vocabulary:

1. They are great fun
2. Increasing student's motivation
3. Encourage Promotes communicative competence
4. Creative and Spontaneous in using of language.
5. Promotes communicative competence
6. Builds class cohesion
7. Promotes healthy competition.¹⁰

⁹<http://re.searchingines.com/0408jelarwin.html>. Accessed On Januari 13, 2010

¹⁰www.telfgames.com/why.html. Accessed on December 15,2010

Gerlac and Ely asserted that there teaching most specially owned media is the media has the ability to capture , store and and display the returned objects or events with variety of ways tailored to the needs.

According to this theory, that the particular media that has the ability to capture, store and display objects that are tailored to the needs of others is not the same electronic media has function so that the user can be more effective in supporting the learning process for students. However, researchers are more likely to direct aspects of the application without having to depend on the electronic media.

Because learning is a method in a state in which a teacher must be able to adapt and be able to read the needs of the students so that the steps are done in the learning process to be completely effective.

So, according to scientists from Latin America by Paulo Freire: education is an effort to humanize humans, in the process also are appropriately positioned human learners so that is not always portrayed as objects by educators but makes matter as media an object that should be explored and understood. Based on some definitions above, the writer concludes that vocabulary is list of word that we can learn in our life and it is very important element of language and with mastery that element, we get easy in four skills (listening, speaking, reading, and writing).

The student's response on the treatment every meeting and the students answer in the questionnaire it proved that the students toward the Shop Travelling Games is positive and the negative response is rejected, it can see on the table

questionnaire. And it had proved that the students' vocabulary can improve and it can see on the different scores in the Pre-test and Post-test.

This is indicating that applying Shop Travelling Games give positive contributes to english teacher to teach their students' especially into back up the students' vocabulary.

From the above discussion, the author has described in detail a series of stages of the preparation of the thesis with existing procedures. Thus in the process of writing all sorts of obstacles have been passed with patience and passion to be a thesis that includes data from research supported by the theory that the writing expert says this thesis can be completed on time.

The researcher concludes that the teacher should accommodate. He/She should give full attention especially in vocabulary. In teaching vocabulary through shop travelling games is one of technique that the researcher uses it in teaching to make students' enjoy and get more point from material.

CHAPTER V

CONCLUSION AND SUGGESTION

The discussion in this chapter includes conclusion and suggestion based on the findings and discussion related the research that has conducted.

A. Conclusions

1. Based on the findings, data analysis and discussion of the findings, it can be concluded the mean score in post-test (7.35) is greater than the mean score in pret-test (3.75) it means there is improvement of the students vocabulary.

2. In compliance with the questioner which was given to the students, it is found that the students mostly agreed with ten statements available in the questioner. It means that the attitude of the students toward Shop Travelling Games is positive.

B. Suggestions

In compliance with the findings in the research, the researchers suggest some ideas as follows;

1. The teacher at SDN 381 Kanan Kec. Walenrang Utara Kab. Luwu should conduct program which can upgrade the students Vocabulary. In this case the Shop Travelling Games program is the program that they can apply for this purpose.

2. The teacher at SDN 381 Kanan Kec. Walenrang Utara Kab. Luwu should present interesting material which can motivate the students to learn

vocabulary because there is no students' learning interest if the students are not motivate.

3. In learning foreign language, the teacher should try to find out appropriate method to upgrade the students' vocabulary because there is no word of target language can be produced without having vocabulary.

4. All students of SDN 381 Kanan Kec. Walenrang Utara Kab. Luwu should improve their vocabulary because four English skills such as Speaking, listening, reading and writing can hardly be without good mastery of Vocabulary.



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