

# CHAPTER I

## INTRODUCTION

### 1.1. The Background of The Study

Language is very important in human life. It is a tool of communication. Without language, people cannot communicate their ideas or thoughts to others. There are so many language in the world. One of them is English. It is used as an International Language.

Vocabulary is very essential for success in comprehending the language well, speaking better, and composing a good writing. Vocabulary plays an important role in teaching and learning English as a foreign language. Vocabulary is one important aspect of language components (spelling, structure, and vocabulary) that should be achieved by students in learning English as a foreign language.

Therefore, vocabulary aspects the student's ability in learning foreign language. According to Richard D. Mallery (2005), vocabulary knowledge impact reading and academic success, and it is significant in our daily life and can have practical as well as social and emotional consequences. Your vocabulary is the stock of words on which you can draw in expressing yourself. Vocabulary is a basis for mastering four English language skills.

Many people in the world use English. English used to communicate to other people from others countries in the world. While, English also used in some aspects of human life such as economy, social, politics, technology, and education. In Indonesia, English has been taught from

elementary level up to the universities and also as part of Educational unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP).

In Indonesia English has been taught as a foreign language. In studying foreign language the learners should study the four basic skills: listening, speaking, reading, and writing. To master the four basic skills, the learners should study and master vocabulary before. Without mastering vocabulary the learners will find it difficult to learn English. According to Huyen and Nga (2003:2) in learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading, and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

Vocabulary is very important to improve the learners' skill in reading, listening, speaking, and writing, because without mastering the vocabulary the learners are unable to speak, write, read, and listen well. According to Barnhart (2008: 697), vocabulary is stock of words used by a person, class of people, profession, etc and collection or list of words, usually in alphabetical order and defined. It is impossible to learn a language without mastering the vocabulary. In learning vocabulary, it is not only to be memorized but should be understood as well.

Based on the writer's observation and experience during teaching practice (PPL: Program Pengalaman Lapangan) at Junior High School, most learners have difficulties in mastering vocabulary, they lack in vocabulary. It is because the learners do not like learning English. Usually, teachers teach vocabulary with traditional technique so the learners feel bored during the study. In other case, the teacher always give the learners the meaning of new words without

waiting the learners to look for the meaning by themselves. It makes the learners become lazy to look for the meaning. The learners just wait for the teacher. In this case the learning process teacher is as a centered. Not only because of that, the writer makes the teaching and learning process interesting and fun, so one of the good learning techniques is using game.

Teaching vocabulary by using games will attention. It will make the learners feel more relax in learning and then the learners will be happy with that condition. When the learners happy with it, so it will be easier for them to learn it.

One of the game that can be used is Pass the Parcel Game. This game is done by answering any questions you may have, whether it can pictures, matching, opposite or synonym of word. The game is very easy to apply in the class.

Pass The Parcel Game is played with music accompaniment. With music accompaniment, the learners feel like not learning. The learners are only thinking that is just playing game without feel that they are studying. Because the learners feel like playing, finally the learners are getting excited and finally more and more motivation to learn. Based on The background above the writer is interesting to conduct research design about the effect of Pass The Parcel Game on vocabulary mastery of eight grade Students at SMP HKBP Padang Bulan Medan.

Based on the experiences of the write when did a pre research in eight grade of SMP Padang Bulan Medan, the writer found that the students had trouble in vocabulary mastery. The writer gave students test of vocabulary to find out their problem in vocabulary mastery. The written found the following result.

#### **Table 1.1 The Result of Preliminary Research**

No	Name	R	N	S
1	AGA	11	20	5,5
2	AGS	9	20	4,5
3	NGL	12	20	6
4	CHD	12	20	6
5	CTN	9	20	4,5
6	ELS	7	20	3,5
7	FNY	11	20	5,5
8	GHR	9	20	4,5
9	INH	8	20	4
10	IMN	9	20	4,5
11	JFI	13	20	6,5
12	JRY	5	20	2,5
13	JNI	12	20	6
14	JDK	14	20	7
15	PLT	13	20	6,5
16	RDO	12	20	6
17	RAY	9	20	4,5
18	RCR	15	20	7,5
19	STN	14	20	7
20	TLS	7	20	3,5
Mean =				105,5

$$S = \frac{R}{N} \times 100$$

Where:

S : Score number of test

R : Number of the correct answers

N : Number of question

$$\text{Mean: } \frac{5,5 + 4,5 + 6 + 6 + 4,5 + 3,5 + 5,5 + 4,5 + 4 + 4,5 + 6,5 + 2,5 + 6 + 7 + 6,5 + 6 + 4,5 + 7,5 + 7 + 3,5}{20} = 105,5 : 20 = 5,275$$

## 1.2 The Problem of the Study

Based on the background of this study, the writer formulates the research questions of this study as: "Does the use of Pass the Parcel Game Affect the Students' Vocabulary Mastery?"

## 1.3 The Scope of the Study

There are several method by used in teaching vocabulary. There are mind mapping, showing object or picture, authentic material, scramble, matching with word definition, language game and Pass the Parcel Game. To limit this study, the research only focuses on effectiveness and on teaching students' vocabulary knowledge through Pass the Parcel Game. The standard of vocabulary in school is 1500 words, but the students of SMP Padang Bulan Medan know just

about 1200 word. This study will be limited on SMP Padang Bulan Medan Eight grade in which the classes consist of 20 students. This research especially focuses on countable and uncountable noun.

#### **1.4 The Objective of the Study**

The objective of the study is to fine out The Effect of Pass the Parcel Game on Students' Vocabulary Mastery.It is always a good strategy to make students get more understanding of vocabulary. It helps students expend word meanings and discover relationships between vocabulary terms.

The Pass the Parcel Game provides students with the opportunity to understand what a concept is and it is not. It gives students an opportunity to explain their understanding about a concept and to elaborate it by providing examples and non-examples for their own lives.

#### **1.5 The Significance of the Study**

The finding of this study is expect to be theoretically and practically significance and relevant for some matters.Theoretically, the finding of this study is expected to give a reference about the result of Pass the Parcel Game on Students' Vocabulary Mastery.Practically, the finding of the study are expected to be useful for: For the Writer, this study for the researcher is aimed to know whether teaching Pass the Parcel Game to increase the students' vocabulary. For the Teacher to help teacher for the English. By this research, the researcher hope that the teacher able to use the Pass the Parcel Game to increase the student's vocabulary, because this method is practice. And than, For the Students the researcher hope that this research can help students to increase their vocabulary in English, and also make students' quickly to memorize every words.

For the researcher, it hopes that this research will hope other researcher to do the same related researcher in this future.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 The Theoretical Frame Work**

In conducting a study, theories are needed to explain some concept term applied in the study concerned. Some of term are used in this study need to be theoretically.

#### **2.2 The Nature of Vocabulary**

Vocabulary is an important aspect in language that has to be learnt. Vocabulary must be mastered by the learners. Without mastering vocabulary the learners will difficult to study well. The learners will difficult in reading, listening, speaking and writing. So it is important for the learners to mastery the vocabulary.

According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. As a result, it is integrated with the other skills.

According to Peter YongqiGu (2003), vocabulary can be defined roughly as the words that wanted to reach by the students in the foreign language. In fact, it is impossible if they can be mastering a language without knowing the vocabulary itself.

According to Kamil and Hiebert (2005:3) vocabulary is the knowledge of meaning of words. It means that in learning language vocabulary is very important. In reading and listening the learners must be mastered the vocabulary because without in the learners cannot understanding the text and what the speaker says. But in speaking and writing the learners will difficult to share their idea if they learners no mastering Vocabulary.

In addition Barnhart (2008:697) says Vocabulary is: 1. Stock words used by person, class of people, profession, etc. 2. collection or list of words, usually in alphabetical order and defined.

While Hornby (1986:1462) says a little bit different. Form his vocabulary are: 1. Total number of words, which (with rules for combine them) make up the language. 2. Range of words known to or used by a person in trade, profession, etc.

Therefore, vocabulary in this thesis refers to the total number of words that have meaning and used by people to communicate their idea or thought to others.

#### **2.2.1.1 . Kinds of Vocabulary**



According to Kamil and Hiebert (2005:3) there are two kinds vocabulary in teaching vocabulary: Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

1. Receptive vocabulary is that set of words for which an individual can assign meaning when listening or reading. These are words that are often less well known to students and less frequently in use.

### **1.2.1 Source of Vocabulary**

To improve vocabulary vocabularies, students have to know, where the source of vocabulary comes from, so the students will be easier to learn English. According to Harmer (in Lestari 2013), there are some resources vocabulary studies, they are:

#### **a. Word list**

Word list is on economical way of recognizing vocabulary for learning and it is does not matter a great deal if they are put together in a random ways. The students can learn vocabulary wherever they are, because it is easy to bring.

#### **b. Vocabulary book**

It is also integrated into skill work, typically in the form of a pre-task or post – task vocabulary book which can be exercise for the students.

#### **c. The Teacher**

The teacher is a potential fruitful source of vocabulary input not only in terms of in accidental learning. But also as a means of introducing vocabulary thought teacher talk.

#### d. Leader

Each learner can contribute to the shared clause lexicon thought activities as brainstorming. Leaders can improve their vocabulary from other learner by discussion and sharing with their friends.

#### e. Short Text

Short text for vocabulary building purposes whether spoken or written have enormous advantages over learning word form list. From the statement above, we know that the teacher and learners have the great influence in improve students “vocabulary mastery, especially in teaching learning process. Teacher must make students feel enjoy in learning vocabulary. So, they will be easier in remembering new vocabulary that they have got. Therefore, the students with poor vocabulary need to build their vocabulary.

### **2.3 The Principles of Learning and Teaching Vocabulary**

According to Wallace (in Shejbalova, 2006) there are several general principle for successful teaching and should be kept in mind, which are valid for any method. The principles are:

1. Aim- what is to be taught, which words, how many
2. Need – target vocabulary should respond students’ real needs and interests.
3. Frequent exposure and repetition
4. The meaning of presentation – clear and unambiguous denotation or reference must be assured.

Learning vocabulary is a complex process. The students’ aim to be reached in learning vocabulary process is primarily their ability to recall the word at will and to recognize it in its

spoken and write form. Generally, knowing a word involves knowing its form and its meaning at the class level. In deeper aspect it means the abilities to know its (Harmer 1993):

1. Meaning, i.e. relate the word to an appropriate object or context
2. Usage, i.e. knowledge of its collocations, metaphors and idioms, as well as style and register (the appropriate level of formality), to be aware of any connotations the word might have.
3. Word formulation, i.e. ability to spell and pronounce the word correctly, to know any derivations (acceptable prefixed and suffixes).
4. Grammar, i.e. to use it in the appropriate grammatical form.

### **2.3.1. The Principles to Help Students Learn Vocabulary**

There are some key principles that can follow to help students learn vocabulary more effectively (McCarten 2007:20-25)

#### **1. Teaching vocabulary in class**

##### **A. Focus on vocabulary**

One of the first vocabulary learning strategies for any classroom is how to ask for words you don't know in English, and how to ask meaning of English words you don't understand, so phrases like "what's the word for in English?," "how do you say?," and "what does mean?" are useful to teach at the basic levels. As students progress, another useful strategy they can use is to paraphrase: "it's a kind of," "it's like a," for "-ing X" etc. focusing on these strategies puts vocabulary learning firmly on the classroom agenda.

##### **B. Offer variety**

Tomlinson (1998) suggests a number of principles for developing successful materials. The first of these is that “Materials should achieve impact.” He suggests that this can be done with unusual and appealing content, attractive, and variety. Teacher can use different ways to present vocabulary including pictures, sounds and different text types with which students can identify: stories, conversation, web pages, questionnaires, news report, etc. In each these contexts, topics should be relevant to students’ interests. Similarly, practice activities should vary and engage students at different levels. These should range from simple listen and repeat type of practice through controlled practice to opportunities to use the vocabulary in meaningful, personalized ways. Offering variety also means catering to different learning styles, and as Tomlinson notes, some students may use different learning styles for different types of language or in different learning situation. So this mean offering activities that sometimes appeal to learners who are more “studious” and “analytic” (those who need to analyze the language and to be accurate in their use of it) as well as learners who are “experimental” and “Global” (those who are less concerned with accuracy as with learning whole chunks of language) and catering of students who prefer to learn either by seeing, hearing, or doing something.

### **1) Repeat and recycle**

Learning vocabulary is largely about remembering, and students generally need to see, say and write newly learned words many times before they can be said to have learned th

### **2) Provide opportunity to organize vocabulary**

Organized vocabulary in meaningful ways makes it easier to learn. Text book often present new vocabulary in thematic sets as an aid to memory, but there are other types of organization

and these can be describe under three broad headings: real-world groups, language based groups, and personalized groups, examples of which are given below.

- I. Real – world groups occur in the real world, such as the countries within each continent, part of the body, the foods in each food type (carbohydrate, protein, fats, etc), activities that take place for a celebration (e.g., at a wedding), expressions people typically use in everyday situations (e.g., when someone passes an examination, has bad luck, etc). students can draw on their general knowledge to group English vocabulary according to concept with which they are already familiar.
- II. Language – based groups draw on linguistic criteria as ways of grouping, for example, the different part of speech of a word family; word that have same prefix or suffix, or the same sound; verbs and dependent preposition; collocations of different kinds (verb + noun; adjective + noun, etc).
- III. Personalized groups use students’ own preferences and experiences as the basis for the groups. It might include grouping vocabulary according to like and dislikes, personal habits or personal history. Making vocabulary personal helps to make it more memorable.

### **3. Make vocabulary learning personal**

Material should provide opportunities for students to use the vocabulary meaningfully, to say and write true things about themselves and their lives. Students should be encouraged to add vocabulary they want to learn, too. And if the experience of learning it also enjoyable, so much the better! One note of caution is that personalization may be more appropriate for some students than other.

### **4. Don’t overdo it!**

Another important point is not to overload students – there are limits to how much vocabulary anyone can absorb for productive use in one lesson and will be affected by how “difficult” the words are and how much students are required to know about them. If vocabulary sets ever seem too daunting for students, allow them to choose which items they want to prioritize.

## **5. Use strategy vocabulary in class**

1. Managerial mode refers to the way teachers organize the class and move between activities. In doing this, it's possible to use a range of basic discourse markers for starting, concluding, and changing topics such as All right / Okay, So, Let's start, Let's move on.
2. Materials mode refers to the talk that takes place when teachers and students are doing an activity in the materials. This includes eliciting answers from students, checking and explaining answers, and giving feedback on answers. In this type of talk, it would be useful for teachers to make different kinds of responses when evaluating students' answers ( that's right; Excellent) and when seeking clarification ( You mean.. ? He went where?).
3. Skills and systems mode is the largely teacher-directed talk that goes on when the teacher is trying to get students to use a particular language item or skill and will involve the teacher in giving feedback. Explaining, and correcting, in this mode teachers can use phrases for reformulation (Now,.. First of all...)
4. Classroom context mode refers to the type of language learners use when they are talking about their personal experience or feelings- sometimes called “free practice activity”. Here the teacher's role is to listen and support the interaction, which is the more like casual conversation that learners will engage in. teachers can support these

“conversation” by teaching the types of strategic vocabulary help students, and manage their own talk, relate to other students, respond, and manage the conversation as a whole.

## **2. Helping students become independent learners in and out of class**

### **A. Vocabulary Notebooks**

Materials which give space to personal logs, like vocabulary notebooks, encourage students to continue learning outside of class. Although learning logs are often recommended to be in loose leaf folders or on cards and separate from the textbook.

### **B. Research tools**

Students now have to access to vast resources such as the internet and the wealth of information in learners’ and online dictionaries. If students are trained of information on formality, collocation, grammatical patterns, etc., they can exploit these resources more effectively and become more independent in their learning.

### **C. Everyday usage**

Materials can also provide students with ideas to activate and practice vocabulary in their everyday life, which is especially useful for students who live in non-English- speaking environments. Activities might include labeling items of furniture in English in a room, or trying to remember the English name for all the items they see in clothing store. As mentioning earlier, the act of retrieving vocabulary seems to be an affective way of learning, and such activities can take place at any point in the day – not just at times designed for studying English.

## **2.4. Vocabulary Mastery**

Vocabulary is important in case it could help students to enjoy their classes. The learners who master enough vocabulary will be faced fewer difficulties than the learners who have less vocabulary.

Moreover, vocabulary has an important role in teaching learning process.

According to Scrivener in Lestary (2013) there are five roles of vocabulary, they are:

1. Vocabulary is very important and needed to be dealt with systematically its own right.
2. We need to distinguish between vocabularies for productive use receptive recognition.
3. The learner will be difficult to finish the work, if they have first met some new vocabulary.
4. We need to deal not only with a single word lexical item, but also with longer, multi word items.
5. Training in the use of English-English dictionaries provide learners with a vital tool for self-study.

Vocabulary is important for the learners “language learning process. More about, it the learners lack in vocabulary the learners will be unable to understand more about English.

## **2.5. Game**

Wright, Betteridge, Busky (2006 : 1), take the word ‘game’ to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Learn with game ,make the students feel more enjoyable when studying English. At the same time teacher asks her students to learn play.



### **2.5.1. Reason in Using Game in Learning Vocabulary**

Wright, Betteridge, Busky (2006 : 2), there are some reason why used games in learning Language:

#### **A. Language learning is hard work**

Language learning is hard work. One must take an effort to understand, to repeat accurately, to adapt, and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time. Game help and encourage many learners to sustain their interest and work.

#### **B. Experience language**

Game also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what orders are saying or have written, and they must speak or written in order to express their own point of view of give information. Game provide one way of helping the learners to experience language rather than merely study it.

#### **C. Repeated use of language items**

Many games cause as must use of particular language items as more conversational drill exercise; some game do not. What matter, however, is the quality of practice. The contribution of drill exercise lies in the concentration on a language form and its frequent occurrence during a limited period of time. Many game similarly provide repeated occurrence and use of a particular language form. By making language convey information and opinion, game provide they key

features of 'drill' with the added opportunity to sense the working of language as living communication. Games involve the emotions, and the meaning of the language is thus more vividly experienced. It is, for this reason, probably better absorbed than learning based on mechanical drills.

#### **D. Central to learning**

If it is accepted that game can provide intense and meaningful practice of language, then they must be regarded as central to a language teacher's repertoire and not merely a way of passing the time.

#### **2.5.2. Noun.**

Noun is a word (or group of words) that is the name of a person, a place, a thing or activity or idea; nouns can be used as the subject or object of a verb. (Jeremy Harmer, 1998:37)

Noun make up the largest class of words in most languages, including English. A noun is refers to a thing (book), a person (Betty Crocker), an animal (cat), a place ( Medan), a quality (softness), an idea (justice), or an action (yodeling), it's usually a single word, but not always: *cake, shoes, school bus, and time and a half are all nouns.* There are two noun, countable and uncountable noun.

#### **A. Countable Noun**

Countable nouns, on the other hand, are used with singular or plural verb and with words like 'many' (Jeremy Harmer 2004: 38). Countable noun are for things we can count using number. They have singular and plural form. The singular form can use the determiner "a" or "an".

<b>Singular</b>	<b>Plural</b>
One dog	Two dogs

One horse	Two horses
One man	Two man
One idea	Two ideas
One shop	Two shops

**Example:**

1. She has three dogs
2. I own a horses
3. I would like two books please

**B. Uncountable Nouns**

Uncountable nouns are used with singular verbs, and words with like ‘much’ (Jeremy Harmer 2004:38). Uncountable nouns are for the things that we cannot count with numbers.

Uncountable nouns are those denoting what the language treats as continuous entities, having no natural bounds, by being used with such forms as much, some.

They may be the name of abstract ideas or qualities or for physical object that are too small or too amorphous to be counted (liquid, powers, gases, etc). uncountable nouns are used with a singular verb. They usually do not have a plural form.

**Example :** tea, sugar, water, air, rice, knowledge, beauty, anger, fear, love, many, research, safety, evidence.

**2.6. Moral Game**

According to Macer, (2008) there are many kinds of moral games are follow: donuts, how do you thing?, agree or disagree, moral continuum (line-up), talk in pair, consensus pairs, from pairs into groups, small groups, card sorting, moral continuum (using card), debates, whisper, who am i?, hot seat, concept block, bus stops, thought shower, postboxes. Brainstorming, drawing a relationship web, courage to change, fish thank, role plays, make dramas, pass the

parcel, mathematics exercise, drawing a producing art, low hanging fruit, problem tree, problem wall and solution tree, trust game, risk game, mapping stigma, mapping social networks, health journey, negotiation cards, head or head, future's wheels, devil's advocate, educational visits, case study, desired change diagram, and advertising jingle. The game can be used for many subjects and adapted to make learning enjoyable for all involved.

## **2.7. Pass the Parcel Game**

Pass the parcel game is a variation of a party game, and thus is suited to younger students specially. The can be used to motivate the learners in learning. Because the learners difficult in learning vocabulary, so this game suitable to learning vocabulary.

According to Macer (2008:73) there some steps to played Pass the Parcel Game:

1. The facilitator start the music.
2. The students pass the parcel around the circle, or throw it to each other.
3. When the facilitator stops the music, the person who is holding the parcel takes off one layer of paper and carries out the task or answers the question that is written on the paper.
4. The game continues until all the players have been unwrapped. You can make it appealing by having the object be a gift to the last person to take off wrapping.

### **2.7.1. Advantages of Pass the Parcel Game.**

In this research the researcher try to conclude some advantage in learning vocabulary by using Pass the Parcel Game:

1. The game is played with music.
2. It is very easy when applied in the class

3. Able to increase students' motivation in learning vocabulary because the game make the students feel like not studying.

4. The students enjoy the process learning by this game.

## **2.8. Previous Research.**

The writer will take three the previous researches from journal. The first journal is *Teaching Vocabulary Using Hangaroo Game In The Fourth Grade Students Of Elementary School*. Teaching vocabulary is very important to improve the students skill, because vocabulary is one of the language components and as a base of a language. To understand English easier, the writer use hangaroo as a media to teach vocabulary. Hangaroo game is guessing the phrases by selecting letters from the alphabet to fill in the blank forming words as the answers from the given questions. Usually, the materials used in a hangaroo game consist of the definition of terms, antonym, synonym, name of tools or things and so on. The writer thinks that by using this media, students will be easier to understand vocabulary. Moreover, the writer has two objectives of the study they are to describe how to use hangaroo game in learning vocabulary of the students at Elementary School, and to find out the advantages and disadvantages of hangaroo game in teaching vocabulary. The result of this paper shows that hangaroo can be used as a good media for teacher. Before teaching the material, teacher makes a lesson plan. In teaching learning process, the writer is divided by three steps. The first step is in the beginning activities. It consists of greeting, getting pray together, and checking students attendance list. The second step is the main activities, which consists of two activities. Those are activity 1 and 2. In the activity 1, the students are introducing hangaroo game, and the students are given the task to describe hangaroo game in group. Activity 2 is the assessment, and the third is closing activities where teacher review the material which is relevant to help learners attain lesson objectives. This media

can help teacher in teaching vocabulary and make students easier to understand difficult word, they are easy to remember what they have been learning and can be used to add vocabulary and increase vocabulary skill. For the detail about the result, the writer writes the advantages and disadvantages. The advantages of using hangaroo are: it can support students to be interested in teaching English, games can run through the boredom, it can develop their linguistics skill, especially for spelling, pronunciation and concentration, get the students to be cooperative not competitive, it is more effective in learning English. The disadvantages of using hangaroo are students will be gambling, not every student feels comfortable, difficult for teacher in preparing hangarogame, it is difficult for teacher to manage their students in each group. Finally, the writer hopes that this paper can be used as a reference for English teacher who wants to improve their students' vocabulary mastery.

The last previous research is a journal from *The Effectiveness Of Guessing Game In Teaching Vocabulary At The Seventh Grade Students Of SmpNegeri 33 Purworejo In The Academic Year 2012/2013*. In globalization era, English becomes very important because English is an International language. Therefore, English becomes compulsory subject for junior high school students. In fact, the students at this age are still lack of vocabulary. By using Guessing Game technique, the students can learn vocabulary easily and interestingly. The aim of this research is to know whether guessing game is effective or not to improve students' vocabulary at the seventh grade students of SMP N 33 Purworejo in the academic year 2012/2013. In this research, the researcher took 68 students of VII D and VIIE as the population and sample. The result of this research showed that guessing game was effective in teaching vocabulary. It was found that the result of t-value was 3.27. Based on the 0.05 significance level, the value of t-table was 2.03, the computation showed that t-value was higher than t-table, which was  $3.27 > 2.03$ .

Moreover, Guessing game technique was effective in teaching vocabulary at the seventh grade students of SMP N 33 Purworejo in the academic year 2012/2013. It can be seen from gained score control group and experimental group which was given the treatment. The Experimental group was higher than control group. Keywords: teaching, effectiveness, Guessing game, vocabulary.

The advantage from this previous research is to help the writer to complete the theory of thesis and add references in doing the research.

The relationship between this researches and the writer's research is on the effectiveness of guessing game in teaching vocabulary, however the writer focuses on the effect of game on students' vocabulary mastery.

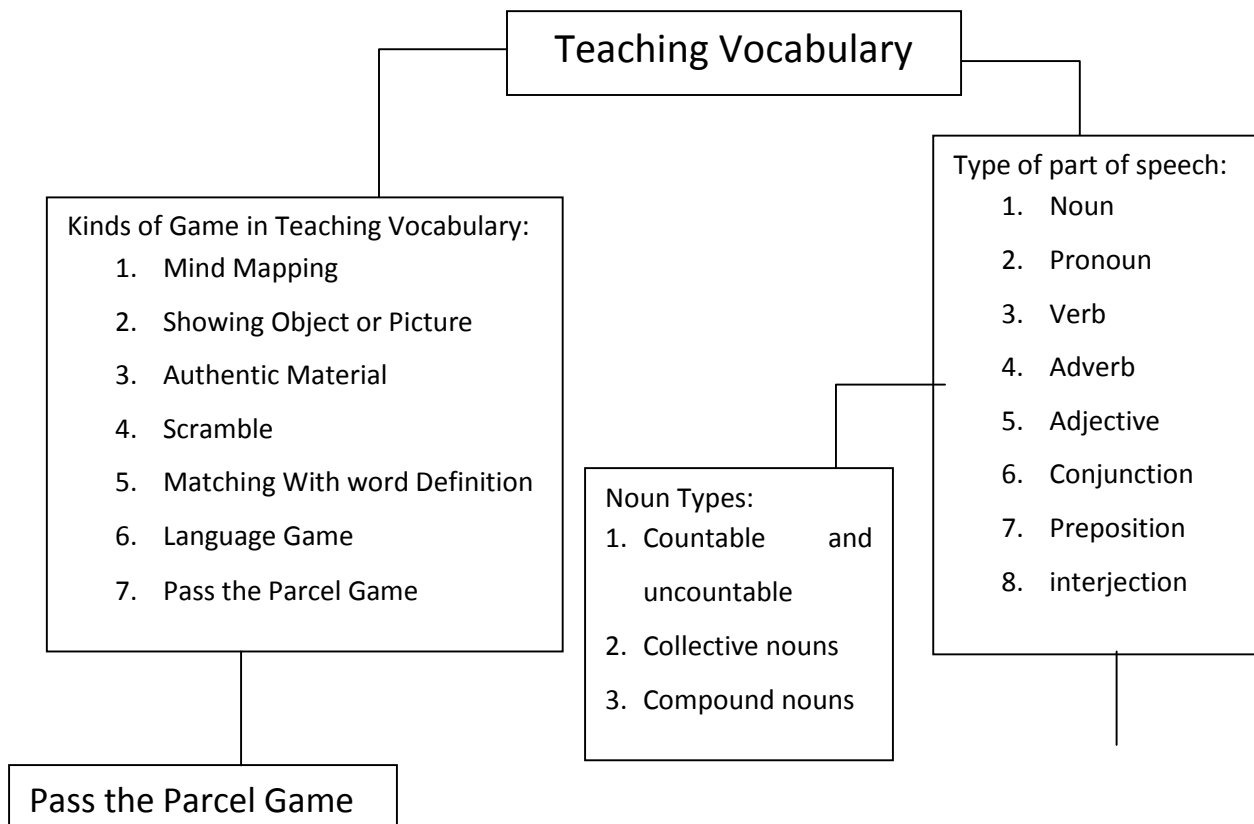
## **2.9. Conceptual Framework**

In studying English the learners should study the four basic skills listening, reading, speaking, and writing. The first of all, the learners should study and mastering vocabulary. Vocabulary is the most important in studying English. Without mastering the vocabulary the learners cannot mastering the four basic skills.

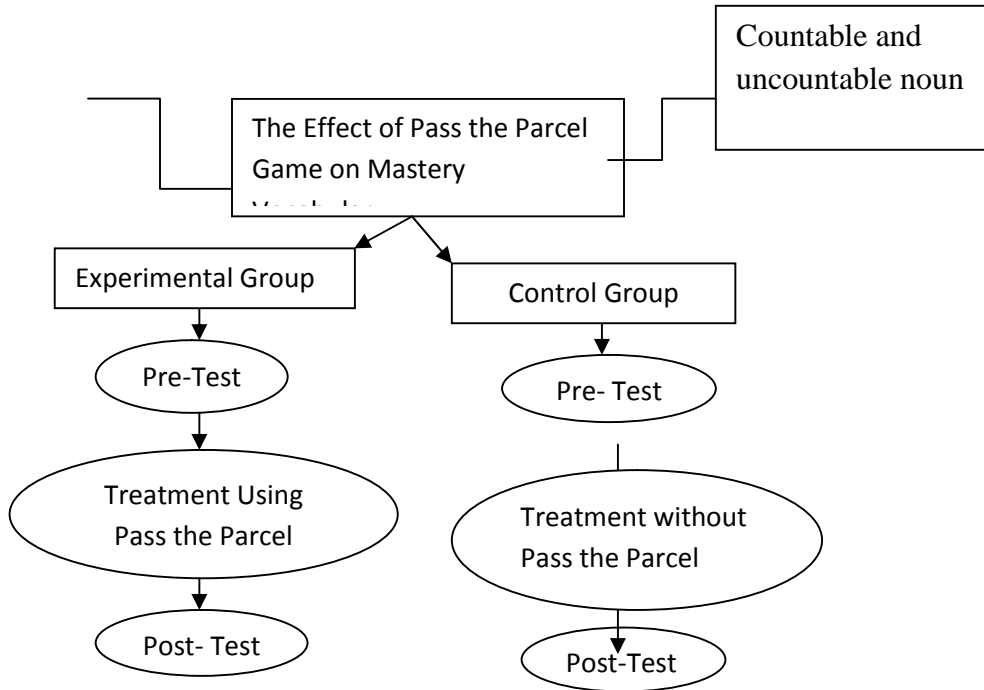
Basically, the learners lack in vocabulary. It is because the teachers teaches the vocabulary with traditional technique. Traditional technique in teaching difficult in mastering the four basic skills. Therefore, to solve the problem, the teaching using pass the parcel game can affect the students' vocabulary mastery.

Pass the Parcel Game is suitable to apply in teaching vocabulary. It can affect the students' vocabulary mastery and can motivate the students in learning vocabulary. With this game the learners feel like playing, finally the learners getting excited and finally more and more

motivation to learn. The game can affect the students' Vocabulary mastery and the learners get more in vocabulary mastery.







Figures. 2.1. Conceptual Framework of Students' Vocabulary Mastery. (DesiSinaga 2018).

## 2.10. Hypothesis.

Based on the explanation of both theoretical and conceptual framework above, the writer formulated the hypothesis as the following:

Ha: There is a significant effect of using Pass the Parcel Game on vocabulary mastery.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Design**

This study is conducted by using experimental quantitative design with the pre-test, treatment and post-test design. This research was applied to investigate whether there is the effect of students' ability in translation news item word through pass the parcel game or not.

According to Ary, D.& Jacobs, C.L. &Sorenses (2010:26) “experimental qualitative research involves a study of effect of the systematic manipulation of one variable (s) on another variable. The goal of experimental research is to determine whether a casual relationship exists between two of more variables”.

In collecting data, the researcher dividing two groups are used in this research. They are experimental group and control group. Experimental group was treated by using Pass the Parcel Game and in Control group was taught by using conventional strategy.

**Table 3.1**

**Research Design**

<b>Group</b>	<b>Test</b>	<b>Teaching</b>	<b>Test</b>
Experimental	Pre-test	Using Pass the Parcel Game	Post test
Control	Pre –test	Presentation and memorizing	Post Test

**Table 3.2. Table Of Specification In Vocabulary Countable And Uncountable Noun**

<b>Content</b>	<b>Kinds of Noun</b>	<b>Content</b>	<b>Test Item</b>	<b>Score</b>
<b>Noun</b>	<b>Countable</b>	<b>Unit</b>	<b>9</b>	<b>45</b>
		<b>Modifire</b>	<b>0</b>	<b>-</b>
		<b>With S</b>	<b>3</b>	<b>15</b>
	<b>Uncountable</b>	<b>Mass</b>	<b>6</b>	<b>30</b>
		<b>Modifire</b>	<b>1</b>	<b>5</b>
		<b>W o S</b>	<b>1</b>	<b>5</b>
<b>Total</b>				<b>100</b>

### **3.2. Population and Sample**

The population of this research was the eighth grade students of SMP HKBP Padang Bulan Medan in academic year of 2017/2018. Consisting of 40 students distributed in parallel classes, they are 20 students.

The sample of this research was used random sampling technique. This sample is 40 students from different classes, which is divide into 2 groups: they are 20 students as Experimental class and 20 as Control class. VIII<sup>A</sup> is the experimental class and VIII<sup>B</sup> in the control class.

### **3.3 The Instrument For Collecting Data**

In this research, the researcher used multiple choice and matching items as the instrument to collecting the data..The data in this study took from vocabulary test (multiple choices and matching). The researcher was given pre-test to the students and the researcher collected the students' answers sheet as the data to be analyzed by researchers. The test would be given to both groups, experimental and control group.

### **3.4. The Technique of Collecting the Data**

In this study, the writer used the quantitative data, so the technique used to get the data which related to the teaching vocabulary by the researcher data collection as follows:

#### Pre-test

The Pre-test administrated firstly to both of group (experimental group and control group) before receiving the treatment to know the mean of both groups' score. The pre-test contain 20 questions in multiple choices and matching.

#### Treatment

The treatment conducted after administration after administrated pre-test. The control group was taught by using conventional strategy while experimental group with Pass the Parcel Game. Control group and experimental group were taught with the same material.

#### Post – test

After the treatment has completed, the control group and the experimental group would give a post-test. It was conducted to see the effect of the treatment based on the score and to see the differences in mean of both groups. The post-test based the same multiple choice and matching with the pre-test.

**Table 3.4 Treatment for Experimental and Control Group.**

No	Step	Experimental Group	Control Group	Time
1	Pre - test	Teacher gave the Pre-test . 1. Teacher greeted and checked the students' attendance. 2. Teacher give motivation about what the students will do. 3. Teacher gave pre-test.	Teacher gave the Pre-test. 1. Teacher greeted and checked the students' attendance. 2. Teacher give motivation about what the students will do. 3. Teacher gave pre-test.	10
2	Treatment	1. Teacher teaches about vocabulary by using pass the parcel game. 2. The teacher play the music 3. The students make a circle in class room. 4. The students play the game.	1. Teacher teaches about vocabulary. 2. Ask the student to memorizing the Vocabulary.	60
3	Post - Test	1. Teacher asks if the students want ask	1. Teacher asks if the students want to ask	10

		<p>something about the lesson.</p> <p>a. Teacher invites one of the students to lead pray.</p> <p>b. Teacher says good bye to end the lesson</p>	<p>something about the lesson.</p> <p>a. Teacher invites one of the students to lead pray</p> <p>b. Teacher says good bye to end the lesson.</p>	
--	--	--	--	--

**3.4.1. The Validity of the Data.**

The validity show whether the test in the condition of valid or not in measuring a subject as Milton (2009:18) said that validity addresses the question of whether a test measures what is suppose to measure. There are four types of validity. Namely, content validity, construct validity, concurrent validity, and face validity. This research will conduct with content validity. Content validity considers whether a test will the necessary and appropriate content to measure what is supposed to.

**Table 3.1.Content Validity**

<b>Content</b>	<b>Kinds of noun</b>	<b>Test Item</b>	<b>Kinds of Test</b>	<b>Score</b>
Noun	Countable	10	Multiple choice	50
	Uncountable	10	Matching	50
Total				100

**3. 4 .2 The Reliability of Test**

Reliability is one of the characteristics of a good test. Reliability consist to the consistency of the measurement. It means if the test was repeated on different occasions and by different people the outcome should not fluctuate too much. Arikunto (2009:86) stated that the test is said has the high reliability if the test can give the similar results. The degree to which an assessment tool produces stable and consistent result.Arikunto (2010: 170)states that a test can be measured more than one and its result is stable. A test was said reliable if it has given the same result under the same condition.

To get the reliability of the test, the writer has usedKurder Richardson Formula (KR) 20 (Arikunto, 2007: 100) as follow:

$$r_{11} = \left(\frac{n}{n-1}\right) \left(\frac{s^2 - \sum pq}{s^2}\right)$$

$$s^2 = \frac{\sum y^2 - \frac{(\sum y)^2}{n}}{n}$$

Where:

$r_{11}$  = Reliability of test

K = Number of items in the test

P = correct answer

q = Wrong answer

Coefficient correction is one of tools statistic that has used to compare the result of measurement from two variables which has different so that determine the levels of relationship



between other variables (Arikunto2010 : 313). The categories of coefficient correlations are as the following:

0,00-0,20 = the reliability is very low

00,21-0,40 = the reliability is low

0,41-00,60 = the reliability is fair

0,61-00,80 = the reliability is high

0,81- above = the reliability is very high

### **3.5. The Technique of Analysis the Data**

After the research gives test to both of group, collect the data from experiment and control group (pre-test and post test). After collect the data, the research gives score and find out the difference means of score both of groups

#### **3.5.1. Scoring system**

Twenty items of multiple choice test about vocabulary was gives to the students. It consisted four option namely a, b, c, and d. in scoring test the cumulative score range is from 0-100. The correct answer is counted by using this formula:

$$S = \frac{R}{N} \times 100$$

Where:

S : score

R : The Correct Answer

N : Number of Test Items

100 : Cumulative Range, 0-100.

To analysis the data in order to find out the difference means score both of group, the researcher was used the t- test:

$$t = \frac{M_x - M_y}{\frac{D_x^2 + D_y^2}{dx} \frac{1}{N_x} + \frac{1}{N_y}}$$

where:

t= the effect

$M_x$  =mean of experimental group

$M_y$  = Mean of control group

$D_x^2$  = The deviation score of experimental group

$D_y^2$  = The derivation score of control group

$N_x$  = The sample of experimental group

$N_y$  =The simple of control group

### 3.5.2. The Procedure of DataAnalysis.

In analysis the data, the writer was donesome steps, they are:

1. Collect the data from the scoring of the experimental and control group.
2. Identity the score of the students who was treated and who are not.
3. Comparing the score.

4. Draw the conclusion and answer the hypothesis.
5. Write some finding.