CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a set of rules that is used by human as a tool of our communication. It is a system of sounds and words we all use to express ourselves and communicate to others. It is a system of communicating ideas and feelings using movements, symbols, sounds, gestures, signs and marks. In teaching a language, especially in English as foreign language, it is not enough for students to learn grammar but also to practice all the common patterns, forms, or words until they can use them in proper position automatically.

Nowadays, as International language, English becomes an important language to be studied. English helps people from diffrent countries, to deliver and also to develop science, technology, art and culture. Knowig and mastering English language will give some benefits for students in many things such as, having more opportunities in getting better job, continue study abroad, have connection or able to communicate with foreigners.

The students of Indonesia study English as a foreign language since elementary school until university and even from kindergarden level. Students are taught four skills at class: speaking, listening, reading, and writing. Students need to develop their ability at these for skills for increasing the knowledge and skill of English language in life. To develop those for skills there are some language aspects that needed such as: vocabulary, grammar, phonology, and meaning.

Vocabulary plays an important role in learning English as foreign language. It is one aspect that links the for skills of speaking, listening, reading, and writing all together.

Without vocabulary, student can not speak, listen, read, and write. Commonly, students can not compose a sentence or phrase in speaking even writing because they are lack of vocabulary. Based on the writer's experience when doing observation at Vocational School 5 Medan at Tenth Grande DPIB 4 , most of the students have many problems in mastering English words and this situation makes them lazy to study English. Learners usually have many problems in mastering English words. They have limited vocabulary to comprehend the meaning of the text, they are not able to hear the English words from speakers, they can not compose their writing task successfully, and they get difficulties to state some sentences in English. Those problem cause them too difficult to communicate receptively or productively in English. So, it can be concluded that vocabulary emerge as the cause of the most difficult for the students.

Table 1.1 The List of Preliminary Data Vocabulary Score at SMK N 5 MEDAN at Tenth Grade DPIB 4

No	Name	Value
1	Adjie Putra Pratama	20
2	Aldika	36
3	Aprialdy Sitanggang	28
4	Defa Hardianta	44
5	Dinda Stefani	40
6	Dito Aditiasyah	32
7	Endamia	48
8	Haposan Arjun Daniel	40
9	Jhon Peter	24
10	Ketrin Teresa Silalahi	36
11	Like Pramesti	28
12	Maruli Malau	32
13	Muhammad Rafli	20

14	Muhammad Zulfan Syahputra	48
15	Pangestu	32
16	Rudierius	44
17	Rudiansyah	48
18	Siti Fatonah	40
19	Siti Habsah	20
20	Sepat Rivalta	28
21	Sinta Desiana	16
22	Suci Rama Safitri	48
23	Muhammad Rizki	20

From the Table of List of Preliminary Data Vocabulary Score at SMK N 5 MEDAN at Tenth Grade DPIB 4above, researcher got the mean score of the students. The researcher gave vocabulary test to the students with the number of students were 23 students, and the total sore is 772. So the mean of students score is 33.56. it proves that the students vocabulary master is still low. The students are still lack in vocabulary.

For the reason, the writer must apply the appropriate and interesting ways for teaching vocabulary. One of the methods that can be used to solve the problems in teaching English is by using games. One of the most important language component is vocabulary. The mastery of it will be very helpful when a student is learning foreign language. As the writer concludes that the quality of student's language skill depend on the quality and the quantity of vocabulary mastery. This study will present a vocabulary teaching strategy to the students. The teaching strategy that the writer will use is circle gameconduts within a set of rules in the objectives. By provide the games as a strategy in teaching vocabulary,

the writer's hope that it will mal students feel something pleasant different from what they use to get in the class.

The use of circle game will simulate them to be more active and it is really match with the students' world where pre-level students like to study through movement. By the activity, they will be given an opportunity to express their mind, emotion, feeling and attitude when they are involving in it.

Knowing that young language learners seem to pick up another language very quick just by exposure, so the researcher needs to use strategy in the classroom. There are many strategies can be used for teaching vocabulary, for example like using games, song lyrics, and even pictures. Circle game is the effective game to improve students' vocabulary mastery. Circle game is a game or activity that involves the whole class, sitting in a circle. The writer's will give some interesting topic for the students, like their hobby or favorite job, so that they will be interested to play the game. Appropriate and interesting game are very effective for teaching vocabulary. So based on the reason above, the writer decides to conduct a research entittled "improving students' vocabulary mastery by using circle game."

1.2 The Problem of the Study

Based on the background above, the problem of the study is formulated as follows: "Does the use of circle game as teaching strategy improve the students' vocabulary mastery?"

1.3 The Objective of the Study

Based on the problem above, the objective of the study is want to know that the using of circle game improves the students' vocabulary mastery.

1.4 The Scope of the Study

The writer will make the limitation of the study in this research, because the witer wants to give clarification of the statement of the problem which is discussed. In this research, the writer focuses to improve students' vocabulary mastery. According to Ecekersley (1960:3-5) there are some indicators to learn vocabulary, that are: Noun, Pronoun, Verb, Adverb, Adjective, Preposition, Conjuction, and Interjection. In this research, the writer focuses in improving students vocabulary about noun. Noun has some kinds, such as: Common, Proper, Abstract, Concrete, Countable and Uncountable. From those kinds of noun, the writer focuses on improving students vocabulary mastery about countable and uncountable noun.

1.5 The Significance of the Study

The writer Hope that this research will be useful of this study and will give some significances value in teching learning process of english vocabulary mastery for the students, teachers, the school and the researcher.

For students, the use of game is a great way to improve the students' mastery in vocabulary that they can enjoy the following lesson without taking it to seriously. Moreover, by having the situation when playing circle game, the students expect to have an improvement in their mastery in english vovabularies, which appear in their result of the study.

For the teachers, circle game wants to give them a description about how to teach and motivate the students to learn about English, especially in vocabulary learning. They can not be stuck only in some partikular teaching strategies. The use of game in this context “Circle Game” can be a good alternative or variation in teaching vocabulary, where it makes the students enjoy the lesson and easily to understand the poin that teacher gave to the students.

For another researchers, the result of this study is expected to be useful for those are interested in conducting in deep research related to this study and as the references.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoritical Framework

In conducting a research, theories are needed to explain some concept or terms that apply in the research concern. The term mus be clirified in the order to avoid confusion about feasibility of the research. The term will be explained by quoting theories and comments of expert as in following. The basi concept of the study should be made Lear from the begining. The term is used in this particular context are aimed at giving a Lear concept of what has been done to reach the goal of the research. Theories are needed to clarify some terms ari needed in this study.

2.2 Vocabulary

English hasa very large vocabulary consisting of more than a million. Vocabulary is very imprtant for the students in learning English especially for communications to construct the meaning and making a sentence.

Vocabulary is the list of words that ari used by people to communicate to other people. Language is composed from words that has meaning and definition. Kamil and Hiebert (2005:5) state that “Generally, vocabulary is the knowledge of meaning of words”. It means that vocabulary is presenting new words for the understanding of knowledge of words. Words come in at least two forms: “oral and print”. Oral vocabulay is the set of words for which we know the meaning when we speak or read orally. Print vocabularry consist of those words for which the meaning is known when we write and read silently. Print vocabulary comes to play increasingly larger rol literacy than does the oral vocabulary.

Grammar can not be made if someone have nothing vocabularies. Someone still can communicate with othres if knowing some related words to what he or she means. In studying English, vocabulary becomes very important elemen to be learnt in order to develop student's ability in learning speaking, listening, reading, and writing. Having knowledge in vocabulary will give opportunity for students to increase the English language ability. It can give benefits for students to be easier in studying language because of the well known in vocabulary. There is not language existance without words. Dellar and Hocking in Thornbury (2002:13) states that " You can say very little with grammar, but you can say almost anything with words". So, vocabulary is important elemen in learning language.

Teaching vocabulary cam help the students to learn the meaning of the words and understand to use words. According to Davis in Allen (2006:5) "vocabulary knowledge is related to and affects comprehension is unequivocal". It means that there is the strong connection between word knowledge to the comprehension language skills.

2.2.1 Types of Vocabulary

LenkaMacounova (2007:11) deals with vocabulary items consist of two types, receiptive / passive vocabulary and productive / active vocabulary. Vocabulary clasifies into working recognition vocabulary. The First consist of words that people use daily in their vocabulary mastery. On the other hand, the second type consists of words that people recognize in the text.

1. Receptive / Passive Vocabulary

It is defined as the set of all words that are understood at reading or listening but not used in the spoken or written expression. Receptive vocabulary as word which cam be recognized when it is heard (what is the sound like), when it is seen (what it is olok like). In the other word,it knows all Hing fa that word.

2. Productive / Active Vocabulary

It is the set of all words that are not only understood, but also used meaningfully when creaty new sentences. Productive vocabulary is word which is able to be pronounced, to be written, to be spelled, how to use grammatical pattern. However and whatever the term are used by the language experts. It refers to recognition and production of word when the person does communication to the other, they usually refer to some meanings.

2.2.2 Teaching Vocabulary

Teaching vocabulary is a complex Task because it includes the meaning of the words. A good teacher should use appropriate techniques and enough pactice for certain words,so that objectives will be achieved. Concerning the appropriate tecniques, a teacher mus choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of words, but also has to appropriate method for each other aspect of language.

Vocabulary is one of the most obvious components of language and one of the first thing apllied linguistis turne their attention. Learning language mus be given special attention in order to get the goal of language learning. The concept and function of English curriculum the teaching English ain to develop the for skills, they are, listening, speaking, reading, and writing. To support the developing of for language skill, English language concept, vocabulary, grammar, and pronounciation, or spelling are also taught. Besides the

constracting a sentence, we do not need just grammar and pronounciation correctly, but also the appropriateness of choosing vocabulary.

Teaching vocabulary is very significan for the students because in the increasing of vocabulary extention. The more vocabularies the students have, the more chance they master the language.

In fact, teaching activities will be more fluently if the word is in context form because students will know it certainly. Teaching vocabulary and grammar will be more effectively if it has relation with student's environment, so they can practice them easily.

2.2.3 Technique in Teaching Vocabulary

Harmer (1991:154) states that "one of the problems of vocabulary teaching is how to select what word to teach".

Furthermore, some which the language theacher cam use to encourage the students to really learn a word, (1) active and passive, (2) interaction which word and (3) discovery techniques"

(1)Active and Passive Vocabulary

A distance frequently made between "acive and passive" vocabulary. Active vocabulary refers to vocabulary that students have thought or learn and which they are expected to be able to use, while passive vocabulary refers to words which the students will recognize when they meet them but which they will probably not able to produce. It is certainly a good idea to provide sets of vocabulary,which student can learn the most of the early words will be constantly practiced and so can presumably be considered as active.

(2) Interaction with Words

Experimennt on vocabulary seems to suggest that students remember when they have actually do something with the words they are learning. However there is a define advantage in getting students to do more than just repeat them. Task such as changing them to means their opposites, makin a nun, an adjective, putting words together etc. Help to Six the word in the student's minds. Then it seems that we should get the students to interact with words. We should get them to "adopt" word that they like and want to use. We should get them to do things with word, so they become properly acquainted with them.

(3) Discovery Techniques

Discovery techniques use with vocabulary material allows the students to activate previous knowledge and to share what thwy know (if they are working together). They also provoke the kinds of interaction with words which we have said desirable.

2.2.4 Vocabulary Assesment

Assessment is needed to know and to determinis the student's development in vocabulary achievement. According to Cameron (2001:222) "assessment is consernedwith pupil's learning or performence and dus provide one type of information that might be used in evaluation. Testing is partikular form of assessment that is concern with measuring learning trough performence". Furthermore assessment is a part of student's language learning that cam motivate them to learn more or not because assessment has effect for students. Westwood (2008:72) states the main function of assessment are:

1. To anable the teacher to evaluate the effectiveness of the teaching program and then to make any necessary modification to method of delivery, learning activities or resources.
2. To identik Lany students who are having dificultiesmastering the course content, and dus need additional helm.
3. To provide information if the student is to be transferd to another school or refered for special Education.
4. To be accountable to parents by providing them with evidence of their child's learning..
5. To be accountable to government education authorities by providing hard evidence of achievement level in school.

There are many ways to got assessment. One of them is trough test. Brown (2004:3) states "test, in simple term, is a method of measuring a person's ability knowledge, or performance in a given domain". The method mus be explicit and structured to quantify the test.

Some necessary test is applied to take the data to measures the students' knowledge of what they have learnt before. By doing the test, teachers will know oh effective the teaching process before. Teacher and students get feedback from the test. Read (2000:4) states that there are some test cam be used to test students' vocabulary mastery: multiple choice, translating, and matching.

2.2.5 Vocabulary Mastery

The purpose of learning process is mastering the learnt subject. First, students are expected to master the basic knowledge of the subject to provide the basi for mastering higher skills of the learnt subject. Porter in Setiawan (2010:9) states that " mastery is

learning or understanding something completely and having no difficulty in using it". From the definition, vocabulary mastery is someone has a colplete knowledge of vocabulary. Students cam use and apply the vocabulary both in written and arally accurately base on the context. Students cam do task related to vocabulary, pracice, use, and process the words.

2.3 Game

Game is the activities that cam be fun and enjoyable for people. Game can be done indoor or outdoor which includes Action and thinking process. It has good impact to train the strategy of body and mind. Game becomes one of alternatives to learn something because it cam motivate someone to learn something. While, Lee in JerotijeviH and StojkoviH, (2011:1941) states "game may represent a break from the usul routine, but they can also be highly motivating and challenging". It means that game can be a successful encouragement for students to interact, communicate and support the learning effort and they provide a meaningful context for language use, generate fluency, and introduce fun and relaxation.

Hansen in JerotijeviH and StojkoviH, (2011:1941) states "Trough fun and apparently les demanding practice, games increase learners' motivation and promote learning". From the definition above, game can be concluded as teaching activities that can motivate the students in learning because it is fun and also makes students learn.

2.3.1 Circle Game

Circle game is one of many teaching strategies can be engaged to foreign language learners, it is believed that in can give an elements of fun to learners. It has been the reason

why the researcher has been motivated to present a teaching strategy which involves a game as a media for teaching on vocabulary to young learners. According to Joanna Budden, in British Council, Spain (2006) the game will be circle game, “games are any games or activities that Indo;vas the whole class, sitting in a circle, that the game recycle vocabulary and involve an elemen of fun”.

2.3.2 The Advantages of Using Circle Game

There are some advantages of using circle game as a media, they are as follows;

1. Flexible

Explaining the material can be easy without confusing in Ade the material by using circle game. We can practice to speak and easier to memorize the material trough the circle game.

2. Concentrate on the Topic

Getting the subtopic what we talk about with focus on the main idea easily. Kap focus on the keyword can help us to make it simple and it does not waste the time.

3. Increasing Comprehension

Using circle game can make easy in understanding the material. Circle game is a simple pattern, so it is not makes aus confuse to understand what we have learnt and easy to remember the material.

4. Enjoyable

Immagination and creativity are unlimited in using circle game, so it can be fun to learn. By using picture, it makes the brain enjoy and exited in thingking something what we want

aboiut material. Circle game helps us for communicating, become more creative, and seeing the whole of the “picture”

2.3.3 Teaching Vocabulary Trough Circle Game

Linda Diamond and Linda Gutlohn (2006) vocabulary is the knowledge of words and words meaning. As Steven Stahl (2005) puts it, “ vocabulary knowledge is knowledge ; the knowledge of a word not only implies the definition, but also implies how that word fits into the world”. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and dependen over the couse of a lifetime. Instructions in vocabulary involves far more than looking up words in a doctionary and using the words in a sentence. Vocabulary is aquired accidentally trough indirect exposure to words and intentionally trough explicit instruction in specific word and word-learning strategies.

According to Michael Graves (2000), there are for components of an effective vocabulary program:

1. Wide or extensive Independent reading to expand world knowledge
2. Instructions in specific words enhance comprehension of text containing those words
3. Instruction in independent word-learning strategies, and
4. Word consciousness and word-play activities to motivate and enhance learning

This game involve the students sitting in a circle and working as a whole class. “Game is a game or activity that involves the whole class, sitting in a circle, that the game recycle vocabulary and involve an elemen of fun”, Joanna Budden, British Council, Spain (2006) in Jayanti. According to the article of Salim (2008) in Jayanti, there are some criteria games as educational media for teaching Engliash to students :

1. A game must be more than just fun.

2. A game should involve “friendly” competition
3. A game should kap all the students involved and interested.
4. A game should encourage the students to focus on the use of language rather than on the language itself.
5. A game should give student a chance to learn, practice or review specific language materials.
6. A game should be familia by the students.

Word Association is a parit of circle game, a very simple game where students mus think of words connected to the word that comes before.

1. For example, the teacher says “Head”, the ext student thinks of a word that associate with head, such as “hair”, the next student sais “eyes”, the ext says “forehead” etc.
2. The teacher can decide as a group if associations are valid. Ask the students to justify the connection.
3. To make it more competitive, set a thinking time limit and eliminate students.
4. When they are eliminated, they can be Judges.

2.3.4 The Criteria of Using Cirle Game

The circle game uses picture to help constructing the immagination with our style in using circle game as a media. Words or pictures which are help the students’ memory to make associations. When we want to use circle game we need:

1. Group of the students.
2. Subject of the material.

3. Let your circle game be as immaginative as possible.

2.3.5 The Concept of Teaching

Accoding to Linda Diamond and Linda Gutlohn (2006) in their article, they say that vocabulary is a knowledge of words and words meanings. As Steven Stahl (2005) puts it "vocabulary knowledge is knowledge; the knowledge of a word not only implies definition, but also imlipes how that word fits into the world". Teaching and learning can not be seperated because they are bound to each other. The word "teaching" in this study refers to act of giving instruction in learning, enabling the learner to learn, setting the conditions for learning. A teacher functions are as facilitator, guide, motivator, and manager. As a facilitator, a teacher provides facilities such as circumtances, equipment, aids, etc that make the students are possible to learn easier. As a guide, a teacher shows or helps the students to learn how to learn how to do something and understand the knowledge. As a motivator, a teacher stimulates the intertest of the student. As a manager, a teacher arranges information and environment for students to learn. According to Saleh (1997:16-21) Teaching is a profession conducted by using combination art, science, and skill. Teaching is also guiding and facilitating learning, anabling the student to learn and setting the condition for learninng. Furthermore, teaching is a skill for demands the ability-attained from relevan theories and practice to assist the students expertly in learning, so that they are able to ain the competence. Teaching learting English process by using the combination art, science, and also skill. When the teacher teach by using game as a media, the students can get the imformation easier than the teacher teach by using commercial media.

2.4 Conceptual Framework

Vocabulary is one of the most obvious components of language and one of the first thing apllied linguistis turne their attention. Learning language mus be given special attention in order to get the goal of language learning. According to Jack C.Richards (2010:6) the concept and function of English curriculum the teaching English ain to develop the for skills, they are, listening, speaking, reading, and writing. To support the developing of for language skill, English language concept, vocabulary, grammar, and pronounciation, or spelling are also taught. Besides the constracting a sentence, we do not need just grammar and pronounciation correctly, but also the appropriateness of choosing vocabulary.

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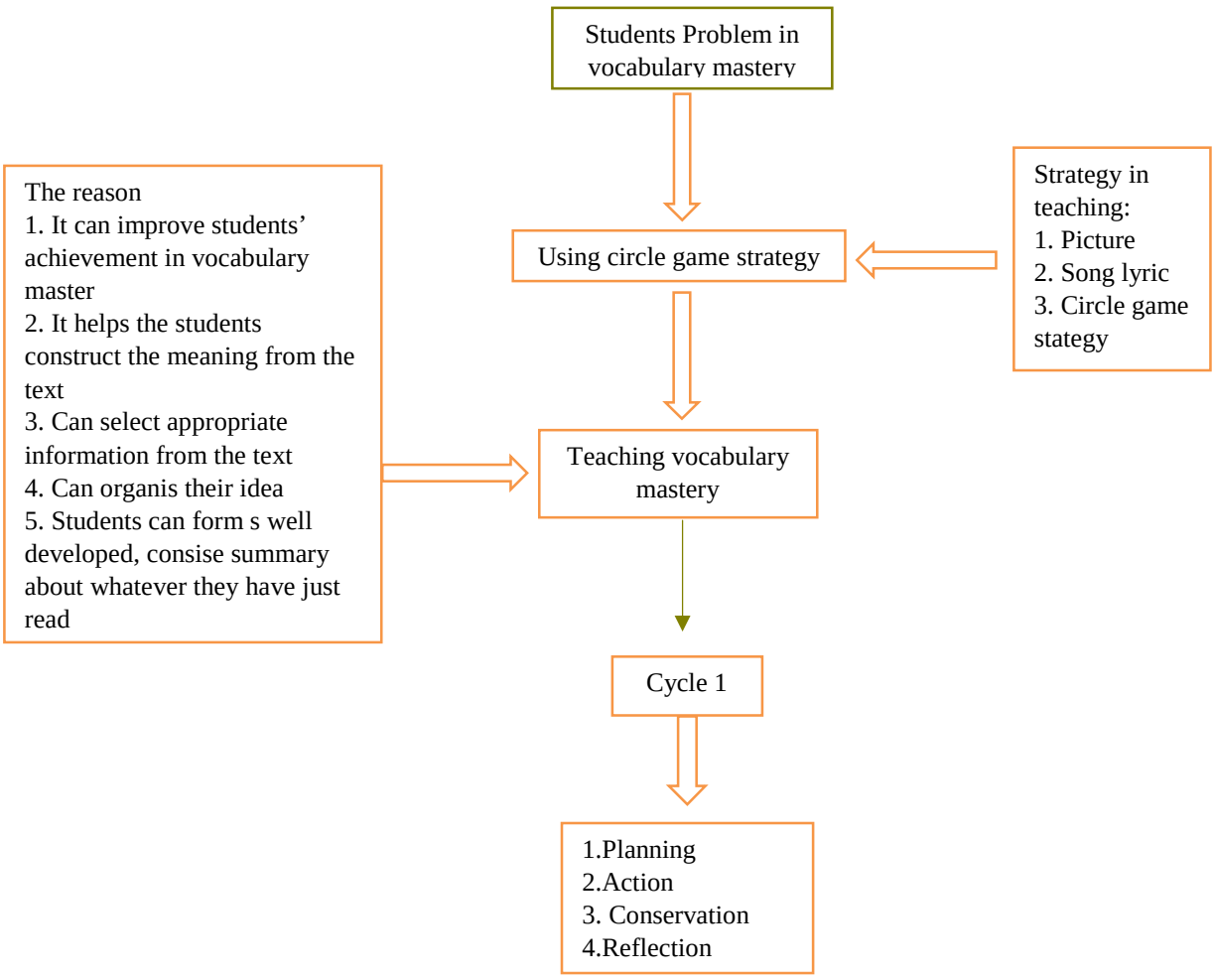


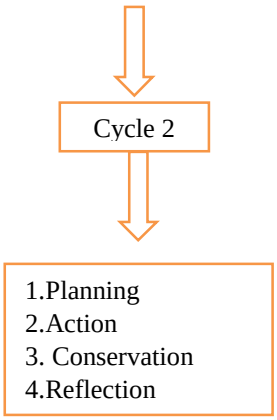


Figure 2.4 the Conceptual Framework of Improving Students Vocabulary Mastery by Using Circle Game

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used exsperimental class which uses pre test and post test, by applying Classroom Action Research method. This Classroom Action Research would be conducted by the teacher in order to get a situation to the problem until it could be solved. Action research is a reflective peocess which is conducted by using some kinds f nescessary technique in order to solve the problem.

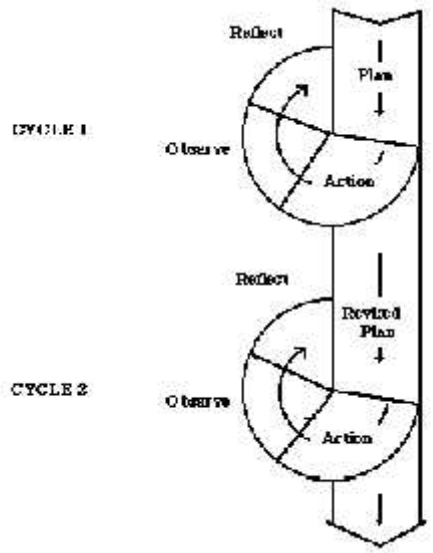
The process of Classroom Action Research fed the practical assesment in concrete situations, and the validity of the theory of hypothesis that do not result dependen so much on scientifiec test of truth as its purpose and it helps people to act more intelligently and mastery. Classroom Action Research is a research desing to help teacher to find out what is going on their classroom, and use that information to make Ade decision for the future.

Model of action research which was used in this research Action research based on Kemmes and Mc Taggart model. According to Kemmis and Mc Taggart (1998) in Burns (1999:32) explain that action research occurs trough a dynamic and complementary process, which sonsist of four essensial momments: planning, action, observation, and reflection. These momments are the fundamental step in a spiraling process trough which participants in action research group undertake to:

1. Develop a plan or critically informed action to prove what is already happening.
2. Act to implement the Plan.
3. Observe the effect of the critically informed Action in the context in which occurs.

4. Reflect on this effect as the basis for further planing, subsequence critically informed action and so on trouhg a succession of stages.

Visually, the steps in action research by Kemmis and Mc Taggart (Burns;1999:33) can be illustrated as follows:



3.2 Population

The population in this research would be taken from students at Vocational School 5 Medan at tenth Grande DPIB which consists of four classes. Each class consists of 20 students, so the total polupations are 80 students.

3.3 Sample

The sample of this research would be taken from students at Vocational School 5 Medan at Tenth Grande DPIB 4 which is consist of 20 students. The class is choosen randomly trough random sampling technique.

3.4 Instrument of Collecting Data

The data in this study would be collected from scoring test . The instrument for test would be collected by vocabulary test. The test that used were multiple choice and true/false. Each test consists of 10 questions, it means that the total question for the test were 20 questions. The qualitative data would be collected by taking diary notes, and interview. Diary notes were used as personal records of studying activities every meeting in written. Interview was used as personal question of students problem in improving vocabulary mastery.

Table 3.1 Table of Specification in Vocabulary Countable and Uncountable Noun

Content	**Kinds of Noun**	**Content**	**Test Item**	**Score**
Noun	Countable	Unit	3	15
		Modifire	4	20
		With S	3	15
	Uncountable	Mass	5	25
		Modifire	4	20
		WOS	1	5
Total			20	100

3.5 The Procedure of Collecting Data

Before the procedure of data collection was begain, orientation test would be administrated to identify the students' ability on vocabulary mastery. The procedure of the research was conducted by makin pre-test and two cycles. Cycle I was consted of two

meetings; first and second. Cycle II consists of two meetings; third and forth, so there are five meetings all together.

In the Classroom Action Research there were four steps apllied. According to Kemmis and Mc Taggart (1988), who are major author in this field, CAR typically involves four Board phases in a cycle of research. The First cycle may become a continuing, or iteratif, spiral of cycles which recur until the action researcher achieve a stisfactory outcome and feel it is the time to stop.

3.5.1 Cycle I

The first researcher make a plan and apply it in action and do the observation and Then reflect. The applicaiton of four phases of Action research in classroom as follows:

1. Planning

In this phase the researcher identify the problem or issue and develop a plan of action in order to Bing improvements in Pacific area of the research context. This is a froward-looking phase where the researcher consider: i) what kind of investigation is possible within the realitas and constarins of The teaching situation; and ii) what potential improvements the researcher think are possible. The activities that will do in planning as follows:

1. Knowing the students' problrm in teaching and learning vocabulary in the classroom
2. Arranging the lesson plan about vocabulary
3. Preparing the media related to the material of vocabulary
4. Preaparing teaching material of vocabulary (circle game)
5. Preparing the instrumen for collecting data; diary notes and observation sheet
6. Preparing the topi of vocabulary test

2. Action

The plan is a carefylly considered one which involves some deliberate intervention into the teaching situation that researcher paut in to action over an ageed periode of time. The intervention are ‘critically infrormed’ the question the researcher Assumption about current situation and plan new alternative ways of doing things. In this step, the scenario of teaching and learning vocabulary trough circle game is Cary out in the teaching and learning proccess in the classroom. Researcher ask the students to raise their game which support in the book, and the last, their vocabulary master using circle game media is test by giving the students write assesment design on the lesson plan.

3. Observation

This paes involves the researcher in observing systematically the effects of the Action and documentating the context, Action of those involved. It is a data collection phase where the researcher use “open-eyes” and “open-minded” tools to collect information about what is happening. The observation is done in the classroom while the teaching-learning process runs. The researcher will observe the situation and condition occur during the teaching process. The result of the observation is noted in observation sheet. In this research, the observation is focus on:

1. The students’ activity in vocabulary
2. The students’ respons during the teaching and learning process
3. The students’ vocabulary improvement

4. Reflection

This step discuss the whole action that have conducted. Base on the collected data, the researcher discussed and made evaluation to determinis the ext cycle.

3.5.2 Cycle II

Base on the result of the previous cycle, the researcher will decide to do the Second cycle in learning process. This cycle will apply based on the result of the First cycle as follows:

1. Planning

In this phase the researcher identify the problem or issue and develop a plan of action in order to Bing improvements in Pacific area of the research context. This is a froward-looking phase where the researcher consider: i) what kind of investigation is possible within the realitas and constarins of The teaching situation; and ii) what potential improvements the researcher think are possible. The activities that will do in planning as follows:

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6. Preparing the topi of vocabulary test

2. Action

The plan is a carefylly considered one which involves some deliberate intervention into the teaching situation that researcher paut in to action over an ageed periode of time. The intervention are 'critically infrormed' the question the researcher Assumption about current situation and plan new alternative ways of doing things. In this step, the scenario of teaching and learning vocabulary trough circle game is Cary out in the teaching and

learning proccess in the classroom. Researcher ask the students to raise their game which support in the book, and the last, their vocabulary master using circle game media is test by giving the students write assesment design on the lesson plan.

3. Observation

This paes involves the researcher in observing systematically the effects of the Action and documentating the context, Action of those involved. It is a data collection phase where the researcher use “open-eyes” and “open-minded” tools to collect information about what is happening. The observation is done in the classroom while the teaching-learning process runs. The researcher will observe the situation and condition occur during the teaching process. The result of the observation is noted in observation sheet. In this research, the observation is focus on:

1. The students’ activity in vocabulary
2. The students’ respons during the teaching and learning process
3. The students’ vocabulary improvement

4. Reflection

This step discuss the whole action that have conducted.

3.6 Scoring System

To valuate students’ improvement in vocabulary, the writer would give 20 items of question for each cycle. It would be answered for 30 minutes. The test would be scored by using score rank 0-100 by counting the correct answer.

To correct answer will be given 1, while the wrong answer will be given 0, and applying the following formula:

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

Where :

S = Score of test

R = Number of correct answer

N = Number of the test items

Table 3.2 Criterion of Score System

No	Score Interval	The Quality	Category
4	80-100	A	Very Good
3	66-79	B	Good
2	56-65	C	Enough
1	40-55	D	Low
0	30-39	E	Fail

3.7 Method of Collecting Data

Data were very important in every research because research came from the interpretation of data collected. To collect the data researcher would hold a field research. The researcher would conduct the teaching process then give the present to find out the students' achievement before being taught using circle game, then the researcher would apply to exsperimental treatment to the subjects, the students were taught by using circle

game and the last, the researcher would conduct the post test to measure the students' achievement after being taught by circle game.

In collecting data, the researcher used vocabulary test to know the students' ability in learning vocabulary. A test was a short examination of knowledge that consist of questions that mus be answered. The researcher will give written test to measure the students'vocabulary in using circle game as a media.

3.8 Technique of Data Analysis

The data was analyzed by employing the implementation of Circle Game to improve students' vocabulary mastery. To proved this research, the writer analyzed the data by using this following procedure:

1. Scoring the students paper
2. Tabulating the students' score in pre test and post test of each group.
3. Comparing cycle 1 and cycle 2
4. Making the percentage of the students score
5. Making the conclusion

The writer elaborated the data analysis from the students score for every cycle, the writer calculate the mean score of the reading comprehension test. The mean score was calculating by using the formula:

$$X = \frac{\Sigma x}{N} \text{x } 100\%$$

Where:

X = class mean score

Σx = total score

N = the number of students who took the test

Next, to know the development of the students' score who competent in reading comprehension in each cycle by applying this formula:

$P = \frac{R}{T} x\ 100\%$

Where:

P = percentage of students who get score 75

R = number of students who get score 75 up

T = the total number of students who took the test