

## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

Communication is an essential need for human being. Language is the tool of communication which plays an important role to reveal an intention to someone else. Language is well known as a means of communication among humanity. According to Chistoper Brumfit “language performs two basic functions for human beings; it enables for naming and expressing relationship between concept, and it enables them to communicate each other. Language is also recognizing as a means to express the ideas and whises. Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another.<sup>1</sup>

Mastering English as a means of communication and transferring information in this global era. To face globalization era, people must be able to use English both oral and written for communication in every field. The language can be expressed in the spoken or written forms. There are some elements in the communication, such as the speaker, hearer and the media that are used in communication. Among language in the world, English becomes international language. As an international language, English is very important and has many inter relationships with various aspects of life owned by human being. As in Indonesia, it gives beginning from the one

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<sup>1</sup>Douglas Brown, *principles of language learning and teaching*, ( Addison Wesley Longman : 2000) p.5

grade of Elementary school until in the university. It shows us how importance the view of government to learn English.

Vocabulary is one the language aspects which should be learnt. Learning vocabulary is important because we are able to speak, write, and listen nicely we have to know vocabulary. Smitch stated that “Vocabulary is made up of more than just single word.” Building up a useful vocabulary is central to the learning of a foreign language at primary level. Vocabulary is one of the language component. Students cannot read, speak, listen, and write without understanding the meaning of words. Vocabulary development is about learning words and about learning formulaic phrases or chunks, finding words inside them, and learning even more about those words.

As the researcher known, there are many junior high schools which still use traditional technique in teaching vocabulary. The teacher just gives the material and explain it, give example and exercise. The technique is not effective because the student are bored and need much time to memorize vocabulary in English. The teacher will give contribution, engagement and sense of progress to the student. Students’ motivation can be obtained by teacher strategy that would them interest in teaching learning process. Therefore, student have interest on learning English or other subject.

The games for language learning divided into eight categories ; Icebreakers and warmers, Mainly speaking, Mainly listening, Mainly writing, Mainly reading, Mainly vocabulary and spelling, Mainly

grammar, and Solo games.<sup>2</sup> The category ‘ Mainly vocabulary and spelling ‘ have identify ‘Remember’ for example the game is picture the scene and Kim’s memory game. The game develops a person’s capacity teaching vocabulary through games is not only in written activities and fun so that it would make the students passive learners but also process of the teaching vocabulary to be applied in active activities for communication. Students will be taught how memorize for a spelling test to do searching words.

Kim is the hero of the book *Kim*, written by Rudyard Kipling. Kim was trained to be observant, for example by being asked to remember exactly what was on a tray before it was covered up. Kim’s memory game is a game or exercise played by Boy Scouts, Girl Scout, and Girl Guides, and other children’s groups.<sup>3</sup>

There are many reasons the students at first grade of SMPN 1 Cijaku – Lebak have difficulties to remember the vocabulary, because the teacher not use technique or method can make students not bored to study English. The teacher seldom use English when teaching in the classroom.

According to the fact above, the researcher would like to conduct a research about **“THE EFFECTIVENESS OF USING KIM’S MEMORY GAME FOR ENHANCING STUDENTS’ VOCABULARY”**

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<sup>2</sup>Andrew Wright, et al., *Games for language learning*, (USA: Cambridge University Press, 2006), p.1

<sup>3</sup>Andrew Wright, et al., *Games for language learning*..... p.115

SMPN 1 Cijaku is a foundation for general education which located in Desa Cijaku, Kecamatan Cijaku, Kabupaten Lebak – Banten. Head master from this school said “In this school was lack of vocabulary one of the factor that caused it from environment and lack of teachers’ creativity in teaching”. So that the researcher tries to apply kim’s memory game for enhancing students’ vocabulary.

### **A. Identification of Problems**

Based on the description above, the identification of the problems are as follow:

- a. Low ability to student creatively in teaching vocabulary
- b. The process of teaching material developed the skills for student in vocabulary
- c. The student has difficulty in memorizing vocabulary, for example when the teacher asked to the students to read the text, the student answer to question, because the student and the teacher seldom use English in teaching learning process.
- d. Learning English is not interesting to make students become bored

### **B. Limitation of the Problem**

From the identification of the problems above, the researcher limits the problem from this research that concern about the use of kim’s memory game to help students to improve vocabulary skills and how students respond to the use of kim’s memory games in teaching vocabulary at the first grade of SMPN 1 Cijaku-Lebak.

### **C. Statements of the Problem**

Based on the background of the research above, the writer wants to determine and formulate the problem as follow:

1. How is the applying kim's memory game to develop students' vocabulary ?
2. Is using this game able to improve students vocabulary effective ?

### **D. The Objective of The Research**

According to the statement of the problem above, the writer formulated the objective of the research as follow:

1. Can help students in developing their vocabulary skill
2. To understand the effectiveness of the game for students

### **E. The Important of the Research**

The researcher uses kim's memory game to enhance students' vocabulary mastery. This research gives useful empirical experience for English teacher of junior high schools. Especially at SMPN 1 Cijaku-Lebak. The research has two major benefits as follows:

1. Theoretical Benefit
  - a. The result of the research can be used as an input in teaching English to Enhancing students' vocabulary.
  - b. The result of research can be used as reference for who want to conduct the research.
2. Practical Benefit
  1. For Students

- a. Can motivate students to study English, through kim's memory game can make student enjoy and fun when they study English.
  - b. Can improve students' vocabulary and easy to memorize the vocabulary.
  - c. It increases the confidence of students to speak, write and read.
2. For Teacher
- a. It can develop learning models that are effective, efficient, and can involve students' activity in the process of learning English.
  - b. It can help to improve or enhance teaching and learning process and outcomes.

## **F. Hypothesis**

$H_a$ : There is a significance differences in teaching vocabulary before using kim's memory game and after using kim's memory game for the first grade of SMPN 1 Cijaku-Lebak.

$H_o$ : There is no a significance differences in teaching vocabulary before using kim's memory game and after using kim's memory game for the first grade of SMPN 1 Cijaku-Lebak.

## G. Previous Study

1. Shela Rahmawati, 2011, Improving Students' Vocabulary Mastery Through Riddle Game (An Experimental Research at First Grade of SMA AL-Ma'arif Tegal Bunder) the research show that riddle game can increase their vocabulary than students who taught by traditional method. We can see that in experiment class the highest score of pre-test 70 and the highest score of post-test is 86. Riddle game can improve memory and word in specific items.

Conclusion from this research teaching vocabulary using riddle game can improve student's vocabulary mastery because with riddle game students easy to memorize vocabulary.

2. Musyarofah, 2011, Using Building Letter Game to Enrich Students' Vocabulary Mastery (An Experimental Research at Senior High School of SMK Intan Husada Kota Serang) the research show that the building game can enrich their students' vocabulary mastery than students who taught without using any method.

Based on previous study above, the researcher would like to continue the study of teaching vocabulary through game, but the researcher uses Kim's Memory Game for enhancing students' vocabulary at first grade of SMPN 1 Cijaku- Lebak.

3. Een Hendrayati, 2010, Improving students' vocabulary mastery through Twenty Questions Game (An Experimental Research at The Second Grade of MTs Al-Khairiyah

Darussalam Pipitan Walantaka) the research show that the Twenty Questions Game can improve their students' vocabulary mastery than students who taught without using any method.

Conclusion from this research Improving students' vocabulary mastery through Twenty Questions Game can improve student's vocabulary mastery because with Twenty Questions Game students easy to memorize vocabulary.

## **H. Organization of the Writing**

The researcher is arranged this paper into five chapter:

The first chapter is introduction consist of background of the study, the statement of the problem, the objective of the research, hypothesis, previous study and organization of the writing.

The second chapter is theoretical of frame work it consist of definition of vocabulary, definition of game, definition of kim's memory game, Enhancing Vocabulary Using Kim's Memory Game.

The third chapter is research of methodology it consist of method of the research, the place and time of research, population and sample, instrument, technique of data collection.

The fourth chapter is result of the research; description of data,collecting and computing the data, t-Test, classification of data, analysis and interpretation of data.

The fifth chapter is conclusion and suggestion which consist of conclusion and suggestion.



## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Vocabulary

##### 1. Definition of Vocabulary

Vocabulary is very important activity in many language classes, vocabulary as one of the language aspects must be learned when people are learning a language good mastery is important for everyone who learns the language to be used in listening, speaking, writing, reading beside grammar. The main criterion for vocabulary selection was often it is ability to illustrate a grammar rule. students were largely expected to learn the necessary vocabulary themselves through bilingual word list, which made the bilingual dictionary and important reference tool. Concrete vocabulary was explained with picture or through physical demonstration. This vocabulary was connected with reality as much as possible. Vocabulary has been given pride of place in teaching methodologies, and at other times neglected.<sup>4</sup>

Vocabulary is central to language and of critical importance to the typical language learner. Nevertheless, the teaching and learning of vocabulary have been undervalued in

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<sup>4</sup> Jack C. Richards, *vocabulary in language teaching* (Cambridge university press : 2000) p.10

the field of second language acquisition throughout its varying stages and up to the present day.<sup>5</sup>

Vocabulary can be seen as a priority area in language teaching, requiring tests to monitor the learners' progress in vocabulary learning and to assess how adequate their vocabulary knowledge is to meet their communication needs.<sup>6</sup> Visual method is all media can be enjoyed and help the student comprehend more lessons. For example word card game with picture, and according that there is statement. "without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The vocabulary needed to be relatively easy, and so was selected according to its simplicity and familiarity.

Think of word knowledge, or vocabulary, that knowledge is critical not only to your mastery of the language you speak, but also to your ability to comprehend text, to learn from text, to express your thoughts in writing in coherent and convincing ways, and to engage in critical thinking. Research findings indicate, in multiple ways from myriad angles, the importance of developing strong vocabulary knowledge.<sup>7</sup>

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<sup>5</sup>James Coady, *second language vocabulary acquisition*(Cambridge university press : 1997) p. 5

<sup>6</sup>John read, *assessing vocabulary* (Cambridge university press : 2000) p. 1-2

<sup>7</sup> Margaret G. McKeown, Paul D. Deane, Judith A. Scott, Robert Krovetz, & Rene R. Lawless, *Vocabulary Assessment to Support Instruction* (The Guilford Press : New York 2017) p. 18

Based on statement above, the researcher concludes that vocabulary is knowledge of words and word meaning. Vocabulary is very important in language learning, that vocabulary as connector all language in speaking, reading, listening and writing.

## **2. Teaching Vocabulary**

Teaching vocabulary is a crucial aspect in learning a language are based on words.<sup>8</sup> It is almost impossible to learn a language without words, even communication between human beings is based on words.

The followings are some techniques of teaching vocabulary as proposed by some experts.<sup>9</sup>

### **a. Teaching vocabulary using objects**

This technique can help learners in remembering vocabulary better, because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words.

### **b. Teaching vocabulary by drilling, spelling, and active involvement**

Drilling is employed to make learners get accustomed to the word form especially to how it

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<sup>8</sup> Alpino Susanto, *The Teaching of Vocabulary : A Perspective*, journal KATA: vol 1 No. 2 Oktober 2017.

<sup>9</sup> Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics and Language Education*, (Washington DC: TESOL 1977). P. 367

sounds. The primary means of spelling is actually memorizing words.

c. Teaching vocabulary using Drawing and pictures

Objects can either be drawn on the blackboard or draw on flash cards.

d. Teaching vocabulary using mime, expressions and gestures

e. Teaching vocabulary through guessing from Context

### **3. Vocabulary Learning Strategies**

There are two general ways in which people learn vocabulary, there are:<sup>10</sup>

a. Direct approach. In direct vocabulary learning, students focus their attention on learning words in lists or completing various vocabulary exercises. Most learners use his approach to learn frequently used words that are needed for survival skills in language.

b. Indirect approach. Since a lot of vocabulary is learned through reading and listening, students' needs to adopt strategies for dealing with familiar words indirectly instead of memorizing them. In indirect vocabulary learning, the researcher attentions will be focused on performing some other language task, such as conveying or trying to understand a spoken or written message. In the process, students most likely begin to learn many new vocabulary items.

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<sup>10</sup> Mofareh Alqahtani, *The Importance of Vocabulary in Language learning and how to be taught*. International journal of Teaching and Education. 24-26

From vocabulary learning strategies above, the researcher using direct approach in vocabulary learning. The researcher hopes in this strategies can make all of students easier to understand what the researcher explained in teaching vocabulary learning using kim's memory game.

#### **4. The Roles of Teachers**

The Teachers can play many roles in the course of teaching. They cannot be satisfied with only one role. Within the classroom our role may change from one activity to another or from one stage of an activity to another. If we making these changes our effectiveness as teachers is greatly enhanced. The roles of a teacher will be explained as follow:<sup>11</sup>

##### **a. Controller**

When the teacher act the controller they are in charge of the class and of the activity making place in a way that is substantially different from situation where students are working on their own in groups, controllers can take the roll, tell student things, organize drill, read aloud, and in various other ways exemplify the qualities of a teacher fronted classroom.

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<sup>11</sup> Jeremy Harmer, *The Practice of English Language Teaching* third edition.

b. Organizer

One of the most important roles that teachers have to perform is that of organizing students to do various activities, this often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.

c. Assessor

One of the things students expect from their teachers is an indication of whether or not they are getting their English right. This is where we have to act as an assessor, offering feedback and correction and grading students in various ways. Teachers act as assessors, offering feedback on performance, handing out grades, saying whether students can pass to next level, etc. We can make some important points.

d. Prompter

Sometimes, when students are involved in a role-play activity, for example, they lose the thread of what is going on, or they are lost for words (i.e. they may have the thread but be unable to proceed productively for lack of vocabulary). In such situations we want to help but we do not want, at that stage, to take charge because we are keen to encourage the students to think creatively rather than have them hang on our every word.

e. Participant

The traditional picture of teachers during student discussion, role-play, or group decision-making activities, is

people who ‘stand back’ from the activity, letting the learners get on with it and only intervening later to offer feedback and/or correct mistake. However, there are also times when we might want to join in activity not as a teacher, but also as a participant in our own right.

#### f. Resource

In some activities it is inappropriate for us to take on any of the roles we have suggested so far, suppose that the students are involved in a piece of group writing or that they are involved in preparation for a presentation they are to make to the class, in such situations having the teacher take part, or try to control them, or even turn up to prompt them might be entirely unwelcome. However, the students may still have need of their teacher as a resource.

#### g. Tutor

When students are working on longer project, such as pieces of writing or preparations for a talk or a debate, we can act as a tutor, working with individuals or small group, pointing them in directions they have not yet through of taking, in such situations we are combining the roles of prompter and resource, acting as a tutor.

#### h. Observer

We want to observe what students to (especially in oral communicative activities) so that we can give them useful group and individual feedback.

When observing students we should be careful not to be too intrusive by hanging on their every word, by getting too close them, or by officiously writing things down all the time. Above all we should avoid drawing attention to ourselves since to do so many well distract them from the task they are involved in.

From the roles of teachers above, the researcher become controller, organizer and assessor while learning process in the class. All of them most important if practice it in the class while learning process by the teacher.

### **B. Definition of game**

Learning a foreign language is hard work. One must make an effort to understand and repeat words accurately English teacher has to have a good plan to motivate the student and enrich vocabulary mastery by using drills and exercises. But monotonous. If the teachers keep using these techniques, the students cannot improve their English.

To solve this problem, the researcher has to create his teaching with certain technique that enables to avoid the boring technique. Since English subject in elementary and junior high school is still new, English teacher needs to find out good technique. A game is a structured activity, usually undertaken for enjoyment and sometimes used as educational tool.



Introducing games for learners in order to teach and develop their language proficiency is one way to enhance language learning. Incorporating games in the classroom can increase student-learning experiences, make materials more current and relevant. Games provide the student with new and varied learning environments that meet learners learning style.

According to Andrew Wright, game means an activity which is entertaining and engaging, often challenging, and activity in which the learners play and usually interact with other.<sup>12</sup> Games can be used at any stage of the lesson once the target language has been introduced and explained. They serve both as a memory aid and repetition drill, and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action.

### **1. Advantages of Using Games**

There are many advantages of using games in learning foreign language such as games can motivate and to improve their English. Finally the researcher conclude that games are able to help the students use and practice language by learned in a fun and relaxed way. Games also highly motivating since it is amusing and interesting. The advantages of games are :

1. They allow more variation of classroom activity.
2. Students participate actively in the lesson, and do most of the talking.

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<sup>12</sup>Andrew Wright, et al., *Games for language learning*....., p.1

3. Student will be learning unconsciously, as they strive to succeed in the contest.
4. Since they are concentrating on solving the problems posed by the game, they will use the language more naturally and less self – consciously.
5. Students will get used to working together in small groups or teams, this facilitating the introduction of other group work activities.

Finally, the researcher concludes that games are able to help the students' use and practice language by learning in a fun and relaxed way. Games are also highly motivating since they are amusing and interesting.

### **C. Kim's Memory Game**

#### **1. Kim's memory game theory**

Kim is the hero of the book *Kim*, written by Rudyard Kipling. Kim was trained to be observant, for example by being asked to remember exactly what was on a tray before it was covered up. Kim's memory game is a game or exercise played by Boy Scouts, Girl Scouts, and Girl Guides, and other children's groups. Stated that Rudyard Kipling (1991:108) about Kim's game refers to:<sup>13</sup>

"....Throughout his years at school, Kim remains in contact with the holy man he has come to love. Kim also retains contact with his secret service connections and is trained in espionage (to be

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<sup>13</sup> Andrew Wright, et al., *Games for language learning*.....p.115

a surveyor) while on vacation from school by Lurgan Sahib, at his training, Kim looks at a tray full of mixed objects and notes which have been added or taken away, a pastime still called *Kim's Game*, also called the Jewel Game...”.

**K.I.M.** vocabulary strategy (Beck, McKeown&Kucan, 2002).

Instruct students on the following acronym:

**K** represents the Key word; students record the word to be learned.

**I** represents Important information; students record what they have learned about the key word in “their own words”.

**M** represents Memory clue or mnemonic (Drawing, picture or symbol)

By making a sketch (or other memory clue) students synthesize and interpret the new information and make it their own.

#### **D. Teaching Vocabulary Using Kim's Memory Game**

##### **1. The principle of teaching vocabulary**

The researcher has an assumption on some principle of improving vocabulary, there are:

- 1) The vocabulary should be based on the student's ability.
- 2) The technique in teaching vocabulary should be interest, understanding.
- 3) The word are learnt from easiest to the difficult.
- 4) The equipment and place available.

The principle can used in order to can improve students vocabulary the key in

all, vocabulary mastery is to keep motivation high while encouraging students, where the motivation could be found in some part below:

- the society we live
- significant others
- the teacher
- the method

## 2. some technique to enhancing vocabulary

Learning a new word is not easy, it needs some technique to learn it, especially in improving vocabulary, because English for Indonesian student is a foreign language which need hard work to learn it, not only that I.S.P Nation stated in his book that three important distinctions affecting difficulty in learning a word are:

- reseption/production
- recognition/recall
- imprecise/precise

Teacher must be able to solve those problem, teacher must know the difference age and need their student, teacher must to know that there are very difference in learning style between young children, adolescents, and adult learners. In what follow we will consider students at different ages as if all the knowledge. He also write: “therefore, explicit and incidental approaches are both necessary in the course of learning vocabulary, each with its own strength and weaknesses.

It is very important for a teacher know how about the approaches in teaching vocabulary whether to decide which one

approach will be used in teaching learning process, to get the goals of teaching.

Based on technique above, the researcher hopes all off it that was explained can solve those problem and the students' can learning a new words by easier, fun and more enjoyable.

### 3. Improving student vocabulary using kim's memory game

Improving vocabulary using kim's memory game is one of alternative ways to improve vocabulary of students. In this technique teacher prepares to lay the objects and/or pictures on the table, or display the pictures on the board. So teacher tells the learners that you are going to challenge their powers of observation and memory, give the learners 20 seconds to look at the objects and/or pictures, then hide them with a cloth or sheet of paper. Tell the learners to write down as many objects (noun) as they can remember. Then ask them to tell you what they have written. Finally remove the cloth or sheet of paper and let the learners compare their lists with the objects and /or pictures.

The game make the class interactive and all students active in the following the instruction game. Cause they will get reward for each question if they can answer well. The aim is also to help the students to improve vocabulary by using kim's memory game. Improving vocabulary using kim's memory game to make the learning process more interesting and enjoyable and also to help student improve their vocabulary easily.

The teacher will have their own idea and will use an items of vocabulary would be learnt then student reminder what vocabulary on the board they was write.

Kim's memory game can helpful in teaching vocabulary, because kim's memory game is interesting and enjoyable in learning and the way make the students and teachers more active and creative.

## CHAPTER III

### METHODOLOGY OF RESEARCH

#### A. Method of Research

The researcher decides to use experimental method. Experimental method is the appropriate method for collecting and analyzing data.<sup>14</sup> Because, it is suitable in finding out a certain treatment. In this case, a treatment which is applied a certain teaching method. The method have applied in this research is experimental method. Experiments carried out in or relationship between variable. A variable, as the term itself suggest, is anything which does not remain content. In the experiment research there are three type of research such as pre-experiment, quasi-experiment and true-experiment. The researcher took quasi-experiment for research in classroom, David Nunan said in the research methods in language learning book “quasi-experiment is has both pre-test and post-test, experimental and control group, and not random assignment of subject.

In this research the researcher will determine the quasi experiment research uses quantitative research. The quasi experiment types has both pre-test and post-test, and has experimental groups and control groups. According to Ary, Jacobs, Sorensen and Razavieh quasi experimental design are considered worthwhile because they permit researchers to reach

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<sup>14</sup>David Nunan, *Research method in language learning*. (USA: Cambridge University Press, 1992)

reasonable conclusions even though full control is not possible.

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Rubin and Babbietold that quantitative method “emphasizes the production of precise and generalizable statistical findings and are generally more appropriate to nomothetic aims.” It means, to find out how something works in the process of the research, especially related to the numeric and statistical findings. The writer is using experimental because this study, the writer is going to find out the effectiveness of using kim’s memory game in students’ vocabulary.

According to Mujis “research method in education (and the other social sciences) are often divided into two main types: quantitative and qualitative methods”. Quantitative research emphasizes a prior categories to collect data in the form of number.

The researcher using the quantitative experimental , this research suitable if we show in this research because within use this research we can see a comparison between before and after treatment, besides that it for certain things the quantitative method provides a more accurate explanation of the facts faced.

The aims of the research is to find out whether by using kim’s memory game method to enhancing students’ vocabulary. The researcher take the place for this paper at the first grade of SMPN 1 Cijaku Lebak.

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<sup>15</sup> Donald Ary, Lucy Cheser Jacobs, Christie K. Sorenses and Ashgar Razavieh, *Introduction to Research in Education*, 8 th Edition (Wadsworth Cengage Learning, 2010), 316.



## **B. The Design of Research**

The experimental method will choose in this study since the researcher's study have some characteristic which are the same with experimental method and this research conducted at SMPN 1 Cijaku – Lebak. The first characteristic in the experimental method is the research will do in a large scale and would not make any generalization again. The second characteristic will investigation the natural background: the setting of this study is classes where pre-service teaching program occur, and the participants will involved the research and experience in teaching speaking and understanding the text which is give in pre-test and post-test.

## **C. Place and Time of Research**

This research will be conducted at SMPN 1 Cijaku - Lebak. The respondents which consisted of 1<sup>st</sup> grade in junior high school. The researcher chooses this place, because English achievement especially in teaching material in this school is not so good. The researcher hopes this strategy can be develop their English achievement especially in vocabulary mastery.

## **D. Population and Sample**

### **1. Population**

Population is area generalization includes: Object, subject wglich certain qualities and characteristics that area set by the researcher to be studied and then drawn the conclusion.<sup>16</sup>

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<sup>16</sup> Prof. Dr. Sugiyono, *Metode Penelitian Pendidikan*, (pendekatan kuantitatif,kuaitatif dan R&D) , (Bandung . Alfabeta. 2015), 117.

According Nunan, say that “population is formal statement about an expected relationship between two or more variables which can be tasted through an experiment.”<sup>17</sup>

The population of the research is VII grade of SMPN 1 Cijaku. The total population is 2 classes A and B and each class generally consisting of 25 students. So the total numbers of population are about 50 students.

## 2. Sample

Sample is the smaller group which is a portion of a population. For the sampling of this research, the researcher took all the population of one class which consisted of 25 students of The seventh grade students of SMPN 1 Cijaku. The researcher applied teaching English vocabulary in these seventh grade students by using kim’s memory game.

## E. Research Instrument

Every research needs some instruments to collect data. In this research, the researcher will get the data need two test. There are pre-test and post-test to investigate the both of variables, achievement tests are used in this study.

### 1. Test

Test is amount question or practice or another use to measure art, knowledge, intelligence, skill or talent who has at individual.

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<sup>17</sup> David Nunan, *Research method in language learning*. (New York: Cambridge University Press, 1992), 230.

a. Pre-test

Pre-test is form of question, was administered at the beginning of the first meeting.

b. Post-test

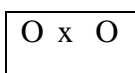
Post-test is a form of question given after the lesson or material has been delivered. The test is given to the experimental in control group both the test at same day.

## F. Technique of Collecting Data

In this research, the researcher given interview and some Test during the research teach the students, those are:

The researcher used pre experimental where the researcher had to do twice tests, namely pre-test (before they get treatment) and post-test (after they got treatment). The scores were given to the students, based on the scoring criteria, which have been decided before, as it can be seen below.

In this process, the researcher will uses nonequivalent design and this is form of nonequivalent design, that is :



Note :

O = Pre-test

x = Treatment

O = Post-test

## **G. Technique of Analyzing Data**

In analyzing the data, the researcher described the steps and formulas used in analyzing the data. In analyzing the data, the researcher collected the data from the results of pre-test and post-test of 25 students. In this section the researcher listed the tables and gave scores of the pre-test and post-test of the students. The researcher used statistic calculation of t-test to know is effective or no of using kim's memory game for enhancing students vocabulary.

The researcher analyzed the data of students by statistic calculation of the test formula. Based on the sample the test can be clasified into two, they are :

1. t- test for small sample (N is no more than 30)
2. t-test for big sample (N is similar with or more than 30)

Because of the sample in tis research have no correlation and the researcher take as many as the first grade of SMPN 1 Cijaku as sample, there for in calculating the data The researcher T-test formula for the big sample where the two sample have no correlation with significance 5%. The formula as follows : It means t-test is used to know how significant the differences between two samples. The researcher uses this test to measure the final test between experiment class and control class.

The procedures for statistic analyze that are:

- a. The results of pre-test score of the experiment class by using Kim's Memory game in teaching vocabulary, it is name variable X.
- b. The results of pre-test score of the experiment class by using Kim's Memory game in teaching vocabulary, it is name variable Y.

The data is analyzed by statistic, the researcher analyzed the data is the form of :

1. Investigating student's worksheets gives and describe score in the table.
2. Determining mean of variable  $X_1$  with formula:<sup>18</sup>

$$M_1 = \frac{\sum X_1}{N_1}$$

3. Determining mean of variable  $X_2$  with formula:

$$M_2 = \frac{\sum X_2}{N_2}$$

- a. Determining deviation score variable  $X_2$  with formula:

$$XI = x - M_1$$

- b. Determining deviation score variable Y with formula:

$$Y = y - M_2$$

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<sup>18</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo, 2014), 317.

After collecting the data from pre-test and post-test, the researcher analyze it by using statistic calculation of t-test with significance degree 5% and 1%. The formula is as follows:

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

Notes:

t = tcount t table

M1 = Mean score of post-test of experimental class

M2 = Mean score of post-test of control class

$\sum x^2$  = Sum of square deviation score in experiment class

$\sum y^2$  = Sum of square deviation score in control class

N1 = Number of students of experimental class

N2 = Number of students of control class

df = Degree of Freedom (df : N1 + N2 - 2)

## H. Research Procedure

In general, the procedure of this research can be described as follows:

1. Provide pre-test of the experimental class and control class.
2. Provide treatment to the experimental class using kim's memory game and control class without kim's memory game as follows:

**a. Experimental Class**

## 1) Preparation

- a) Preparing the lesson plan
- b) Preparing the material
- c) Preparing to implementation kim's memory game

## 2) Implementation

- a) Teacher explain the material
- b) Teacher gives the example
- c) Teacher guide students to implementing kim's memory game

**b. Controlled Class**

## 1) Preparation

- a) Preparing the lesson plan
- b) Preparing the material

## 2) Implementation

- a) Teacher explain the material
- b) Teacher gives the example
- c) Teacher ask the students to write the sentence of Invitations

- 3. Provide post-test of the experimental class and control class.
- 4. Analyzing the data from pre-test and post-test.
- 5. Drawing the interpretation based on the result of the test and conclusion.

## CHAPTER IV

### RESULT OF THE DATA

#### A. Description of Data

The purpose of this research is to give the report the data description and to analyze score of pre-test and post-test of experiment and control class. The researcher compares the achievement of pre-test and post-test, to know whether kim's memory game is effective in teaching students' vocabulary.

In this chapter, the researcher would like to present the description of the data obtained. As the researcher mentioned at the previous chapter that the population of the study was the first grade of SMPN 1 Cijaku. As stated in this chapter, the researcher took 50 as the sample. The purpose of the research is intended to give significant in developing students' vocabulary. Then the students divided into two groups, 25 students as control class, it is from class VII C, and 25 students as experimental class, it's from class VII A. To get data about developing students' vocabulary mastery, the researcher gives out pre-test before giving treatment and post-test after giving treatment.

In this research, the researcher gave test to the students for twice, first test is called pre-test, and the second test called post-test. Both of the pre-test and post-test which the researcher gave to the students has scoring system for each number of test, that every number of test gave score began 1 (*bad*), for students who memorizing vocabulary with long time. 2 (*poor*) for



students who memorizing vocabulary with several mistakes in pronunciation . 3 ( *average* ) for students who memorize vocabulary with few mistake in pronunciation. 4 ( *good* ) for students who memorize vocabulary with very few mistake in pronunciation. 5 ( *excellent* ) for students who memorize vocabulary with correct in pronounce the words.

To know the result of the test, the researcher makes the table of the students score pre-test and post-test, the researcher makes the table of the students score pre-test and post-test the result of the test are tabulated and calculated in table. For the detail description of the students score both experimental and control class as follow:

1. The students pre-test and post-test of Experimental class

The students' pre-test and post-test score of Experimental class could be shown on table 1 as follows:

**Table 1**  
**Student's Score of Pre-test and Post-test of Experimental Class**

NO	Initial Name	Pre-Test	Post-Test
1	<b>A</b>	<b>60</b>	<b>95</b>
2	<b>AN</b>	<b>65</b>	<b>75</b>
3	<b>AB</b>	<b>50</b>	<b>70</b>
4	<b>AM</b>	<b>65</b>	<b>85</b>
5	<b>B</b>	<b>55</b>	<b>75</b>

<b>6</b>	<b>D</b>	<b>55</b>	<b>85</b>
<b>7</b>	<b>DIN</b>	<b>60</b>	<b>70</b>
<b>8</b>	<b>I</b>	<b>60</b>	<b>70</b>
<b>9</b>	<b>IH</b>	<b>35</b>	<b>60</b>
<b>10</b>	<b>IPS</b>	<b>70</b>	<b>85</b>
<b>11</b>	<b>IR</b>	<b>60</b>	<b>70</b>
<b>12</b>	<b>KH</b>	<b>65</b>	<b>70</b>
<b>13</b>	<b>LA</b>	<b>75</b>	<b>80</b>
<b>14</b>	<b>LR</b>	<b>70</b>	<b>100</b>
<b>15</b>	<b>MS</b>	<b>55</b>	<b>80</b>
<b>16</b>	<b>NY</b>	<b>65</b>	<b>80</b>
<b>17</b>	<b>PNR</b>	<b>75</b>	<b>95</b>
<b>18</b>	<b>RA</b>	<b>85</b>	<b>100</b>
<b>19</b>	<b>RR</b>	<b>80</b>	<b>85</b>
<b>20</b>	<b>S</b>	<b>40</b>	<b>65</b>
<b>21</b>	<b>SE</b>	<b>80</b>	<b>100</b>
<b>22</b>	<b>SH</b>	<b>45</b>	<b>85</b>
<b>23</b>	<b>SM</b>	<b>75</b>	<b>75</b>
<b>24</b>	<b>SR</b>	<b>55</b>	<b>100</b>
<b>25</b>	<b>U</b>	<b>70</b>	<b>80</b>
<b><math>\Sigma</math></b>		<b>1570</b>	<b>2030</b>
<b>Mean</b>		<b>62,8</b>	<b>81,2</b>

Note :

$\sum X$  : The total score of pre-test of Experimental class

$\sum X_1$  : The total score of post-test of Experiment class

$M$  : Mean of pre-test of Experiment class

$M_2$  : Mean of post-test of Experiment class

Based on the calculation on the table above of pre-test and post-test assessment at experimental class, it show that the cumulative value of assessment result before applying Kim's memory game is 1570. The average of pre-test is 62,8. Meanwhile, the cumulative of assessment result after applying Kim's Memory game is 2010. The average of the post-test is 81,2.

Determine mean by formula

$$\begin{aligned} M &= M_1 - M_2 \\ &= 81,2 - 62,8 \\ &= 18,4 \end{aligned}$$

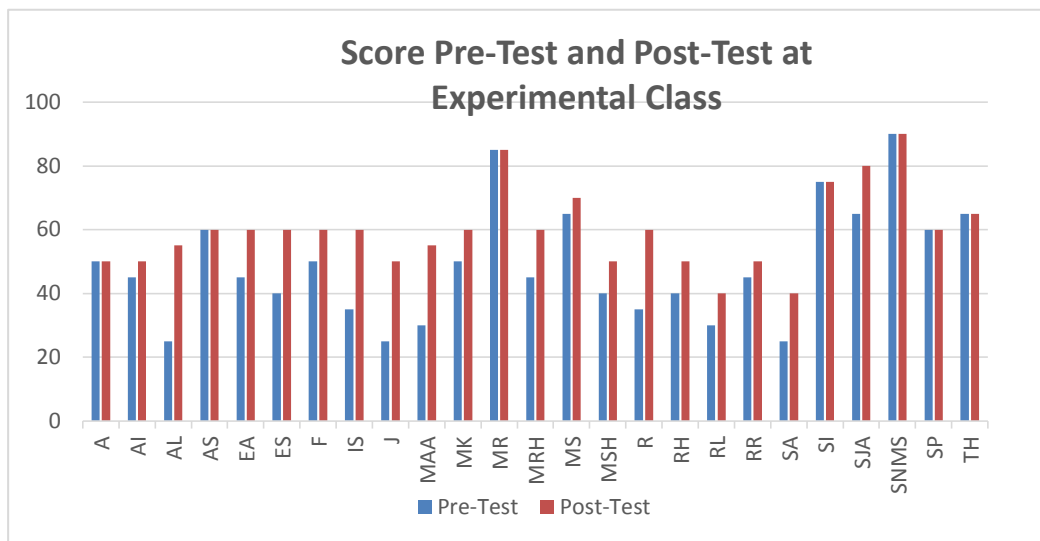
Note:  $M$  = Mean

$M_1$  = mean of post-test

$M_2$  = mean of pre-test

From the calculating of determine mean above, the researcher have known that the average score of pre-test and post-test (at experiment class) increase in amount of 18,4.

The researcher describe the students improvement scores of pre-test and post-test at the experimental class by the graphic as follow:



## 2. The students pre-test and post-test of Control class

The students' pre-test and post-test score of Control class obtained 48,8 for mean of pre-test and 59,8 for mean of post-test. The score of pre-test and post-test will be shown on table 2 as follows

**Table 2**  
**Student's Score of Pre-test and Post-test of Control Class**

NO	Initial Name	Pre-Test	Post-Test
1	<b>A</b>	<b>50</b>	<b>50</b>

2	<b>AI</b>	<b>45</b>	<b>50</b>
3	<b>AL</b>	<b>25</b>	<b>55</b>
4	<b>AS</b>	<b>60</b>	<b>60</b>
5	<b>EA</b>	<b>45</b>	<b>60</b>
6	<b>ES</b>	<b>40</b>	<b>60</b>
7	<b>F</b>	<b>50</b>	<b>60</b>
8	<b>IS</b>	<b>35</b>	<b>60</b>
9	<b>J</b>	<b>25</b>	<b>50</b>
10	<b>MAA</b>	<b>30</b>	<b>55</b>
11	<b>MK</b>	<b>50</b>	<b>60</b>
12	<b>MR</b>	<b>85</b>	<b>85</b>
13	<b>MRH</b>	<b>45</b>	<b>60</b>
14	<b>MS</b>	<b>65</b>	<b>70</b>
15	<b>MSH</b>	<b>40</b>	<b>50</b>
16	<b>R</b>	<b>35</b>	<b>60</b>
17	<b>RH</b>	<b>40</b>	<b>50</b>
18	<b>RL</b>	<b>30</b>	<b>40</b>
19	<b>RR</b>	<b>45</b>	<b>50</b>
20	<b>SA</b>	<b>25</b>	<b>40</b>

<b>21</b>	<b>SI</b>	<b>75</b>	<b>75</b>
<b>22</b>	<b>SJA</b>	<b>65</b>	<b>80</b>
<b>23</b>	<b>SNMS</b>	<b>90</b>	<b>90</b>
<b>24</b>	<b>SP</b>	<b>60</b>	<b>60</b>
<b>25</b>	<b>TH</b>	<b>65</b>	<b>65</b>
<b><math>\Sigma</math></b>		<b>1220</b>	<b>1495</b>
<b>Mean</b>		<b>48,8</b>	<b>59,8</b>

Note :

$\Sigma X$  : The total score of pre-test of control class

$\Sigma X_1$  : The total score of post-test of control class

M : Mean of pre-test of control class

$M_2$  : Mean of post-test of control class

Based on the calculation on the table 1 of pre-test and post-test assessment at control class, it shows that the cumulative value of pre-test is 1220. The average of the pre-test is 48,8. Meanwhile, the cumulative value of post-test is 1495. The average of the post-test is 59,8.

Determine mean by formula

$$\begin{aligned}
 M &= M_1 - M_2 \\
 &= 59,8 - 48,8 \\
 &= 11
 \end{aligned}$$

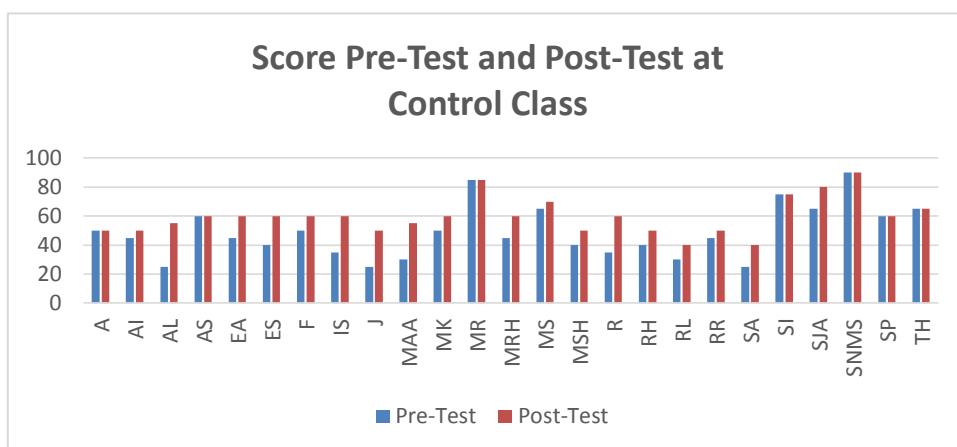
Note: M = Mean

MI = mean of post-test

M2 = mean of pre-test

From the calculating of determine mean above, the researcher have known that the average score of pre-test and post-test (at control class) increase in amount of 11.

Based on explanation above, in class VII C as control



class, the highest score of pre-test was 90 and the lowest score was 25. The highest score of post-test was 90 and the lowest score was 40. The mean of pre-test and post-test in this class was 48,8 and 59,8.

## B. Data Analysis

After getting the data from post-test from two classes, then the researcher analyzed it by using t-test. The formula follow:

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

Notes:

M1 = Mean score of post-test of experimental class

M2 = Mean score of post-test of control class

$\sum x^2$  = Sum of square deviation score in experiment class

$\sum y^2$  = Sum of square deviation score in control class

N1 = Number of students of experimental class

N2 = Number of students of control class

df = Degree of Freedom

$$M_1 = \frac{\sum X_1}{N_1}$$

$$M_2 = \frac{\sum X_2}{N_2}$$

$$X_1 = X_1 - M_1$$

$$X_2 = X_1 - M_2$$

$$df : N_1 + N_2 - 2$$

**Table 3**

**The result calculation of post-test at the Experiment class  
and the Control class**

NO	X <sub>1</sub>	X <sub>2</sub>	x <sub>1</sub>	x <sub>2</sub>	(x <sub>1</sub> ) <sup>2</sup>	(x <sub>2</sub> ) <sup>2</sup>
1	<b>95</b>	<b>50</b>	13,8	-9,8	190,44	96,04



2	<b>75</b>	<b>50</b>	-6,2	-9,8	38,44	96,04
3	<b>70</b>	<b>55</b>	-11,2	-4,8	125,44	23,04
4	<b>85</b>	<b>60</b>	3,8	0,2	14,44	0,04
5	<b>75</b>	<b>60</b>	-6,2	0,2	38,44	0,04
6	<b>85</b>	<b>60</b>	3,8	0,2	14,44	0,04
7	<b>70</b>	<b>60</b>	-11,2	0,2	125,44	0,04
8	<b>70</b>	<b>60</b>	-11,2	0,2	125,44	0,04
9	<b>60</b>	<b>50</b>	-21,2	-9,8	449,44	96,04
10	<b>85</b>	<b>55</b>	3,8	-4,8	14,44	23,04
11	<b>70</b>	<b>60</b>	-11,2	0,2	125,44	0,04
12	<b>70</b>	<b>85</b>	-11,2	25,2	125,44	635,04
13	<b>80</b>	<b>60</b>	-1,2	0,2	1,44	0,04
14	<b>100</b>	<b>70</b>	18,8	10,2	353,44	104,04
15	<b>80</b>	<b>50</b>	-1,2	-9,8	1,44	96,04
16	<b>80</b>	<b>60</b>	-1,2	0,2	1,44	0,04
17	<b>95</b>	<b>50</b>	13,8	-9,8	190,44	96,04
18	<b>100</b>	<b>40</b>	18,8	-19,8	353,44	392,04
19	<b>85</b>	<b>50</b>	3,8	-9,8	14,44	96,04
20	<b>65</b>	<b>40</b>	-16,2	-19,8	262,44	392,04

21	<b>100</b>	<b>75</b>	18,8	15,2	353,44	231,04
22	<b>85</b>	<b>80</b>	3,8	20,2	14,44	408,04
23	<b>75</b>	<b>90</b>	-6,2	30,2	38,44	912,04
24	<b>100</b>	<b>60</b>	18,8	0,2	353,44	0,04
25	<b>80</b>	<b>65</b>	-1,2	5,2	1,44	27,045
	<b>2030</b>	<b>1495</b>	<b>5</b>	<b>0</b>	<b>3.327</b>	<b>3820,08</b>

The symbols' information:

$X_1$  : Score of post-test the Experiment class

$X_2$  : Score of post-test the Control class

$\bar{X}_1$  : Average score of post-test the Experimental class

$\bar{X}_2$  : Average score of post-test the Control class

$\sum X_1^2$  : Square average score of post-test the Experimental class

$\sum X_2^2$  : Square average score of post-test the Control class

After that the researcher calculated them based the t-test formula :

a.  $M_1 = \frac{\sum X_1}{N_1} = \frac{2030}{25} = 81,2$

b.  $M_2 = \frac{\sum X_2}{N_2} = \frac{1495}{25} = 59,8$

c.  $\sum X_1^2 = 3327$

d.  $\sum X_2^2 = 3820,08$

e.  $df: N_1 + N_2 - 2 = 25 + 25 - 2 = 48$

$$\begin{aligned}
\text{f. } t_o &= \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}} \\
\text{g. } t_o &= \frac{81,2 - 59,8}{\sqrt{\left(\frac{3327 + 3820,08}{48}\right) \left(\frac{25 + 25}{25 \cdot 25}\right)}} \\
\text{h. } t_o &= \frac{21,4}{\sqrt{\left(\frac{3327 + 3820,08}{48}\right) \left(\frac{50}{625}\right)}} \\
\text{i. } t_o &= \frac{21,4}{\sqrt{77,27 (0,08)}} \\
\text{j. } \frac{21,4}{\sqrt{6,18}} &= \frac{21,4}{2,48} = 8,62
\end{aligned}$$

To prove it, the data obtained from the experimental class and control class are calculated with assumption as follow:

If  $t_{\text{observation}} > t_{\text{table}}$  the alternative hypothesis is accepted. It means there is significant influence in using kim's memory game towards students vocabulary mastery at the first grade of SMPN 1 Cijaku.

If  $t_{\text{observation}} < t_{\text{table}}$  the alternative hypothesis is accepted. It means there is no significant influence in using kim's memory game towards students vocabulary mastery at the first grade of SMPN 1 Cijaku.

From the result of the calculation above, it is obtained that value of  $t_o$  ( $t_{\text{observation}}$ ) is 8,62, degree of freedom (df) is 48. In degree of significance 5% from 48 ( $t_{\text{table}}$ ) = 1.67, in degree of significance 1% from 48 ( $t_{\text{table}}$ ) = 2.40.

After get the data, the researcher compared it with  $t_t$  ( $t_{\text{table}}$ ) both in degree significance 5% and 1%. Therefore,  $t_o : t_t =$

$8,62 > 1.67$  in degree of significance 5% and  $t_o : t_t = 8,62 > 2.40$  in degree of significance 1%.

The statistic hypothesis states that if  $t_o$  is higher than  $t_t$ , it shows that  $h_a$  (alternative hypothesis) of the result is accepted and  $h_o$  (null hypothesis) is rejected. It means that there is significant influence in using kim's memory game towards students vocabulary mastery at the first grade of SMPN 1 Cijaku.

### **C. Interpretation of Data**

This analysis is aimed to know the influence how far the influence of teaching vocabulary by using kim's memory game. In the class VII A as experimental class, the highest score of pre-test was 85 and the lowest score was 35. The highest score of post-test was 100 and the lowest score was 60. The mean of pre-test score obtained by students in this class was 62,8 and the mean of post-test was 81,2. The mean of pre-test and post-test score has good enough improvement it seen by  $81,2 > 62,8$ . The improvement caused by the experimental class have learned during six meeting using kim's memory game is one of alternative ways to improve vocabulary of students. The game make the class interactive and all students active in the following the instruction game. Cause they will get reward for each question if they can answer well. The aim is also to help the students to improve vocabulary by using kim's memory game. Improving vocabulary using kim's memory game to

make the learning process more interesting and enjoyable and also to help student improve their vocabulary easily.

In the class VII C as control class, the highest score of pre-test was 90 and the lowest score was 25. The highest score of post-test was 90 and the lowest score was 40. The mean of pre-test score obtained by students in this class was 48,8 and the mean of post-test was 59,8. There is no significant improvement of the result in this class, it seen from the mean that is 48,8 and 59,8 which improved 11 score. It was caused by the control class did not use Kim's memory game such as experimental class, they learn using methods that used by teacher before.

Based on the result of pre-test the writer got mean score at experimental class (VII) 62,8 and post-test 81,2. While from control class the writer got mean pre-test 48,8 and post-test 59,8. The score of experiment class increase on 18,4 it is better than control class students with increase on 11. After get the data, the researcher compared it with  $t_t$  ( $t_{table}$ ) both in degree significance 5% and 1%. Therefore,  $t_o : t_t = 8,62 > 1,67$  in degree of significance 5% and  $t_o : t_t = 8,62 > 2,40$  in degree of significance 1%. So it can be interpreted, accepted alternative hypothesis and rejected "nul" hypothesis it means that using Kim's memory game is effective in teaching vocabulary.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Kim is the hero of the book *Kim*, written by Rudyard Kipling. Kim was trained to be observant, for example by being asked to remember exactly what was on a tray before it was covered up. Kim's memory game is a game or exercise played by Boy Scouts, Girl Scout, and Girl Guides, and other children's groups.

Based on the researcher problem about "the effectiveness of using Kim's memory game for enhancing students vocabulary at the first grade of SMPN 1 Cijaku – Lebak", the researcher shut conclude that:

1. In general, the position of students vocabularies ability at the first grade of SMPN 1 Cijaku – Lebak, before treatment according the result of data analysis variable X show that mean 62,8 and after treatment the mean is 81,2 increased 18,4 point. It means that the variable X is in good category.
2. Using kim's memory game gave positive effect on students' vocabulary mastery, because it created a fun and happy relationship between teacher and students in learning process. The implementation of using kim;s memory game was really helped students in memorizing words. They can improve achievement in vocabulary. Moreover, the implementation of using kim's memory game also could

effectively improve the students' motivation and improve their interest in learning English.

3. The result of the analysis of the research show the value of  $t_o$  = it is higher than the value of  $t_t$  the level significant 5% and 1% are 1.67 and 2.40, it means that  $H_a$  ( alternative hypothesis )of the result is accepted and  $H_o$  ( null hypothesis ) is rejected. It mean that there is significant influence in using kim's memory game for enhancing students' vocabulary at the first grade of SMPN 1 Cijaku – Lebak.

## **B. Suggestion**

Based on the conclusion above, there were some suggestions as follow :

1. For the students
  - a. The result of this study can help the students learn vocabulary in a good and enjoyable way.
  - b. Using kim's memory game can motivate students to learning English.
  - c. The use of kim's memory game contributed significant improvement to the students vocabulary.
2. For the teacher
  - a. The teacher can use kim's mempry game as one of the strategy in teaching learning English, to motivate the students, and it can make the lesson is easier to be understood than nothing.

- b. Teacher can use kim's memory game to solve the problem in managing the class, because in learning activities the students compete each other and it make the situation in the class become crowded and sometimes disturb the other class.
  - c. Teacher is also accepted to give more consideration students, example the students received new vocabulary, pronounce and spelling the words.
- 3. For the school
  - a. Develop the students skill through some activities which can improve students ability such as English club, English conversation, kim's memory game, and any more.
  - b. Add the equipment that can support be improvement of students and teacher in teaching process especially in English teaching.
- 4. For the Headmaster
  - a. The Headmaster should give support by give the strategy and also complete the facility in order to make better progress achievement of English, and make teaching - learning more effective and attractive.
  - b. The Headmaster needs to cooperate all teachers in considering the improvement of students achievement.



5. For the librarian
  - a. The librarian can use this paper as reference collection for the students who will do the research as information, inspiration, orientation for the next researcher who will use this research title for do the next research better.
6. For the researcher
  - a. Practice make perfect. Keep practicing what you have gotten because learning a language needs habitual to make good in its skill.

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