IMPROVING THE FIFTH GRADE STUDENTS’ VOCABULARY ACHIEVEMENT AND THEIR ACTIVE PARTICIPATION BY USING QUESTION AND ANSWER GAME AT SD NEGERI SUMBERSALAK 01 LEDOKOMBO JEMBER

THESIS

IKA INDAWATI
080210401069

ENGLISH EDUCATION PROGRAM
LANGUAGE AND ART DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2013
STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in a part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or project in whole or in a part in the University/Faculty Libraries in all forms of media, now or hereafter known.

Ika Indawati

February , 2013.
IMPROVING THE FIFTH GRADE STUDENTS’ VOCABULARY ACHIEVEMENT AND THEIR ACTIVE PARTICIPATION BY USING QUESTION AND ANSWER GAME AT SD NEGERI SUMBERSALAK 01 LEDOKOMBO JEMBER

THESIS

Presented as the requirement to obtain the degree of S1 at the English Education Program, Language Arts Education Department, the Faculty of Teaching Training and Education, Jember University

Written by:
IKA INDAWATI
080210401069

ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2013
DEDICATION:

This Thesis is honorably dedicated to:

My beloved husband (A. Taufiq), my beloved parents and my beloved brother.
MOTTO

Without vocabulary nothing can be conveyed, but you can say almost anything with words. (David Wilkins)*

CONSULTANTS’ APPROVAL SHEET

IMPROVING THE FIFTH GRADE STUDENTS’ VOCABULARY ACHIEVEMENT AND THEIR ACTIVE PARTICIPATION BY USING QUESTION AND ANSWER GAME AT SD NEGERI SUMBERSALAK 01 LEDOKOMBO JEMBER

THESIS

Presented as the Requirement to Obtain the Degree of S1 at the English Education Program, Language Arts Education Department, the Faculty of Teaching Training and Education, Jember University

By:

Name : Ika Indawati
Identification Number : 080210401069
Class Level : 2008/2009
Place/Date of Birth : Jember, September 1st 1986
Program : English Education Program
Department : Language and Arts
Faculty : Teacher Training and Education

Approved by:
The First Consultant

The Second Consultant

Dra. Wiwiek Eko Bindarti, M.Pd
NIP 19561214 198503 2 001

Dra. Wiwiek Istianah, M. Kes, M.Ed. App.Ling
NIP 19501017 198503 2 001
APPROVAL OF THE EXAMINATION COMMITTEE

This thesis has been approved and received by the examination committee of the Faculty of Teacher Training and education, Jember University on:

Day : Wednesday
Date : 17 January 2013
Place : The Faculty of Teacher Training and education, Jember University

The Committee

The Chair Person
Dra. Siti Sundari M.A
NIP 19581216 198802 2 001

The Secretary
Dra. Wiwiek Istianah, M. Kes, M.Ed. App.Ling
NIP 19501017 198503 2 001

Member 1
Dra. Made Adi Andayani T, M.Ed
NIP 19630323 198902 2 001

Member 2
Dra. Wiwiek Eko Bindarti M.Pd
NIP 19561214 198503 2 001

The Dean,
Faculty of Teacher and Training and Education

Prof. Dr Sunardi, M.Pd
NIP 1954051 198303 1 005
ACKNOWLEDGEMENT

First of all, I would express my deepest gratitude to Allah S.W.T., the Almighty, who always leads and provides blessing and guidance to me, so I can finish this thesis entitled “Improving the Fifth Grade Students’ Vocabulary Achievement and Their Active Participation by Using ‘Question and Answer’ Game at SD Negeri Sumbersalak 01 Ledokombo Jember.

I do realize this thesis could not be finished without the supervision of the following person. At this occasion, I would like to express my deepest appreciation and the sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Department.
3. The Chairperson of the English Education Program.
5. My Academic Supervisor Dra. Siti Sundari M.A
6. The Examiners who have given me input to the completion of this thesis
7. The Lectures of the English Education Program.
8. The Headmaster, the English teacher and the the Fifth Grade Students at SD Negeri Sumbersalak 01 Ledokombo Jember in the 2011/ 2012 Academic year who had helped me willingly to involve this research.

Finally, I do expect that this thesis will be useful either for the readers or the researcher. Finally, any constructive criticisms as well as the advice from those who really want to have this thesis to be perfect will be fully appreciated.

Jember, February 2013

The Writer
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>iii</td>
</tr>
<tr>
<td>CONSULTANTS’ APPROVAL</td>
<td>iv</td>
</tr>
<tr>
<td>APPROVAL OF THE EXAMINATION COMMITTEE</td>
<td>v</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vi</td>
</tr>
<tr>
<td>TABLE OF THE CONTENTS</td>
<td>vii</td>
</tr>
<tr>
<td>THE LIST OF TABLES</td>
<td>x</td>
</tr>
<tr>
<td>THE LIST OF APPENDICES</td>
<td>xi</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>xii</td>
</tr>
</tbody>
</table>

## I. INTRODUCTION

- 1.1 Background of the Research ......................................................... 1
- 1.2 Problems of the Research ............................................................. 4
- 1.3 Objectives of the Research ........................................................... 4
- 1.4 Significance of the Research ......................................................... 4

## II. REVIEW OF RELATED LITERATURE

- 2.1 The Definition of Vocabulary ....................................................... 6
- 2.2 Kinds of Vocabulary ........................................................................... 7
  - 2.2.1 Nouns ............................................................................................ 7
  - 2.2.2 Verbs ............................................................................................ 8
  - 2.2.3 Adjectives ..................................................................................... 8
  - 2.2.4 Adverbs ........................................................................................ 9
- 2.3 Vocabulary Achievement .................................................................... 9
2.4 Teaching Learning Vocabulary ........................................................... 10
2.5 Teaching Vocabulary By Using Question and Answer Game ........ 11
2.6 The Use of Game in Language Teaching ...................................... 12
   2.6.1 The Advantage of Games in Language Teaching ................. 13
   2.6.2 The Disadvantage of Games in Language Teaching ............ 15
2.7 Kinds of Game in Language Teaching ......................................... 15
2.8 The Principles of Using and Choosing Games for Language
   Teaching .......................................................................................... 18
2.9 The Reason of Teaching Vocabulary by Using Game ................. 20
2.10 The Previous Research Finding by Using Games ...................... 21
2.11 The Practice of Teaching Vocabulary in SD Negeri
   Sumbersalak 01 Ledokombo Jember ........................................... 22
2.12 Students’ Participation in Learning Vocabulary Through
   Games ............................................................................................. 22
2.13 Action hypotheses ........................................................................ 23

III. RESEARCH METHOD ........................................................................... 24
   3.1 Research Design ......................................................................... 24
   3.2 Research Area Determination Method ...................................... 27
   3.3 Operational Definitions of the Terms ....................................... 27
      3.3.1 Games ............................................................................... 28
      3.3.2 Vocabulary Achievement ............................................... 28
      3.3.3 Students’ Active Participation ........................................ 28
   3.4 Subject Determination Methods .............................................. 28
   3.5 Data Collection Methods ....................................................... 29
      3.5.1 Primary Data .................................................................... 29
      3.5.2 Supporting Data ............................................................. 32
   3.6 Research Procedures ............................................................... 33
### IV. RESEARCH RESULTS AND DISCUSSION .............................................38

#### 4.1 The Result of Action Cycle 1 ..........................................................38

- **4.1.1 The Result of the Observation in Cycle 1** ...............................39
- **4.1.2 The Result of Students’ Vocabulary Achievement Test in cycle 1** .........................................................................................42
- **4.1.3 The Result of Reflection in Action Cycle 1** ............................42

#### 4.2 The Result of Action Cycle 2 ..........................................................44

- **4.2.1 The Result of the Observation in Cycle 2** ...............................45
- **4.2.2 The Result of Students’ Vocabulary Achievement Test in cycle 2** .........................................................................................47
- **4.2.3 The Result of Reflection in Action Cycle 2** ............................48

#### 4.3 The Result of Supporting Data ........................................................49

- **4.3.1 The Result of Interview** ........................................................49
- **4.3.2 The Result of Documentation** ................................................50

#### 4.4 Discussion ...........................................................................................50

### V. CONCLUSION AND SUGGESTIONS ..................................................53

#### 5.1 Conclusion ..........................................................................................53

#### 5.2 Suggestions .........................................................................................54

REFERENCES .................................................................................................55

APPENDICES ................................................................................................59
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 3.1</td>
<td>Students’ Participation Checklist</td>
<td>32</td>
</tr>
<tr>
<td>Table 3.2</td>
<td>The Classification of Score Level</td>
<td>37</td>
</tr>
<tr>
<td>Table 4.1</td>
<td>The Schedule of cycle 1</td>
<td>38</td>
</tr>
<tr>
<td>Table 4.2</td>
<td>Observation result in Cycle 1</td>
<td>40</td>
</tr>
<tr>
<td>Table 4.3</td>
<td>The Total Number of Students Who Achieved the Target of Observation Indicators in Cycle 1</td>
<td>41</td>
</tr>
<tr>
<td>Table 4.4</td>
<td>The Revision of The Implementation of Action in Cycle 1</td>
<td>43</td>
</tr>
<tr>
<td>Table 4.5</td>
<td>The Observation Result In Cycle 2</td>
<td>46</td>
</tr>
<tr>
<td>Table 4.6</td>
<td>The Total Number of Students Who Achieved the Target of Observation Indicators in Cycle 2</td>
<td>47</td>
</tr>
<tr>
<td>Table 4.7</td>
<td>The Improvement of The Students’ Vocabulary Achievement in Cycle 1 and Cycle 2</td>
<td>48</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research Matrix</td>
<td>59</td>
</tr>
<tr>
<td>2. The List of the Students’ Previous English Scores</td>
<td>61</td>
</tr>
<tr>
<td>3. The Guidelines of Research Instruments</td>
<td>62</td>
</tr>
<tr>
<td>4. Lesson Plan 1 (Cycle I, Meeting 1)</td>
<td>64</td>
</tr>
<tr>
<td>5. Lesson Plan 2 (Cycle I, Meeting 2)</td>
<td>74</td>
</tr>
<tr>
<td>6. Vocabulary Test in the First Cycle</td>
<td>86</td>
</tr>
<tr>
<td>7. The Distribution of the Test Items</td>
<td>94</td>
</tr>
<tr>
<td>8. Observation Checklist of Cycle 1 Meeting 1 and Meeting 2</td>
<td>95</td>
</tr>
<tr>
<td>9. The Aspect of Observation for the Teacher</td>
<td>97</td>
</tr>
<tr>
<td>10. Vocabulary Test Result Cycle 1</td>
<td>98</td>
</tr>
<tr>
<td>11. Lesson Plan 1 (Cycle II, Meeting 1)</td>
<td>99</td>
</tr>
<tr>
<td>12. Lesson Plan 2 (Cycle II, Meeting 2)</td>
<td>110</td>
</tr>
<tr>
<td>13. Vocabulary Test in the Second Cycle</td>
<td>121</td>
</tr>
<tr>
<td>14. The Distribution of the Test Items</td>
<td>128</td>
</tr>
<tr>
<td>15. Observation Checklist of Cycle 2 Meeting 1 and Meeting 2</td>
<td>129</td>
</tr>
<tr>
<td>16. The Aspect of Observation for the Teacher</td>
<td>131</td>
</tr>
<tr>
<td>17. Vocabulary Test Result Cycle 2</td>
<td>132</td>
</tr>
<tr>
<td>18. The Names of the Subjects of the Fifth Grade Students of SD Negeri Sumbersalak 01 Ledokombo Jember</td>
<td>133</td>
</tr>
<tr>
<td>19. Research Permit from the Dean of the Faculty of Teacher Training and Education, Jember University</td>
<td>134</td>
</tr>
<tr>
<td>20. Research Permit from the Principal of SD Negeri Sumbersalak 01 Ledokombo Jember</td>
<td>135</td>
</tr>
</tbody>
</table>
SUMMARY

Ika Indawati. 2012. *Improving the Fifth Grade Students’ Vocabulary Achievement and Their Active Participation by Using Question and Answer Game at SD Negeri Sumbersalak 01 Ledokombo Jember Jember.*

Thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Consultant : 1. Dra. Wiwiek Eko Bindarti, M.Pd

Key Words : Vocabulary Achievement, Game

Vocabulary as one of the Language components is important in learning English. However, many students still find difficulties in studying vocabulary. Therefore, game is needed to help students who have learning difficulty, especially in vocabulary. This Classroom Action Research was intended to improve the fifth grade students’ vocabulary achievement and their active participation by using “question and answer” game at SD Negeri Sumbersalak 01 Ledokombo Jember in the 2011/2012 academic year. That was determined purposively. They were chosen because the fifth grade students in that classroom still had problems in learning new vocabulary and memorizing the meanings of the words. It was proved from the average scores of the students’ vocabulary achievement test that was 50, while the standard passing grade of the school was 65. This research was done in two cycles, in which each cycle covered four activities namely: the planning of the action, the implementation of the action, classroom observation, evaluation and reflection of the action. Then, each cycle was conducted in two meetings, in which vocabulary test conducted in the third meeting. The data collection methods used in each cycle were
classroom observation and vocabulary test, to conduct the primary data and supporting data by interview and documentation were used to get supporting data.

The result of observations and vocabulary test in cycle 1 did not achieve the target requirement of the research. The result of the observation in cycle 1 showed that 20 students of 31 students (65%) were actively involved in the first meeting. Then, in the second meeting, there were 22 students of 31 students (71%) who were actively involved in the teaching learning process of vocabulary. In other words, the percentage of the student’s active participation in cycle 1 had not achieved the target percentage yet. Meanwhile the result of the students’ vocabulary test done after the action in the first cycle showed that the mean score was 61.29 and only 55% of the students got score at least ≥ 65. The result showed that the students’ vocabulary achievement in the first cycle had not achieved the target average score that was 65. Therefore the action cycle was continued to the second cycle by revising some necessary changes used in the first cycle.

In the cycle 2 the result of observations and vocabulary test achieved the target. It showed that in the first meeting, there were 26 students of 31 students or 84% who were actively taking part of the teaching learning process, 28 students of 31 students or 90% were active in the second meeting. The result of the students’ vocabulary test also reached the target score in cycle 2 (M=72.42) which was higher than cycle 1 (M=61.29). In this cycle, there were 27 students or 81% of the students got score ≥ 65. It means that the teaching vocabulary by using “Question and Answer” game could improve the students’ vocabulary achievement.

Based on the above results, it could be concluded that teaching vocabulary by using “Question and Answer” game was useful and good to improve the students’ vocabulary achievement and to make students participate actively during the teaching learning of vocabulary at SD Negeri Sumbersalak 01 Ledokombo Jember. The students were motivated to learn new words in relax atmosphere. They enjoyed and felt comfortable, did not feel afraid of making mistakes. The students were motivated to be active in teaching learning of vocabulary because the game facilitates a competitive situation, done in relax situation and
made students enjoy the game. Therefore, it is suggested to the English teacher to apply game, in order to help students who have difficulties in learning vocabulary to increase their vocabulary mastery.
I. INTRODUCTION

This research investigated whether the use of games could improve the fifth grade students’ vocabulary achievement especially for the students at the beginning level. Besides, this chapter discusses some aspects dealing with the topic of the research. They are the background of the research, the research problem, the objective of the research, the operational definition of the terms, and the research significance. These issues are written respectively in the following sections.

1.1 Background of the Research

As a foreign language in Indonesia, English is taught as a compulsory subject from junior high school up to university level. Nowadays, English in Indonesia is not only obligatory to be taught at SMA and SMP levels. But it is also taught at elementary school level as a local content subject. English becomes a local content course in the curriculum to be taught for elementary school students (Depdikbud, 1994:1) as this is not considered as an obligatory subject for the elementary school level. Teaching English in the early stage is good since kindergarten and elementary schools because students are in the golden age and they have a good chance to learn a new language beside their mother tongue (Johan in Vianti 2002). Introducing a new language from the early age can help the elementary school students to be familiar with the English before they get English as a compulsory subject at junior high school.

In learning English, vocabulary is very important. Lack of vocabulary will make learners difficult in mastering the language. Wilkins (1998), as quoted by Hornburry (2002:13), states the importance of vocabulary learning, that “If you spend most of your time studying grammar, your English will not improve very much. You will see more improvement if you learn more words and expressions.