THE EFFECT OF USING TABOO GAME ON GRADE EIGHT STUDENTS' VOCABULARY ACHIEVEMENT AT SMPN 1 BANGSALSARI IN THE 2012/2013 ACADEMIC YEAR

THESIS

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JEMBER UNIVERSITY

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

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DEDICATION

This thesis is dedicated to the following people:

1. My beloved mother and father, Maryani Hasyim and Suyono Hadi Waluyo
2. My beloved brothers and sister, Choirul Fuad, Andriyansyah and Mardiyah

MOTTO

Without vocabulary nothing can be conveyed, but you can say almost everything with words.

(Thornbury)

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Finally, I hope this thesis will be useful for the readers. Any constructive suggestions and criticism are really appreciated to make this thesis better.

Jember, May 2013

Writer

TABLE OF CONTENTS

TITLE PAGE ii

CONSULTANT'S APPROVAL iii

APPROVAL OF THE EXAMINATION COMMITTEE iv

STATEMENT OF THESIS AUTHENTICITY v

DEDICATION vi

MOTTO..... vii

ACKNOWLEDGMENT viii

TABLE OF CONTENTS xi

LIST OF APPENDICES xii

LIST OF TABLES xiii

LIST OF FIGURES xiv

SUMMARY xv

CHAPTER I. INTRODUCTION

1.1 **Background of the Research** **1**

1.2 Research Problem **3**

1.3 Research Objective..... **3**

1.4 Significance of the Research **3**

1.4.1 The English Teacher 4

1.4.2 The Students 4

1.4.4 The Future Researchers 4

CHAPTER II. REVIEW OF RELATED LITERATURE

2.1 The Definition of Vocabulary…..... **5**

2.2 Classification of Vocabulary…..……....…..…… ..... …… **6**

2.3 The Kinds of Text Taught at Grade Eight of Junior High School…… **10**

2.4 The Definition of Games……..... 12
2.5 The Advantages of Learning Vocabulary Through Games…… 12
2.6 Games in Language Teaching…..…… 14
2.7 Kinds of Game to Teach Vocabulary……..……. 15
2.8 Some Characteristics of Good Game ……..... 18
2.9 Taboo Game in Brief..……....…….... 19
2.10 The Teaching of Vocabulary by Using Taboo Game..……....…. 22
2.11 Some Factor Affecting Vocabulary Achievement by Using Game..…. 23
2.12 Research Hypothesis……...……....……....……. 24

CHAPTER III. RESEARCH METHOD

3.1 Research Design ……..……..... 25
3.2 Area Determination Method……..……..... 27
3.3 Operational Definition of the Key Terms ……..... 28
3.3.1 Taboo Game …..…….. 28
3.3.2 Vocabulary Achievement ..……..…..…….…..... 28
3.3.2.1 Large Vocabulary ..……..…..…….…..... 29
3.4 Respondent Determination Method 29
3.5 Data Collection Method..…….……..……..... 29
3.5.1 Test ……..... 29
3.5.2 Interview …… 34
3.5.3 Documentation 34
3.5.3 Observation 34
3.6 Data Analysis Method 35

CHAPTER IV. RESEARCH RESULT AND DISCUSSION

4.1 The Description of the Experimental Treatment...…… ... 37
4.2 The Results of the Secondary Data ……...…… 37

4.2.1 The Result of Interview ……..... 38
4.2.2 The Result of Documentation ……...…. .. 39
4.2.3 The Result of Observation ……...…. 40
4.2.4 The Result of Homogeneity Analysis……...…. ... 41
4.3 The Result of Try Out Test…….…… 43
4.3.1 The Analysis of Difficulty Index……..…… 43
4.3.1 The Analysis of Reliability Coefficient……..…… .. 44
4.4 The Result of Primary Data…… 46
4.4.1 The Result of Post Test…… 46
4.5 Hypothesis Verification …… 51
4.6 Discussion …….……..... 52

CHAPTER V. CONCLUSION AND SUGGESTIONS
5.1 Conclusion …….……..... 57
5.2 Suggestions ……..... 57
5.2.1 English Teacher……..... 57
5.2.2 Students …….. 57
5.2.3 Future Researcher…….. 58

REFERENCES
APPENDICES

THE LIST OF APPENDICES

		Page
Appendix A	Matrix	63
Appendix B	Guide of Supporting Data.....	64
Appendix C	The Result of Interview with English Teacher of Grade 8..	66
Appendix D	The Previous English Score of Grade Eight Students	68
Appendix E	Lesson Plan 1.....	70
Appendix F	Lesson Plan 2.....	81
Appendix G	Post Test	94
Appendix H	Names of the Students	104
Appendix I	The Difficulty Index	105
Appendix J	The Odd Number.....	106
Appendix K	The Even Number …….....	107
Appendix L	The Division of Odd Number and Even Number……	108
Appendix M	The Score of Post Test.....	109

THE LIST OF TABLES

Page

Table 4.1 Schedule of Administering Research ……..…..... 37
Table 4.2 The Total Number of Grade 8 Students at SMPN 1 Bangsalsari
in the 2012/2013 Academic Year ……...…….…..... 39
Table 4.3 The analysis of Variance Computation ……..…..... 41
Table 4.4 The Result of ANOVA …… 42
Table 4.5 The Result of Post test……... ……..…… 47
Table 4.6 The Summary of T-Test Result…..……...……..... 51

THE LIST OF FIGURES

Figure 1. The Equipment of Taboo Game ……..… 19
Figure 2. The Card of Taboo Game …… 20

SUMMARY

The Effect of Using Taboo Game on Grade 8 Students' Vocabulary Achievement at SMP Negeri 1 Bangsalsari in the 2012/2013 Academic Year; Hidayati Agustina, 080210401070; 2013:52 pages; English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Vocabulary is one of the important language components that should be mastered by the students. Tarigan (1989:2) argues that the quality of someone's language skill depends on his/her quality and quantity of vocabulary they have. Someone who has sufficient vocabulary, he/she will have better performance and bigger chance to master language. If he/she has low vocabulary mastery, she/he cannot express feeling, idea and opinion well. By having sufficient vocabulary, they can express their idea, opinion and chat well with others. Therefore, the researcher chose game to teach vocabulary. Moreover Wright et al. (1996:1) say that games not only can encourage and help students sustain their interest and work but they can also help the teacher to create context in which language can be meaningful and useful. This means that games can be useful in language teaching learning process.

This research was done to know whether or not there is a significant effect of using Taboo game on students' vocabulary achievement at SMPN 1 Bangsalsari in the 2012/2013 academic year. The research design was quasi experimental research. The population of this research was grade eight students of SMPN 1 Bangsalsari in the 2012/2013 academic year consisting of six classes. The previous students' score from the teacher were analyzed by using ANOVA. The result of analysis by using ANOVA was not homogenous. So, the research respondents were determined by choosing two classes who had the closest mean score. Then lottery was conducted to determine the experimental and control group.

The research involved two classes, the experimental and the control group. The experimental group consisted of students who were given treatment, teaching

vocabulary by using Taboo game and the control group consisted of students who were not given treatment but they were taught by using lecturing and question and answer. The research respondents were VIII C and VIII D.

The primary data of this research were collected from the students' post test, while the supporting data were gained through interview and documentation and observation. The primary data were collected then analyzed by using t-test formula. The statistical value of t-test was - 0.072 , while the t-table with significance level of 5% and the degree of freedom (D_f) of 57 was 1.684 (- 0.072 <1.684). It indicated that the result of t-test analysis was not significant. Therefore, the null hypothesis (H_o) which was formulated: "There is no significant effect of using Taboo game on grade eight students' vocabulary achievement at SMP Negeri 1 Bangsalsari in the 2012/2013 academic year" was accepted. On the other hand, the alternative hypothesis (H_a) which was formulated: "There is a significant effect of using Taboo game on grade eight students' vocabulary achievement at SMP Negeri 1 Bangsalsari in the 2012/2013 academic year" was rejected.

The research results showed that there was no significant effect of using Taboo game on grade eight students' vocabulary achievement at SMP Negeri 1 Bangsalsari in the 2012/2013 academic year. Therefore, according to this research, it is not suggested that the English teacher of grade eight use Taboo game as an alternative teaching technique in teaching vocabulary. However, it is suggested to be used at the students that have medium or high proficiency level.

CHAPTER1. INTRODUCTION

This chapter presents background of the research, problem of the research, operational definition of the terms, scope of the research, objectives of the research, and significance of the research.

1.1 Background of the Research

English is an international language (Talebinezhad et al, 2001) that is often used to communicate among different nations around the word. It is used in any field of study such as in education, science, technology, economy, trade, etc. It plays a very important role in many countries. Even in Indonesia, it is the first foreign language which is important to transfer and gain knowledge, science and technology, art and culture, and establish international relationship. English has become one of the most important foreign languages learned by students at schools. It has been taught from elementary school up to universities. It means that English is the most widespread language in the world.

Language skills in English that must be mastered are speaking, listening, reading and writing. In addition, there are some components that support those skills, namely: vocabulary, structure and pronunciation. Vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. It means that vocabulary is one element that links the four skills together. It is relevant to Tarigan's statement (1989:2) that the quality of someone's language skill depends on the quality and quantity of vocabulary they have. It means that someone with richer vocabulary will have better performance and bigger chance to master language, because the performance of language depends on the vocabulary he/she has. Without having sufficient vocabulary, someone will have difficulties in communication with