



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

**THESIS**

By

**Hidayati Agustina  
NIM 080210401070**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
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**CONSULTANT'S APPROVAL**

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Name : Hidayati Agustina  
NIM : 080210401070  
Level : 2008  
Department : Language and Arts Education Department  
Program : English Language Education  
Place, date of birth : Jember, August 9<sup>th</sup>, 1986

Approved by:

Consultant 1 : Dra. Zakiyah Tasnim, M.A.  
Consultant 2 : Drs. Annur Roffiq, M.A, M.Sc.

## APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day : Friday

Date : May 31<sup>st</sup>, 2013

Place : The Faculty of Teacher Training and Education

### Examiner Team

The Chairperson

Secretary

Eka Wahyuningsih, S.Pd., M.Pd.  
NIP. 197006121995122001

Drs. Annur Rofiq, M.A., M.Sc.  
NIP. 19681025 199903 1 001

The members,

1. Drs. Sudarsono, M.Pd  
NIP.131993442 1.
2. Dra. Zakiyah Tasnim, M.A.  
NIP. 19620110 198702 2 001 2.

The Faculty of Teacher Training and Education

The Dean,

Prof. Dr. Sunardi, M.Pd  
NIP 195405011983031005

## STATEMENT OF THESIS AUTHENTICITY

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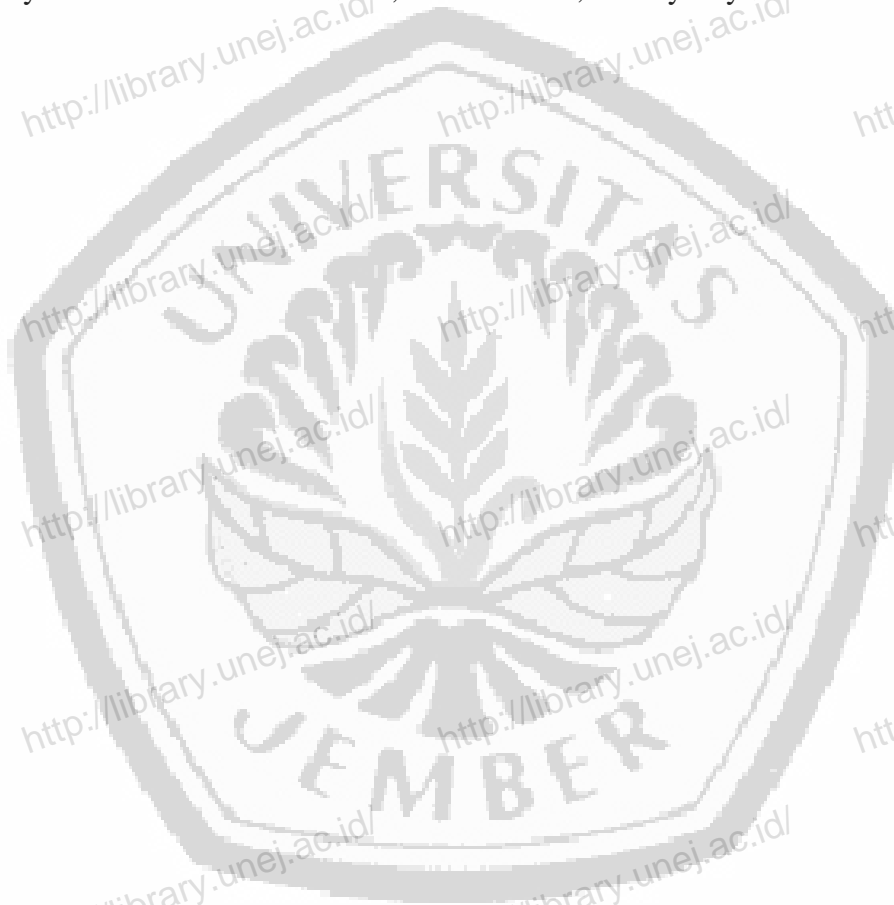
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Signature : \_\_\_\_\_  
Name : Hidayati Agustina  
Date : Jember, May 31<sup>st</sup> 2013

## **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



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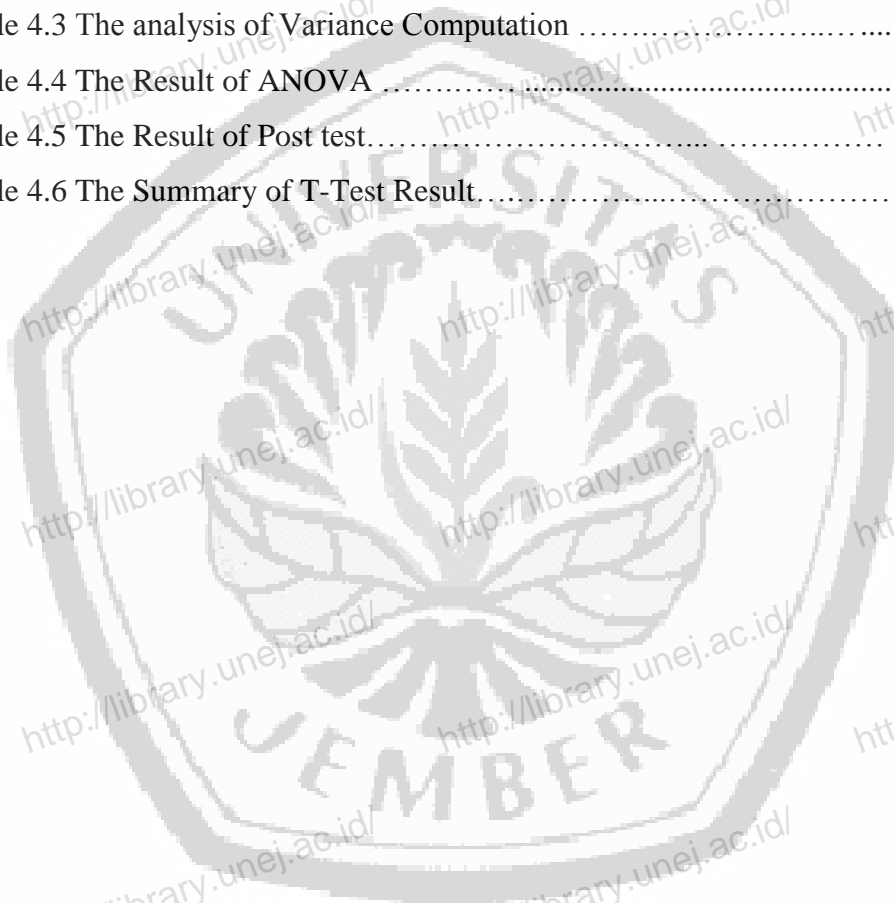
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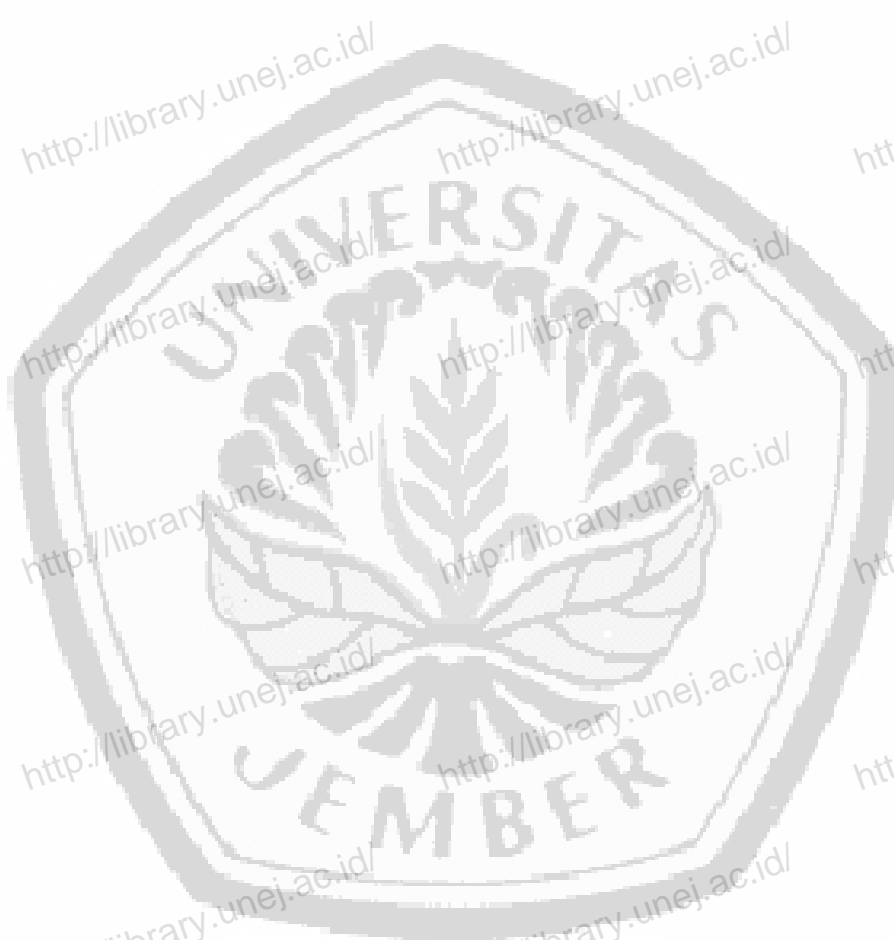
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## SUMMARY

**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 ( $H_0$ ) 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.