THE EFFECT OF TEACHING ENGLISH THROUGH GAMES ON VOCABULARY ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SLTPN 1 ARJASA JEMBER IN THE ACADEMIC YEAR OF 2002-2003

THESIS

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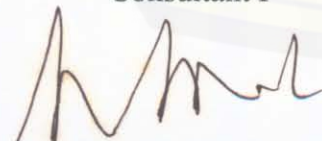
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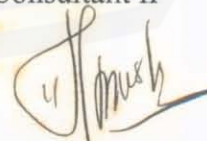|	
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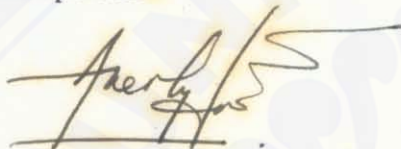NIP. 131 475 844

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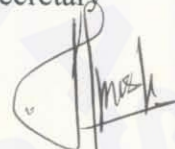Place: Faculty of Teacher Training and Education.

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ABSTRACT

Agung Kurniawan AS, 2002, *The Effect of Teaching English Through Games on Vocabulary Achievement of the Second Year Students of SLTPN I ARJASA JEMBER in the Academic Year of 2002-2003.*

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Language game is a suggested technique to make students interested in learning English vocabulary. Vocabulary is very important in mastering a language. A person can speak, exchange ideas and understanding what others say if he/she possesses a sufficient number of vocabulary. Teaching and learning vocabulary is difficult for many students. It is boring if it lacks of variation. Motivating students to learn English in Indonesia has always been a difficult task because generally students' motivation in studying English particularly at SLTP is still low. So, the teaching method that can arouse students' motivation in learning English must be found. This research concerned with the use of games in teaching vocabulary. The objective of this research was to know whether or not there is a significant effect on the uses of language games on vocabulary achievement of the second year students of SLTP N I Arjasa Jember in the Academic Year of 2002-2003. This research is non-equivalent group post-test only. In this research, there are two groups of subjects that is experimental and control groups. The data were analyzed by using quantitative statistical method. This method was aimed at calculating the mean score of the experimental and control groups. The result of the analysis pointed out that the t-statistics value was 3,207813484 and the t-critic value was 1,663647708. The t-statistic value was higher than the t-critic value. It means that there was a significant difference of the means of the control and experimental groups. The alternative hypothesis was accepted. It can be concluded that there was a positive effect on the use of games on vocabulary achievement of the second year students of SLTP I Arjasa Jember in the academic year of 2002-2003.

I. INTRODUCTION

1.1 Background of the Study

English has a very important role in Indonesia. In the academic field, English has been taught from Junior High School up to the university. At present, English is also taught to the elementary school students as a local–content subject. In the 1994 curriculum for SLTP, it is stated that English is the first foreign language that must be taught in Junior High School. Thus, the teaching of English as a foreign language in Indonesia is extremely important (1993:1).

As we know that vocabulary is very important in mastering language, especially English. A person can speak, exchange ideas and understand what others say if he possesses a sufficient number of vocabulary. Many people regard teaching and learning vocabulary difficult. The teaching learning of vocabulary at SLTP is still boring and lacks of variation. As consequence, Students become boring.

According to Adenan (1992:2) games are obvious types of self-motivating technique which will arouse the students' interest in learning language. They make the students relax and avoid their boredom. From this statement it can be seen that games are obvious types of self-motivating technique which are interesting and challenging in teaching and learning language. Dealing with the statement above, Dobson (1985; 107) says that a game is a wonderful way to break the routine classroom activities by providing relaxation. There are so many kind of game such as last letter game, letter and numbers game and picture initials, puzzle etc.

In teaching language, the teacher should have great knowledge in teaching vocabulary through games because games are obvious types of self-motivating technique that can stimulate the students' interest and games also avoid boredom. Games here are teaching instruments, which are used in helping teachers and students in teaching learning process.

Motivating students to learn English in Indonesia has always been a difficult task because generally students' motivation in studying English particularly at SLTP is still low. So, the teaching method that can arouse students' motivation in learning English must be found. A teacher should not be selective only in choosing effective

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techniques but he/she must be able to create a new technique based on their experience. In addition a teacher must consider the individual differences in creating, innovating and experimenting a new technique to suit the condition of the students dealing with this problem. In this study, language game is used in teaching vocabulary because games will arouse the students' interest, motivate the students and also their boredom. This study was about the effect of teaching English through games on vocabulary achievement of the second year students of SLTPN I Arjasa Jember in the academic year of 2002-2003.

1.2. The Operational Definition

The operational definition will serve the guidelines to understand the terms used in this title. It enables the readers and the writer to get mutual understanding of the terms. The following is the definitions of teaching English through games and vocabulary achievement.

1. Teaching English through games.
2. Vocabulary achievement

1.2.1. Teaching English through Games.

Language games in this research are games which are presented in teaching English vocabulary. Games, which are applied in this research, are presented below.

a. Last letter game.

It is a kind of game in which the students are finding the second word based on the last letter of the first word, the third word begins with the last letter of the second word, and so on (Adenan, 1992:23).

b. Letter and number game.

Letter and number game is a kind of game which is provided by letters and numbers. The students are supposed to find the words based on the numbers given (Nappa, 1991:21-22).

Both games are chosen because they are easy to prepare and easy to play as well as suitable for the second year students of SLTP.

1.2.2 Vocabulary Achievement

Vocabulary achievement in this research refers to the results of vocabulary test (in the form of scores) achieved by the students. Vocabulary materials in this research are vocabularies that are given in a period of time taught to the second year students of SLTPN I Arjasa Jember in the academic year of 2002-2003.

1.3 The Problem of the Research

The problem to be investigated in this study is: "Is there any significant effect of teaching English through games on vocabulary achievement of the second year students of SLTPN I Arjasa Jember in the Academic Year of 2002-2003 ?"

1.4 The Objective of the Research

The objective of this research is to find whether there is any significant effect of teaching English through games on vocabulary achievement of the second year students of SLTPN I Arjasa Jember in the Academic Year of 2002-2003.

1.5 The Significance of the Research

This research is hopefully significant for the following people or institution

a. As input for the English teacher of SLTPN I ARJASA JEMBER to apply games especially last letter game and letter and number game to make the students get interested in learning English so as to improve the students' vocabulary achievement.

b. The treatments given are useful to motivate student to learn English efficiently and effectively

c. The result is useful for other researchers as information or as a reference to conduct a further research dealing with the English teaching learning process through the use of other games such as: Picture initials, word diamond and puzzles, to increase the student's motivation in learning English vocabulary.

II. REVIEW OF RELATED LITERATURE

2.1 The Review of Literature on Language Games

Adenan says that games are obvious self-motivating material that will arouse the students' interest in learning language. Games make the students relax. Moreover, language games can avoid boredom (1992:9).

According to Haycraft (1978:8), monotony produces sleepiness. It means that monotonous activities that are given by the teacher in the classroom such as reading the text cause the students to become bored and they are not interested in the subject matter given. To overcome this problem, a teacher can use as many different activities as possible. At the same time, a teacher has to alternate intense work with relaxation activities, for example playing games or singing.

Games can be used in the language teaching learning process to arouse the students' interest, to motivate the students in learning the material, and to make the students more relax. As a result, the students will enjoy learning language if games are used in teaching vocabulary.

2.1.1 Kinds of Language Games.

Language games are divided into various kinds. Napa divides language games into missing letter, letter and number game, word selection, and snake trails (1991:10). Meanwhile, Adenan divides language games into mixed stories, a word diamond, from picture to words, picture initials, etc. (1992:13-19). The games which are used in teaching vocabulary at SLTPN I Arjasa Jember are presented below.

2.1.1.1 Letter and Number Game

Letter and number game is a kind of game which is provided by letters and numbers. The students are able to find the word based on the number given (Nappa, 1991: 21-22). Here is the example of letter and number game:

Activity 1: Topic: antonyms

Activity 2: Playing the game

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3. garage

4. eraser

5. rock

6. kitchen

7. newspaper

8. rose

9. ear

10. rich

2.1.2 The Significance of Language Games

Language games have many significances concerning with teaching learning process. Karim and Hasbullah explain: "Permainan juga dapat digunakan dalam proses belajar mengajar untuk mengembangkan motivasi siswa dalam belajar. Permainan dapat membantu mengurangi kebosanan siswa dalam hal ini untuk belajar bahasa" (1985:5.33). More or less it means that language games can be used to arouse the students' motivation in learning language. Besides, games can be used to avoid boredom of students' learning process, especially in learning language. Furthermore, letter and number game and last letter game are easy to do and easy to prepare. The two games need a little time to do and make.

2.1.3 Teaching Vocabulary through Games

Games are also used in teaching learning process Karim and Hasbullah (1985:5.33) state that games that are used to teach language are called language games. Moreover, games are able to be used in teaching vocabulary (Nababan, 1993: 213). However, a teacher must consider what kind of games that will be suitable used in teaching language. Dealing with teaching vocabulary, a teacher must select the games that are appropriate for teaching vocabulary.

wants his students to have a good time, he cannot allow the class discipline to disintegrate. Establish a pleasant condition and the students will be able to enjoy the game and learn in process. Moreover, it is necessary to observe how the individual players react to the game.

2.2 Review of Related Literature on Vocabulary Achievement

Vocabulary achievement refers to the results on vocabulary test given after the treatment. The score is considered as the outcome of the students' effort. The material chosen are based on the 1994 curriculum for the second year student, especially for the second quarter.

2.3 Review of Related Literature on Vocabulary Types.

Rachmadi says that students have great problem with the four language skills due to lack of vocabulary. For this reason, vocabulary should be provided at all level of language learning (1990: 1).

Having considered the explanation above, If the teacher of English has desire to increase his students' language skills, consequently, he must enlarge his students' vocabulary especially nouns. Frank (1972: 6) says that a noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence with essential complete sentence. In addition, it may function as the chief or "head" word in many structures of modification. From the point of view of the part of speech, vocabulary can be classified into two groups. William (1970:47) classified vocabulary into large reserve vocabulary and small reserve vocabulary.

2.3.1 Large Reserve Vocabulary.

Large reserve vocabulary is the group of parts of speech in which the words are often used in communication. It has a large vocabulary in relation to usage. It consists of nouns, adjectives, verbs and adverbs. The following explanation discuss each of them in detail.

2.3.1.1 Nouns

Hornby defines noun as a word which can function as the subject or object of a verb, or the object of the preposition (1987:575). In relation with this statement, Frank (1972:6) says that noun is one of the most important parts of speech. It may function as the chief or "head" of word in many structures of modification. Frank (1972) says that some nouns may belong to more than one of types given below.

(1) Proper noun begins with a capital letter in writing.

It includes (a) personal names (Mr John); (b) Names of geographic units such as countries, cities, rivers etc. (c) Names of nationalities and religions (a Dutchman, Cristians); (d) Names of holidays (Thanks Giving Day); (e) names of times of units (Saturday, June); (f) words used for personification- a thing or abstraction treated as a person (Nature, Liberty). As opposite of proper noun, all the other are classified as common nouns.

2) Concrete or abstract noun.

It is a word for physical object that can be perceived by senses we can see, touch, smell. such as (flower, girl). An abstract noun is a word for concept. It is an idea that exists in our minds only such as (beauty, justice)

(3) Countable or uncountable noun.

A countable noun can usually be made plural by the addition of -s (one girl, two girls). Uncountable noun is not used in the plural (salt, sugar).

(4) Collective noun.

It is a word for a group of people, animals or objects considered as single units such as (audience, committee, class, family).

2.3.2.1 Pronouns

Pronoun is a word that is used instead of a noun or a word used in place of a noun or a noun phrase. So, pronoun here is word that is used to substitute a subject, an object or thing. According to Thomson and Martinet (1986; 75) there are seven kind of pronoun, they are:

1. Personal pronouns; I, my, mine, me, we, our, ours, us, you, yours, he, his, him, she, her, hers, they, their, theirs, and them.
2. Relative pronouns; who, whom, what, that, and which.
3. Interrogative pronouns; who, whom, which, what, and whose.
4. Demonstrative pronouns; this, these, that, and those.
5. Indefinite pronouns; somebody, each, all, other,
6. Reflexive pronouns; myself, yourself, himself, itself, ourselves, yourselves, and themselves.

Intensive pronouns; the pronouns which have the same form as reflexive pronouns. They usually follow and are apposition to the nouns they emphasize.

2.3.2.2 Conjunctions

Conjunctions are a member of small class that has no characteristic form. They function chiefly as non-movable structure words that join such units as a part of speech, phrase, or clause. There are two types of conjunction, they are coordinate and sub-ordinate.

1. Coordinate conjunctions. They join structural unit that are equal grammatically.

Examples: and, or, but, nor, yet, so, for.

2. Sub-ordinate conjunctions. They serve to intensify the coordination.

Example: both-and, either-or, neither-nor, nor (Frank 1972,:207-213).

2.3.2.3 Interjection

Hornby (1987:445) defines that interjection is a word or phrase used as exclamation. Example: Oh! For goodness sake!.

3. *The* is used to indicate something that we already know about or something that is common knowledge.

Example: The boy in the corner is my friend. (the speaker and the listener know about the boy)

The Earth is *round* (there is only one Earth).

2.4 The Effect of Language Games on the Students' Vocabulary Achievement

Vocabulary is one of the language components that is very essential because there is no language exists without words (Nappa, 1991:6). Nappa adds that vocabulary is developed using different methods and techniques. One of the techniques used to teach vocabulary is game. The purpose is to make the material more enjoyable, interesting and challenging (1991: 7). This is in line with Rachmady that says game is the one of various ways used to increase students' vocabulary achievement (1990:6). Meanwhile, Lado (1964:125) mentions that vocabulary can be enlarged by games. It means that students are also enlarging their vocabulary through games. Teacher can employ a variety of different activities in introducing language. The formal lesson could be supplemented using games (Robinson: 1978:45). Dealing with this statement, Nababan says that games can be used as one of the alternative technique to teach vocabulary (1993:213).

Based on the ideas above, games can be used to teach vocabulary in order to make the material more enjoyable, interesting and challenging. Moreover, students can enlarge their vocabulary through games, and improve their vocabulary achievement.

2.5 Hypothesis

Based on the literature review above, the alternative hypothesis of this research can be formulated as follows: " There is a significant effect of teaching English through games on vocabulary achievement of the second year students of SLTPN I Arjasa Jember in the academic year of 2002-2003 ".

III. RESEARCH METHODS

3.1 Research Design

This study is an experimental research. Millan (1992:173-182), states that an experimental design is used to investigate cause-effect relationship. There are many types of experimental design, such as: single group posttest-only design, single group pretest-posttest design, non equivalent group pretest-posttest design, non equivalent group posttest-only design, randomized group pretest-posttest, and factorial experimental design.

This study was an experimental research that used non-equivalent group posttest only design. In this design, there were two groups of subjects (A and B). One group (A) as an experimental group received the treatment in the form of language games (X) and then it was given posttest (O), whereas the other group (B) as a control group received the traditional treatment in the form of reading texts and took the posttest (O). Thus, group (A) was an experimental group, while group (B) was considered as the "control" group. In conducting this research, the three existing classes were given homogeneity test. After administering the homogeneity test, the data were analyzed by using **F-test** to know whether the population was homogenous or not. The result of F-test was non-significant. It means that the three classes were homogenous. Therefore, two classes of the three existing classes were taken as samples. The treatment was conducted for two meetings to each group. Thus, to obtain the primary data about the students' vocabulary achievement, posttest was administered to both the experimental and the control groups after the treatment. The test results were analyzed by using **T-Test** formula to find out the mean difference of each group. The schema of this design was as follows:

Experimental Group (A) $\longrightarrow$ | X   O
Control Group   (B) $\longrightarrow$ | $\longrightarrow$ O

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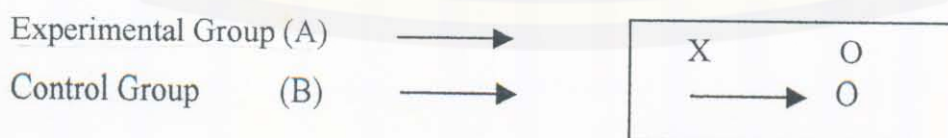
Note: O: Posttest

  X: Treatment (in the form of language games)

  → : External standard (Arikunto 1992:78)

The research procedures of this design were as follows:

1. Give pretest in the form of vocabulary test to the existing classes to find out the homogeneity of the population.

2. Use F-test to measure the mean difference of three classes to find the homogeneity of the population.

3. Take two classes of the three homogeneous classes by lottery and determine one class to be as experimental group and another to be the control group.

4. Give a treatment to the experimental group in the form of language games.

5. Give posttest with the same test to both of the experimental and control group.

6. Use T-test to analyze whether the result was significant or not.

3.2 Area Determination Method

This study using purposive method to determine the research area. In this study, SLTPN I Arjasa was chosen as the research area with the consideration that the headmaster gave permission to conduct the research. Besides, games have never been used in the English teaching learning process at this school. So it is necessary to conduct an experimental research at the school by using games in teaching English vocabulary.

3.3 Respondent Determination Method

Obtaining appropriate data is an important work for the researcher in conducting a research. That is why, respondents are needed to get the data. The respondents of this research were taken from the second year students of SLTPN I Arjasa in the academic year of 2002-2003. The total number of the respondents was 126 students, divided into three classes and each had about 42 students.

In this study, cluster random sampling was used to determine the samples. In this case, two classes were chosen at random from the three homogenous classes as the experimental group and the control group. Both classes were chosen because they

had the same characteristics, such as they were taught by the same teacher, condition, materials, motivation, and capability. This is in line with Millan saying (1992: 73-74) that in cluster sampling, naturally occurring groups are selected.

3.4 Data Collection Methods

In conducting a research, it is essential to collect the data needed, as the data are useful for the research conclusion. The primary data were the students' vocabulary achievement manifested by their scores of vocabulary in the vocabulary test, and the secondary data were the supporting data about the school condition, such as the names of the respondents, class activities, and the school personnel. To get the data, two methods were employed, that is documentation and test.

3.4.1 Documentation

Documentation method is a method of collecting data by recording the documentary sources systematically. In this research, the supporting data obtained through document resources. They were the list and the names of the respondents, the list of the teachers on SLTPN I Arjasa Jember in the academic year of 2002-2003.

3.4.2 Interview

In this research, guided interview was conducted with the English teacher. In the interview, the interviewer used a list of questions prepared. This interview was used to get the supporting data about the technique used by the English teacher in teaching English vocabulary, students activity and the use of games in teaching vocabulary.

3.4.3 Observation

Another method to get supporting data is by observation. The observation is done to observe the regular teaching learning process, the students' participation in learning English through games and the condition of the class.

3.4.4 Test

Based on the person who makes the test, test can be divided into two kinds, they are standardized test and teacher-made test (Arikunto, 1993: 197). Meanwhile, based on the way of scoring, test can be divided into two kinds, they are objective test and subjective test.

Based on the explanation above, the test used to measure the students' vocabulary achievement in this research was teacher-made test in the form of the objective test (multiple choice). This test is the vocabulary test, especially nouns. The number of the questions are 15 for the pre-test and 15 for the post-test. Each number is 6 point.

In addition, there are two kinds of requirements of a good test instrument. As it is said by Arikunto (1993: 136) that the instrument of the research is valid when it measures what should be measured, and it is reliable when it is good enough to collect believable data.

Dealing with validity, the test used in this research refers to the content validity. It means that the instrument constructed was suitable with the material stated in the 1994 English curriculum for SLTP. Dealing with this, Sudjana (1989:13) states that the instrument may have the content validity if it covers about the material that should be measured, then supported by the consideration of the curriculum and the guiding book. Besides, the test items were consulted to the English teacher. Thus, the test that was administered in this research was valid. Since the test was valid, it had to be reliable too. As Heaton (1988:15) says that reliability is a necessary characteristic of a good test. Based on the idea above, this test was valid. Since it was valid, it was also reliable.

3.5 Data Analysis Method

The data analysis method used in this research was quantitative statistical method. It was used to analyze the data about the students' scores of vocabulary test. This method was aimed at calculating the mean score of the experimental group that was given the treatment on the use of games and the mean score of the control group. Then, to compare the mean difference between the experimental group and the

control group, the data were analyzed by using T-test formula. The formulation of the T-test was presented below.

$$t = \frac{MA - MB}{\sqrt{\left\{\frac{\sum Xa^2 + \sum Xb^2}{Na + Nb - 2}\right\}\left\{\frac{1}{Na} + \frac{1}{Nb}\right\}}}$$

Notes:

t	= The coefficient correlation
MA	= Mean of group A (experimental group)
MB	= Mean of group B (control group)
ΣXa^2	= The total number of individual score deviation of group A
ΣXb^2	= The total number of individual score deviation of group B
N	= The total number of subjects.

Thus, the study employed the t-test formula, which was intended to test the mean differences of the experimental and control groups. It was in line with Arikunto's statement (1991:261) that to check or to test the mean difference of both groups in which one is given a treatment while the other is not, it is better to employ the t-test formula to check the effect of the treatment. Then, the degree of freedom was $Na + Nb - 2$ and the results were consulted with the t-table of 5% of significance level. If the results of the t-statistical were higher than that of the t-table, it means that the null hypothesis was rejected and the result of this research was significant and vice versa.

Finally, as the result was significant, it was continued to the analysis by employing the Degree of Relative Effectiveness (DRE) in order to know how much the effect of the use of games on the students' vocabulary achievement was. The formula of DRE used is as follows:

$$DRE = \frac{MA - MB}{MB} \times 100 \% = \ldots\ldots \%$$

Note:

DRE = Degree of Relative Effectiveness

MA = Mean of the Experimental Group

MB = Mean of the Control Group

(Sulthon, 1996: 16)

IV. RESAEARCH RESULTS AND DATA ANALYSIS

4.1 The Result of Documentation

Documentation was used to obtain the supporting data. Here are the results of the documentation.

4.1.1 The Brief Description of SLTPN I Arjasa Jember.

SLTPN I Arjasa Jember is located at Jl. Kartini no:1 Jelbuk Arjasa Jember. The headmaster of SLTPN I Arjasa Jember is lead by Drs. Nurhamka. There were 24 teachers employed at this school in support of the English learning process. Further information about the names of the teacher can be seen on Appendix 1

4.1.2 Respondent of the Research

The total number of the second year students of SLTPN I Arjasa Jember in the academic year of 2002-2003 was 126 students. They were divided into three classes. Two classes were taken as the samples of this study in which one was chosen as the experimental group, while the other as the control group. Before determining which classes were chosen as the experimental group and control group, all of the existing classes were given pre-test of vocabulary. The pre-test was given to find out the homogeneity of the respondents. Meanwhile, the F-test was used to test the homogeneity of the results of the pre-test. The information about the names of the respondents can be seen on appendix 3.

4.1.3 The Result of the Document

In this research, the supporting data obtained through document resources. They were the names of the respondents and the list of the teacher. The total number of teacher in SLTPN I Arjasa Jember in the academic year of 2002-2003 were 24, while the name of the teacher could be seen on appendix 1. The number of the second year students in SLTPN I Arjasa Jember in the academic year of 2002-2003 were 126 students, while the name of the students could be seen on appendix 2.

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4.1.4 The Result of the Interview

In this research, interview was used to get the data about the technique used in teaching vocabulary, students' activity and the use of game in teaching vocabulary. Based on the information obtained from the English teacher, in teaching vocabulary, game has never been used by the teacher. The teacher using reading text in teaching vocabulary. So, the students' interest in learning vocabulary through reading text was low.

4.1.5 The Result of the Observation

In the English teaching learning process, the teacher uses reading text to teach vocabulary. The students' participation in learning vocabulary was low. In this research, the experimental group taught by language games. Games that are applied in this research are last letter and letter and number game. By playing language game, the students feel fun, enjoy and the students more active in teaching learning vocabulary.

4.2 The Results of Test

4.2.1 The Results of Homogeneity Test

The aim of homogeneity test was to know whether the existing classes as the populations were equal and had the same ability or not. In order to know the homogeneity of those groups, the result of the pre-test was analyzed by using F-test formula then analyzed by using Microsoft excel application of anova using single factor formula. The results of the pre-test are given below.

Table 1. The Students' Scores of the Pre-test.

No	II A	II B	II C
1	66	78	72
2	72	54	84
3	66	60	60
4	66	54	60
5	48	66	60
6	54	54	48
7	72	66	54

8	54	72	66
9	78	48	60
10	90	60	54
11	60	72	72
12	60	60	48
13	78	84	60
14	72	72	66
15	42	54	78
16	78	54	48
17	54	68	78
18	60	60	42
19	54	72	66
20	66	66	66
21	60	72	72
22	72	54	78
23	54	66	84
24	90	72	78
25	66	78	84
26	78	54	72
27	72	78	60
28	66	60	84
29	66	66	66
30	72	72	54
31	72	66	60
32	78	72	72
33	78	54	72
34	60	48	72
35	78	60	48
36	66	72	66
37	60	54	78
38	66	60	54
39	66	72	72
40	66	78	72
41	60	84	72
42	66	78	66
Total	2.802	2.744	2.778
Mean	66,714	65,333	66,143

Table 2. Anova: Single Factor

SUMMARY				
Groups	Count	Sum	Average	Variance
II A	42	2802	66.71429	103.9652
II B	42	2744	65.33333	95.34959
II C	42	2778	66.14286	123.784

Table 3. Result of Anova

ANOVA						
Source of Variation	*SS*	*Df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	40.44444	2	20.22222	0.187765	0.829046	3.0699
Within Groups	13247.05	123	107.6996			
Total	13287.49	125				

To prove whether the computation result was significant or not, it was consulted to the F-table with the level of significance 5%. The result of F-statistical computation of F-test was 0.187765 and F-table on 5% of significance level was 3.0699. Having been compared, F-computation was lower than that of F-table, so the result was non-significant. This means that there was no significant difference of the existing classes, that is II A, II B, and II C. Then two of the three existing classes were determined as the experimental group and control group by lottery. They were II-A as the experimental group and II-C as the control group.

4.2.2 The Results of the Post-test

After giving treatment two times for three weeks, the researcher gave post-test to the experimental and control groups. The results of the students' scores of vocabulary post-test are presented below.

Table 4. The Students' Scores of post test

No.	Experimental group	Control group
1	72	66
2	78	72
3	66	66
4	66	66
5	72	54
6	66	48
7	78	60
8	60	72
9	84	66
10	96	60
11	66	78

12	66	54
13	84	66
14	78	72
15	60	84
16	84	54
17	60	84
18	66	48
19	72	66
20	84	72
21	66	54
22	78	54
23	60	72
24	96	66
25	72	72
26	90	78
27	78	72
28	72	66
29	72	72
30	78	60
31	78	66
32	84	78
33	84	78
34	66	78
35	84	54
36	72	72
37	46	54
38	66	60
39	72	78
40	84	66
41	66	72
42	66	66
Total	3088	2796
Mean	73,52380952	66,57142857

The results above can be analyzed by using Microsoft Excel-application of t-test formula. The final results of post-test analysis using Microsoft Excel is presented in table 5 below.

Table 5. t-test: Two-Sample Assuming Equal Variance

T-Test: Two-Sample Assuming Equal Variances		
	Experimental group	Control group
Mean	73.52380952	66.57142857
Variance	108.0603949	89.22648084
Observations	42	42
Pooled Variance	98.64343786	
Hypothesized Mean Difference	0	
Df	82	
T Stat	3.207813484	
P(T<=t) one-tail	0.000954276	
T Critical one-tail	1.663647708	
P(T<=t) two-tail	0.001908552	
T Critical two-tail	1.989319571	

While the degree of relative effectiveness (DRE) is:

$$DRE = \frac{Ma - Mb}{Mb} X100\% =$$

$$DRE = \frac{73,523 - 66,571}{66,571} X100\%$$

$$DRE = \frac{6,952}{66,571} X100\% = 10,44$$

From the computation above, the result of statistical computation value of t-test was 3.207813484 as t-empiric. To test the t-empiric value whether or not it was significant, the result was consulted to t-critic value 1.663647708 with the degree of freedom 82 on 5% significance level. Having been compared, the t-empiric value was higher than t-critic or 3.207813484 > 1.663647708. Consequently, the null hypothesis was rejected and the alternative hypothesis was accepted.

4.3 Hypothesis Verification.

Based on the result of the data analysis, the statistical value of t-test was 3.207813484. While the critical value of t-test with the degree of freedom 82 and the significance level of 5% was 1.663647708. In addition, the result of degree relative of effectiveness computation was 10.44% which means that the use of games on students' vocabulary achievement was 10.44% more effective than the uses of non-

games on students' vocabulary achievement. It shows that the alternative hypothesis was accepted. It can be concluded that there was a significant effect of using games on the students' vocabulary achievement of the second year students of SLTPN I Arjasa Jember in the academic year of 2002-2003.

4.4 Discussion and Interpretation

Based on the results of the data analysis, the statistical value of t-test was 3.207813484, while the critical value on 5% of significance level was 1.98931571 Having been compared, the result of statistical value of t-test was higher than that of t-table, so the result was significant. The finding is consistent with Adenan's opinion (1992:9) who states that games are obvious type of self motivating material which will arouse students' interest in learning language. They make the students become relax and they can avoid boredom.

This is in line with Haycraft (1978:8) that states monotony produces sleepiness. It means that monotonous activities that are given by the teacher in the classroom activity cause the students to get bored and they are not interested in the subject matter given. To overcome this problem, the teacher can use as many different activities as possible. At the same time, the teacher has to alternate intense work with relaxation activities, for example playing language games.

From the observation done by the researcher before and during the research, the teaching learning process before using games is not communicative or the students are passive. When the treatment was done, the students are more active, communicative, and by playing language games, the students feel fun and enjoy in learning vocabulary and the procedure of playing games is done well. Even games can create the communicative teaching situation.

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the result of the statistical computation of t-test formula, the result of t-computation value was higher than t-table value. This means that the result was significant. Thus, the null hypothesis was rejected and the alternative hypothesis was accepted. So, there was a significant effect of the use of games on the vocabulary achievement of the second year student of SLTP N I Arjasa Jember in the academic year of 2002-2003. It means that the class who were taught vocabulary through games got better vocabulary test results than those who were not taught by games.

5.2 Suggestions

Based on the result of the study, the following suggestion are given to the following persons:

a) The English Teacher

It is advised that the English teacher use games to increase the students' vocabulary achievement. Since games can stimulate their interest and motivation in learning vocabulary and avoid boredom.

b) The Other Researchers

The other researcher are suggested to conduct a further experimental research dealing with the English teaching learning process through the use of the other games, such as: Picture initials, word diamond and puzzles.

c) The Students

The students are suggested to increase their vocabulary using games since the vocabulary is a means of learning English skills.

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Appendix 1

Names of the Teachers of SLTPN I Arjasa Jember in 2002

No	Name	Explanation
1	Drs Nurhamka	Kep. Sekolah
2	Drs Sunjoto	Bimbingan penyuluhan
3	Drs Nur Hadi	Pendidikan Moral Pancasila
4	Drs Imam Muarsin	Ilmu Pengetahuan Sosial
5	Drs Itjung	Bimbingan penyuluhan
6	Sri Puasati	Bahasa Indonesia
7	Hari Basuki	Matematika
8	Supartini SPd	Bahasa Inggris
9	Wiwiek Indawati Tj	Ilmu Pengetahuan Alam
10	Endang Ummi L	Bahasa Indonesia
11	Bambang Suhartono, BA	Bimbingan penyuluhan
12	Kadar Sunarsih, SPd	Pendidikan Moral Pancasila
13	Eli Surnawati, SPd	Matematika
14	Mardiyanto	Bahasa Inggris
15	Dwi Yoeniarti	PPKn
16	Jujur Triadi	Ketrampilan
17	Aniek Hartiwi	Ilmu pengetahuan Alam
18	Rum Nurhenda	Bahasa Indonesia
19	Drs Herman Suandi	Agama
20	Catur Sri W, SPd	Biologi
21	Puji Rahayu H	Fisika
22	Asih Musnifah	Bahasa Daerah
23	Abdurrahman, SE	Komputer
24	Catur Prasojo, SPd	IPA/ Matematika

Appendix 2

Names of the Respondents.
Class IIA

1. Siti Rohani
2. Ahmad Ichwan
3. Agus S
4. Rudi Hartono
5. Ishef Valendra
6. Indah Wulan Sari
7. Miftahul Rohma
8. M Abdul Hamid
9. Siswo Agung S
10. Wiwit D
11. Ernawati
12. Siti Margareta
13. Agung S
14. Yeni Puji A
15. M Holil
16. Chenny Nusa Turang
17. Indra Susanto
18. Siti Satriani
19. Sri Wahyuni
20. Viki Robiyanto
21. Mariatu Qibtiah
22. Ita Puspita Dewi
23. Fauziah
24. Septi Yunita
25. Aniata Usnawati
26. Cica Rindawati
27. Cahya Novianto
28. M Ridwan
29. Bambang K
30. Enggar GP
31. M Firdaus
32. Ike Trisnawati
33. Linda Rahmawati
34. Robiyanto
35. Achmad Doni AY

36. Ahmad Rosidi
37. Mukafi W
38. Selfiana F
39. Ryan VD
40. Ardiyanto
41. Cynditya W
42. Angga R

Class IIB

1. Deby Dwi sinta
2. Muhtar
3. Titin E
4. Dina Sugiarti
5. Siti Tif' atul
6. Fahrul Hamzah
7. Dindi Rubiyanto
8. Ahmad Iksan
9. M Luqman Hakim
10. Gori Restu M
11. Moch Hendra A
12. Vendik
13. Moch Gofi
14. Sofi Kurnia S
15. Anita Kusuma F
16. Tri Februliana
17. Indah Yulianti
18. Inda Yati
19. Lisa Nur H
20. Lutfia
21. M Alex
22. Cucuk Hamidatul
23. Dewi Anggraeni
24. Deni Puji
25. Cindi Sepiani
26. Dihliza Adib
27. M Junaedi
28. Ahmad Ansory
29. Pratama Febri
30. Heru Hartanto
31. Marino Faisol
32. Ayubi
33. Joko Harto M
34. Sigit Eko A
35. Dwi Yugo
36. Sunaryati
37. Nur Imamah

38. Reny Dianingsih
39. Cristika Restu
40. M Bachtiar
41. Guruh Adi
42. Suryaningtyas

Class IIC

1. Johan Ilyas
2. Diaz Redha
3. Puspita Indra
4. Achmad Nur
5. Lutma Desmita
6. Eko Umaroh
7. Novie Wahyuningsih
8. Siti Mariatul
9. Supiana
10. Liza YF
11. M Daud
12. Siti Fatimah
13. Ike Ernawati
14. Nur Aisyah
15. Totok W
16. Hendra Cipta
17. Endang Yunita
18. Yuyun Sri
19. Jefriyanto
20. Nanang Prasetyo
21. Arief Rahman H
22. Ach Abd Wasik
23. Suhartatik
24. Dina Sri A
25. Hariri
26. Andika M
27. Zainur Rohmanto
28. Frangki R
29. Hendra Purwanto
30. Cholifatu Nawiah
31. Sukartini
32. Dian Sari F
33. Ana Fadila
34. Kristina AD
35. Seniwati
36. Achmad Sidiq
37. Sogita Carolina

38. Vina Dwi S
39 R Hidayat
40. Ria Trisnawati
41. Dian Pujiastuti
42. Dedi Lukmanto

THE RESEARCH MATRIX

Title	Problem	Variable	Indicators	Data Resources	Research Method	Hypothesis
The Effect of Teaching English through Games on Vocabulary Achievement of the Second Year Students of SLTPN I Arjasa Jember in the Academic Year of 2002-2003	Is there any significant effect of English teaching through games through games on vocabulary achievement of the second year students of SLTPN I Arjasa Jember in the Academic year of 2002-2003	1. Teaching English through games 2. Vocabulary achievement	1. Games a. Last letter games b. Letter and number 2. Vocabulary - Nouns	1. Respondent - The students of SLTPN I Arjasa Jember 2. Informant - Head master - The English teacher - The administration staff 3. –Document - Interview - Observation	1. Area determination method : Purposive method 2. Respondent determination method : Sampling research 3. Data collection method : a. Primary data : Vocabulary test b. Supporting data : -Interview -Documentation - Observation 4. Data analysis method . $$t = \dfrac{MA - MB}{\sqrt{\left\{\dfrac{\sum Xa^2 + \sum Xb^2}{Na + Nb - 2}\right\}\left\{\dfrac{1}{Na} + \dfrac{1}{Nb}\right\}}}$$ Notes : T = The coefficient Correlation MA = Mean of group A [experimental group] MB = Mean of group B [control group] xa = The total number of individual scorer deviation of group A xb = The total number of individual scorer deviation of group B N = Total number of subject	There is any significant Effect on the Uses of Language Games on Vocabulary Achievement of the Second Year Students of SLTPN I Arjasa Jember in the Academic Year of 2002-2003

Appendix 4

The Supporting Data

Guide of Interview

The Data Taken	Data Resources
1. What technique do you use in teaching vocabulary ? 2. How are the Students' activities in the English teaching Learning Process? 3. Have you ever used games?	The English Teacher

Guide of Observation

The data Taken	Data Resources
1. The regular English Teaching Learning Process 2. Students' Participation in Learning Vocabulary Through Last Letter and Letter And Number Games. 3. The condition of the teaching vocabulary Through Last Letter and Letter and Number games.	The English teacher and the students

Guide to Documentation

The Data Taken	Data resources
1. The list of respondents 2. The names of the teachers	Documents

Appendix 5

Lesson Plan I

Subject : English
Level/Cawu : II / I
Theme : Sports
Language element: Vocabulary

I. General Instructional Objectives

By mastering of about 250 in the level of 750 words related to the chosen theme and sub-theme, students are able to comprehend the vocabulary about sports.

II. Specific Instructional Objectives.

1. Students are able to mention the names of sports and the equipment of sports through last letter game.
2. Students are able to explain the meaning of the words related to sports and the equipment of sports through last letter game.

III. Material

Enclosed

IV. Teaching Learning Activities

Experimental class	Control class
A. Introduction 1. Ask some leading questions related to sports. **B. Main Activity** 1. Explain the rules of last letter game. 2. Ask the students to do exercises related to sports, by playing the last letter game. 3. Discuss the answers with the class. **C Closing** 1. Ask the students to make questions in the form of last letter game related to sports.	**A. Introduction** 1. Ask some leading questions related to sports. **B. Main Activity** 1. Give reading text about sports. 2. Explain the new vocabulary about sports. 3. Ask the students to do exercises. 4. Discuss the answers with the class. **C. Closing** 1. Ask the students to mention the names of sports.

V. Source

a. Let's learn English 2.
   PT. EDUMEDIA

VI. Evaluation

Process evaluation is conducted during teaching learning process.

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Appendix 7

Pre Test

Put a cross (X) on a, b, c, d for the right answer in the answer sheet provided.

Time: 40 minutes

1. Andi has an............when he goes to school, his car is broken now

   a. act   b. audience   c. accident   d. arrive

2. The boys swim on the.............

   a. forest   b. swimming pool   c. field   d. court

3. We have .... after having dinner.

   a. dessert   b. loan   c. dear   d. debt

4. The opposite of west is...............

   a. east   b. north   c. south   d. near

5. Sharks live in the ....

   a. sea   b. sky   c. forest   d. field

6. Indonesia has two............ they are rainy and dry

   a. months   b. seasons   c. shorts   d. climates

7. Every ....is good for our health.

   a. car   b. snack   c. sport   d. shoes

8. My grand-parents live in a ...., far away from a city.

   a. town   b. bay   c. ocean   d. village

last letter game

Activity : Playing last letter game
Direction: Look at the sentence, then try to find the words. The second word begins with the last letter of the fist word. The third word begins with the last letter of the second word and so on.

Sport:

1

a. _ _ _ _ _ _ _   : The synonym of football

b. _ _ _ _ _ _ _   : Except shuttle cock we need this to play badminton

c. _ _ _ _ _ _ _   : We need ball and racket to play this.

d. _ _ _ _ _   : Kind of water sports

e. _ _ _ _ _ _ _ _   : Kind of atlethic

2.

a. _ _ _ _ _ _   : Needed to hit the ball on baseball.

b. _ _ _ _ _ _   : Football player under the goal line.

c.. _ _ _ _ _ _ _ _   : The leader of the game.

3..

a. _ _ _ _ _   : The equipment of football.

b . _ _ _ _ _ _ _ _ _   : His job is helping the referee.

c.. _ _ _ _   :Its need to play Volley, tennis, badminton and tennis table.

d.. _ _ _ _ _ _ _   : A person teach us how to be a good sportsmen.

4.

a. _ _ _ _ _ _   : We uses it with a bow

b. _ _ _ _ _ _ _   : Used by the referee.

15 _ _ _ _ _ _ _ _ _ _   : The synonym of tools for sport.

Answer key of Last Letter Games

1. a. soccer

   b. racket

   c. tennis

   d. swim

   e marathon

2. a. stick

   b. keeper

   c. referee

3. a. ball

   b. linesman

   c. net

   d. trainer

4. a. arrow

   b. whistle

   c. equipments

Appendix 6

Lesson plan II

Subject   : English
Class/cawu   : II / I
Language element : Vocabulary
Theme   : Our body and disease

I. General instructional Objectives

By mastering of about 250 new vocabulary in the level of about750 words related to the chosen theme and sub-theme, students are able to comprehend the vocabulary about our body and disease.

II. Specific instructional objectives

1. Students are able to mention the names of disease and part of our body through letter and number game..
2. Students are able to find the meaning of words related to our body and disease through letter and number game.

III. Material

Enclosed

IV. English Teaching learning activities done by the teacher

Experimental class	Control class
A. Introduction 1. Ask some leading questions related to our body and disease. **B. Main Activity** 1. Explain the rules of letter and number game. 2. Ask the students to do exercises related to our body and disease by playing letter and number game. 3. Discuss the answers with the class. **C. Closing** 1. Ask the students to make a question in the form of letter and number game related to our body and diseases.	**A. Introduction** 1. Ask some leading questions related to our body and disease. **B. Main Activity** 1. Give reading text about our body and disease. 2. Explain the new vocabulary about our body and disease. 3. Ask the students to do exercises. 4. Discuss the answers with the class. **C. Closing** 1. Ask the students to mention the part of our body and the names of disease.

V. Source

Let's learn English II. PT. EDUMEDIA

VI. Evaluation

Process evaluation is conducted during teaching learning process.

39

Letter and Number Game

Activity   : Playing letter and number game
Direction : Fill the number with letter simultaneously. Give you the words related with the sport and the equipment of sport.

. **1.** 12 5 7   You can stand because of these.

2. 20 15 14 7 21 5   Used for taste a food.

3. 5 1 18   Part of our body for hearing.

4. 3 15 21 7 8   " KOMIX" is a medicine for this disease.

5. 4 15 3 20 15 18   We go to him if we has sick.

6. 6 5 22 5 18   Felt cold.

7. 19 21 18 7 5 15 14   Perform an operation

8. 19 13 1 12 12 16 15 24   The Indonesian meaning is "cacar"

9. 12 9 17 21 9 4   The form of syrup

10. 14 21 18 19 5 19   Men or women help doctors' job

11. 16 1 20 9 5 14 20   Peoples stay in a hospital.

12. 4 5 14 20 9 19 20   A doctor for our tooth.

13. 8 15 19 16 9 20 1 12   Place for a sick people.

14. 6 9 14 7 5 18   People put his ring in this place.

15. 8 5 1 4   Consist of brain, face and hair.

Answer key of Letter and Number Games

1. leg
2. tongue
3. ear
4. cough
5. doctor
6. fever
7. surgeon
8. smallpox
9. liquid
10. nurses
11. patient
12. dentist
13. hospital
14. finger
15. head

Appendix 7

Pre Test

Put a cross (X) on a, b, c, d for the right answer in the answer sheet provided.

Time: 40 minutes

1. Andi has an…………when he goes to school, his car is broken now

    a. act   b. audience   c. accident   d. arrive

2. The boys swim on the………….

    a. forest   b. swimming pool   c. field   d. court

3. We have ………… after having dinner.

    a. dessert   b. loan   c. dear   d. debt

4. The opposite of west is…………….

    a. east   b. north   c. south   d. near

5. Sharks live in the …………..

    a. sea   b. sky   c. forest   d. field

6. Indonesia has two………… they are rainy and dry

    a. months   b. seasons   c. shorts   d. climates

7. Every ………… is good for our health.

    a. car   b. snack   c. sport   d. shoes

8. My grand-parents live in a …………, far away from a city.

    a. town   b. bay   c. ocean   d. village

Appendix 8

Post Test

Put a cross (X) on a, b, c, d for the right answer in the answer sheet provided.
Time: 40 minutes

1. You can stand because of these.

   a. ears   b. legs   c. toes   d. fingers

2. Something which is always brought by the referee

   a. badminton   b. tennis table   c. whistle   d. tennis

3. A part of our body used to hear.

   a. Nose   b. neck   c. ears   d. legs

4. The meaning of hospital is……………

   a. dapur   b. rumah sakit   c. laboratorium   d. kamar

5. A part of our body for thinking and the place is in our head.

   a. brain   b. hair   c. ears   d. nose

6. The synonym of football is…………

   a. hockey   b. baseball   c. soccer   d. squash

7. Arrows and bows is used in……………

   a. hockey   b. golf   c. karate   d. archery

8. A person who leads a game is a ………

   a. Coach   b. referee   c. player   d. spectators

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH LANJUTAN TINGKAT PERTAMA

SLTP 1 ARJASA

JALAN KARTINI NOMOR 01 TELEPON (0331) 540030 JELBUK - JEMBER

Nomor   : 072/016/421.3/2002

Lampiran : -

Perihal   : Pelaksanaan penelitian

Kepada : Yth. Pembantu Dekan I

          FKIP – Universitas Jember

    di

          Tempat

Dengan hormat,

Kami beritahukan bahwa mahasiswa tersebut di bawah ini

Nama   : Agung Kurniawan A.S

NIM   : 960210401161

Jurusan/Prog. : PBS/ Pendidikan Bahasa Inggris

Judul   : The Effect of teaching English trough games on students vocabulary sehivenent of Secound your student of SLTPN I Arjasa Jember Academic year 2002/2003

Telah melaksanakan penelitian di SLTP Negeri 1 Arjasa untuk keperluan penulisan skripsi pada tanggal 20 Juli sampai dengan 6 Agustus 2002.

Demikian surat pemberitaan ini, atas perhatiannya kami mengucapkan terima kasih.

Jember, 8 Agustus 2002

Kepala SLTPN I Arjasa

Drs. Nur Hamka
NIP. 130368529

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor : **1 0 9 1** /J25.1.5/PL5/2002   Jember, ... **0 6 MAY 2002**

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. ~~Kepala~~ ....

.... SLTPN Arjasa ....

di. –

.... Tempat ....

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

N a m a   : Agung kurniawan AS

N i m   : 960210401161

Jurusan/Program   : PBS/ Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

......The effect of teaching English through games on students ......vocabulary achievement of second year students of ....SLTPN Arjasa Jember academic year 2001/2002

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

Dekan

Pembantu Dekan I,

Drs. H.MISNO AL, M.Pd

NIP. 130 937 191

Irul-SP

CURRICULUM VITAE

A. IDENTITY

Name: AGUNG KURNIAWAN AS

Place / Date of Birth: JEMBER, MARCH 2ND, 1978

Religion: ISLAM

Parents: IBNU SUTJAHJO

         SRI WANIK

Address: TERATAI 49 JEMBER

B. EDUCATION BACKGROUND

No.	Name of School	Place	Graduate
1.	SDN Kepatihan II	Jember	1990
2.	SLTPN I	Jember	1993
3.	SMUN I	Arjasa	1996

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama   : Agung Kurniawan

Nim/ program   : 960210401161/ Bahasa Inggris

Judul skripsi   : The effect of teaching English through games on vocabulary achievement of

second years students SLTP 4 JEMBER academic year 2001-2002

PEMBIMBING I   : Dra Wiwiek Eko B Mpd

Kegiatan Konsultasi   :

No	Hari & tanggal	Materi konsultasi	Tanda tangan
1			
2			
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Catatan : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini dibawa sewaktu Ujian Pra Skripsi dan Ujian Skripsi

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

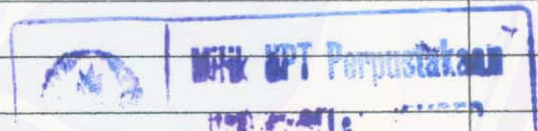Nama   : Agung Kurniawan

Nim/ program   : 960210401161/ Bahasa Inggris

Judul skripsi   : The effect of teaching English through games on vocabulary achievement of second years students SLTP 4 JEMBER academic year 2001-2002

PEMBIMBING II   : Dra Musli Ariani MA

Kegiatan Konsultasi   :

No	Hari & tanggal	Materi konsultasi	Tanda tangan
1			
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Catatan : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini dibawa sewaktu Ujian Pra Skripsi dan Ujian Skripsi