

SKRIPSI

**THE IMPLEMENTATION OF OBSERVE AND REMEMBER
GAME TO IMPROVE VOCABULARY MASTERY AT THE
EIGHTH GRADE STUDENTS OF SMPN 2 CEMPA
KABUPATEN PINRANG**

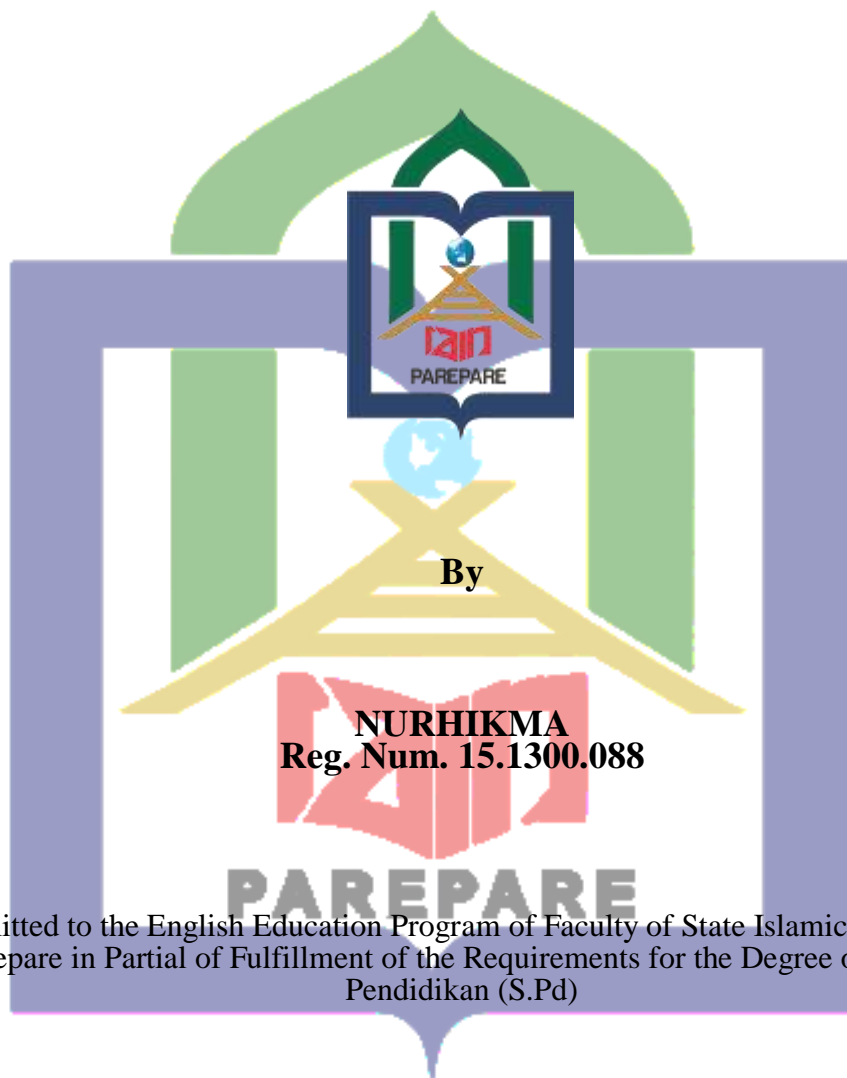


**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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Submitted to the English Education Program of Faculty of State Islamic Institute of
Parepare in Partial of Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd)

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Sarjana Pendidikan (S.Pd.)**



**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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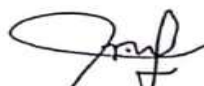
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Parepare, 10th January 2020

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DECLARATION OF THE RESEARCH AUTHENTICITY

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Grade Students of SMPN 2 Cempa Kabupaten
Pinrang

Stated that herself conducted this skripsi, if it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, 10th January 2020

The writer,



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ABSTRACT

Nurhikma.2020.*The Implementation of Observe and Remember Game to Improve Vocabulary Mastery at The Eighth Grade Students of SMPN 2 Cempa Kabupaten Pinrang* (Supervised by Ismail Latief and Hj. Nanning).

This research was aimed to see the improvement of vocabulary mastery students after learning process by using observe and remember game at the eighth grade students of SMPN 2 Cempa Kabupaten Pinrang. The results of the research are useful for the teacher and students.

In this research, the researcher used pre-experimental method. The population of this research was the eighth grade SMPN 2 Cempa. The sample was one class VIII.3 consisted of 21 students. The sampling technique in this research used classroom random sampling. In collecting the data, the researcher used instrument in form vocabulary test consisted of matching and multiple choice questions in pre-test and post-test. The researcher collected the data through giving pre-test, treatment, and post-test. The researcher also gave questionnaire to know the responses of students to observe and remember game.

Based on the calculation, the result showed that the mean score of pos-test (84,04) was higher than the mean score of pre-test (63,09) and obtained that $\alpha = 0,05$ and $(df) = N-1 = 21-1 = 20$, and the value of the t-table is 1,72472, while the value of t-test was 13,09. It means that the t-test value is greater than t-table ($13,09 \geq 1,72472$). Thus it can be concluded that the vocabulary mastery students was better after getting the treatment. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The second result of analyzed data that 84.23 of the students were interested in using observe and remember game, in other word most of them interested to apply observe and remember game. Based on the research result, it was concluded that observe and remember game was improve students' vocabulary mastery at the eighth grade of SMPN 2 Cempa.

Keywords: *Vocabulary Master, Observe and Remember Game.*

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CHAPTER I

INTRODUCTION

1.1 Background

Vocabulary is one of the language components that needed in mastering English. So, when the students communicate using English language, they need not only in grammar but also in vocabulary. As it is stated by Scott Thornburg that: “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.¹ It means that vocabulary is very important when the students communicate using foreign language especially English language.

By having more knowledge of language skills, we have the opportunity to understand better and get what we want and need from around us. This ability cannot be separated because it has a relationship with each talking about language, vocabulary is the most important element in learning well a foreign language as one of three basic parts (phonetic, vocabulary and grammar).²

Vocabulary is the collection of words that an individual knows. There are some experts who give definitions of vocabulary. Vocabulary is not only limited to the meaning of words but also depends on how the vocabulary is shared: how student's use and store vocabulary and how they learn words and phrases. It mean

¹Scott Thornburg, *How to Teach Vocabulary* (England: Pearson Education Limited, 2002), p.13.

²Qi Pan, “Vocabulary Teaching in English Language Teaching,” *Theory and Practice in Language Studies*, vol. 1 no. 11 (November 2011), p. 1586.
(<http://www.academypublication.com/issues/past/tpls/vol01/11/17.pdf>) (accessed on 12th June 2019)

that the vocabulary controlled by learners must be known that the vocabulary covers the various categories of the words and how to use the vocabulary.

Many students still lack of vocabulary. Based on my observation with some students of SMPN 2 Cempa, they are very difficult to understand all of materials the teacher explained: *First*, understanding meaning of word. Most students have found difficulties in understanding meaning of words because, they may not know it when they are learning, it is so hard for them could understand the lesson well, and it also might make them disappointed and unmotivated. Besides that, they try to translate it into Bahasa Indonesia so, they attempt look up in the dictionary. *Second*, is differentiating the foreign word-spelling. The students have found some similar words and sounds in English; it might make them feel confused. *Third*, is memorizing the words. The students forgot word that has been learned before. So, the students could not make a sentence well.

Alternatively, the researcher should find another ideal way to deliver new words that students need to learn. The use of different media when teaching vocabulary is considered as a solution. In general, the media is a tool which brings the information from the sources to the receivers. One of the media that can be used to solve the problem in teaching vocabulary is by using games. Students love to play games. It is interesting and also challenging. The students will have fun by playing a game, yet they will learn new words.

One of the games that can be used in teaching vocabulary is using observe and remember game. The researcher can use this game inside or outside of the class and the researcher can use anything to play this game. This game is a good game to testing observation and memory of the students. The researcher uses it to train the

students to improve their observational skills and situational awareness. By using this game, the students are expected to gain many new words and delight the game while they are learning vocabulary. Another advantage of playing this game in teaching vocabulary is to encourage students to remember the words fondly. So the words will stay longer in their brain to extend their vocabulary.

On the other hand, how many words does a learner need to know? A further major difference between first and second language vocabulary learning is in the potential size of the lexicon in each case. An educated native speaker will probably have a vocabulary of around 20,000 words (or, more accurately, 20,000 word families). This is the result of adding about a thousand words a year to the 5,000 he/she had acquired by the age of five. An English Dictionary includes many more: the *Longman Dictionary of Contemporary English*, for example, boasts ‘over 80,000 words and phrases’, while the *Oxford English Dictionary* contains half a million entries. Most adult second language learners, however, will be lucky to have acquired 5,000 word families even after several years of study.³

There is a strong argument, then, for equipping learners with a core vocabulary of 2,000 high frequency words as soon as possible. The researcher Paul Meara estimated that at the rate of 50 words a week (not unreasonable, especially if the emphasis is taken off grammar teaching) this target could be reached in 40 weeks, or one academic year, more or less. Of course, this is the minimum or threshold level. Most researchers nowadays recommend a basic vocabulary of at least 3,000 word families, while for more specialized needs, a working vocabulary of over 5,000 word

³Scott Thornbury, *How to Teach Vocabulary* (England: Pearson Education Limited, 2002), p.20-21.

families is probably desirable. Students aiming to pass the Cambridge First Certificate Examination (FCE), for example, should probably aim to understand at least 5,000 words even if their productive vocabulary is half that number.

At the MTs and SMP levels, the students were only able to be given 20 vocabularies in every meeting and the students have to memorize 500-1500 vocabularies start from class VII-IX.

From that reasons above, the researcher has decided to undertake a research on “The Implementation of Observe and Remember Game to Improve Vocabulary Mastery at The Eighth Grade Students of SMPN 2 Cempa Kabupaten Pinrang.”

1.2 Problem Statement

By looking at background above, the researcher formulated the research questions follow:

- 1.2.1 How is the students' vocabulary mastery before applying observe and remember game?
- 1.2.2 Is using observe and remember game able to improve vocabulary mastery at the eighth grade of SMPN 2 Cempa Kabupaten Pinrang?
- 1.2.3 What do the students' responses toward observe and remember game?

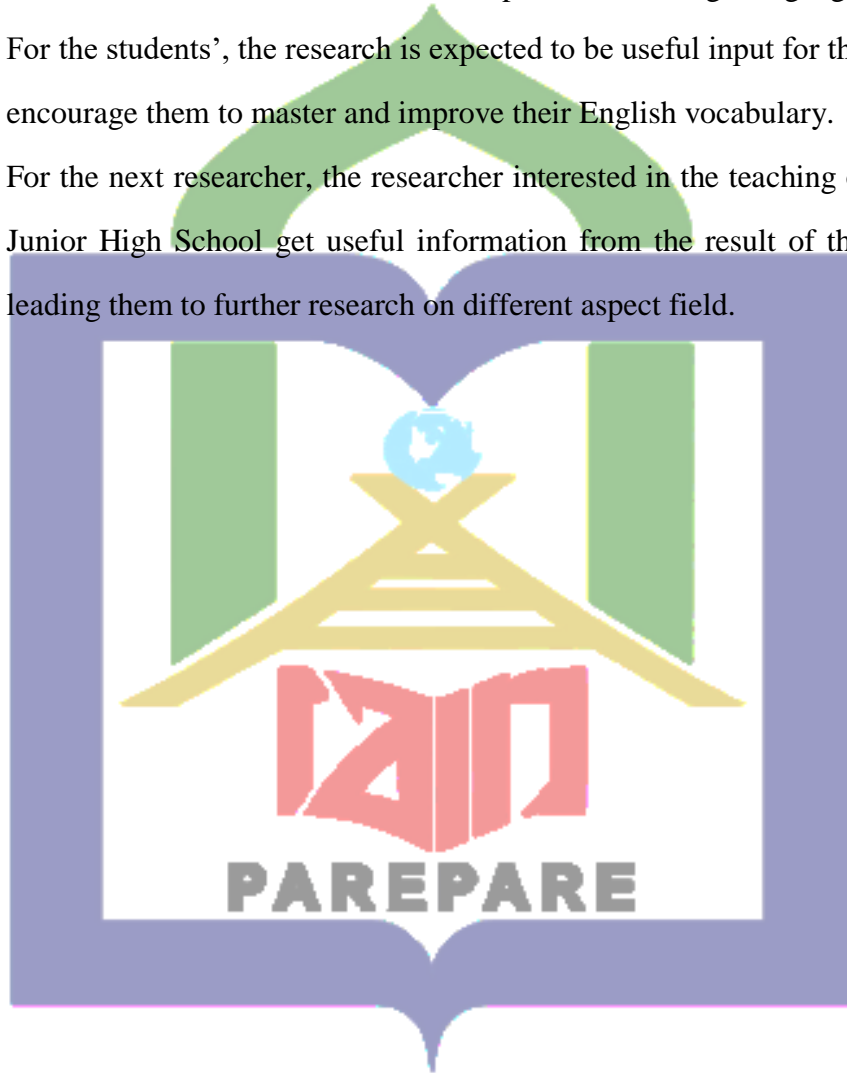
1.3 The Objective of the Research

- 1.3.1 To find out the students' vocabulary mastery before applying observe and remember game.
- 1.3.2 To find out whether there is a significant increasing of students' vocabulary achievement as a result of using observe and remember game.
- 1.3.3 To find out whether or not students' interest of this game.

1.4 The Significance of the Research

It is expected the result of the research would provide the useful contribution for:

- 1.4.1 For the teacher, the result of this study hopefully could give useful contribution for the institution and the practice of foreign language teaching.
- 1.4.2 For the students', the research is expected to be useful input for the students to encourage them to master and improve their English vocabulary.
- 1.4.3 For the next researcher, the researcher interested in the teaching of English at Junior High School get useful information from the result of this study and leading them to further research on different aspect field.



CHAPTER II

REVIEW OF RELATED LITERATURE

This part covers some previous research findings and some pertinent ideas.

2.1 Some Pertinent Ideas

2.1.1 The Concept of Vocabulary

2.1.1.1 The Definition of Vocabulary

There were various definitions of “vocabulary”, they were: Donald R. Bear said that vocabulary is derived from the Latin word *vox* (*voice in English*). With our vocabularies, we *call out* and *give voice* to new ideas and concepts that beg to be named. And due to its prominence, new ideas are added to English vocabulary, which just recently surpassed one million words.⁴

According to the A. S. Hornby, vocabulary is the total number of words which make up a language.⁵ So, language is arranged by so many words and phrases. He adds that vocabulary is a collection of words or phrases in language. It means that vocabulary is a language component which gives information or explanation in a language terms.

⁴Donald R. Bear, *Academic Vocabulary Study in The CCSS: Embedded, Deep and Generative Practices* (University of Nevada: The MCGraw- Hill Companies, 2004), p. 1.

⁵A. S. Hornby, *Oxford Advanced Learner's Dictionary* (Great Clarendon Street: Oxford University Press, 1987), p. 461.

Moreover, there is another definition of vocabulary, it was: according to David L. Shepherd; he said that vocabulary is one of the most significant aspects of language development.⁶

Based on those statements, vocabulary is a word or a sound which represents a certain meaning as an utterance unity. It is the most important part in language learning. It is clear that vocabulary is a fundamental of language. So, there is no language without vocabulary.

2.1.1.2 Kinds of Vocabulary

Vocabulary is the important area when learning a language. As a tool to build a sentence, vocabulary will be collected to form a sentence. Then the sentence will be used by people to write, read, listen and speak.

Generically, vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive – that which we can understand or recognize – and productive – the vocabulary we use when we write or speak.⁷ Oral vocabulary is the kind of vocabulary that we recognize and use in reading and speaking orally when print vocabulary is the vocabulary that we recognize and use in reading and writing.

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely, receptive, or recognition vocabulary is that set of words for

⁶David L. Shepherd, *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Method*(USA: Bell and Howel Company, Co, 1973), p. 39.

⁷Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (Mahwah, New Jersey: Lawrence Erlbaum Associates, 2005), p. 3.

which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use.

According to Thornbury, there are two kinds of vocabulary, such as:⁸

2.1.1.2.1 Grammatical Words (Functional Words)

Based on Oxford Learner's Pocket Dictionary, functional means (1) having a practical use, not decorative (2) working, able to work.⁹ Grammatical Words (Function Words) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationship with other words within a sentence, or specify the attitude or mood of the speaker.

2.1.1.2.1.1 Prepositions

The prepositions are a part of the part of speech which connect words, clauses, and sentences together and show the relations between them.¹⁰ Here is a list of some commonly used prepositions: about, behind, for, since, above, below, from, through, across, beside, in, to, etc.¹¹

2.1.1.2.1.2 Conjunctions

Conjunction is a word used to join similar elements in a sentence. These elements can be words, phrases, or sentences. Examples of conjunctions: and, or and but.¹²

⁸Scott Thornbury, *How to Teach Vocabulary* (England: Pearson Education Limited, 2002), p. 4.

⁹Oxford Dictionary, *Oxford Learners' Pocket Dictionary* (Great Clarendon Street: Oxford University Press, 2011), p. 179.

¹⁰Rahmah Fitriani, *English Grammar* (Bandung: Ciptapustaka Media Perintis, 2010), p. 96.

¹¹ Ed Swick, *Practice Makes Perfect: English Grammar for ESL Learners* (United States of America: The McGraw-Hill Companies, 2005), p. 92.

¹²Gabrielle Stobbe, *Just Enough: English Grammar Illustrated* (United States of America: The McGraw-Hill Companies, 2008), p. 118.

2.1.1.2.1.3 Determiners

Determiners often identify, and describe distribution and quantity. They come before nouns.¹³ Determiners are words such as this, those, my, their, which. They are special adjectives that are used before nouns.¹⁴

2.1.1.2.1.4 Pronouns

A pronoun is a word used instead of a noun.¹⁵ A pronoun 'stands for' a noun/phrase. Sometimes it can stand for a clause or sentence.¹⁶ There are several types of pronouns:¹⁷

1. Personal pronouns refer to people, places, things, and ideas. Example: *I, me, you, your, they, us, and it* are all personal pronouns.
2. Reflexive pronouns are formed by adding “-self” or “-selves” to certain personal pronouns. They “reflect” back to the person or thing mentioned in the sentence. Example: *myself, himself, herself, itself, yourself, yourselves, and themselves*.
3. Demonstrative pronouns can be singular or plural. They point out a specific person, place, or thing. *This, that, these, and those* are demonstrative pronouns.
4. Interrogative pronouns, like their name suggest, are used when asking a question. *Who, whom, which, and whose* are interrogative pronouns.

¹³ Jake Allsop, *Really Useful English Grammar* (Edinburgh Gate: Pearson Education Limited, 2001), p. 28.

¹⁴ Anne Seaton and Y.H. Mew, *Basic English Grammar: for English Language Learners* (Watson, Irvine United State: Saddleback Educational Publishing, 2007), p. 71.

¹⁵ Wren and Martin, *High School English Grammar and Composition* (Bombay-25 India: K & J Cooper, 1970), p.57.

¹⁶ Tony Penston, *A Concise Grammar for English Language Teachers* (Ireland: TP Publication, 2005), p. 42.

¹⁷ Jack Umstatter, *The Grammar: Teacher's Activity-a-Day* (989 Market Street, San Francisco: Jossey-Bass A Wiley Imprint, 2010), p. 4.

5. Indefinite pronouns do not refer to a specific person, place, or thing. Some indefinite pronouns are *another, both, everyone, most, no one*, and *several*.

2.1.1.2.2 Content Word (Lexical Words)

Lexical words which are also known as “full words” such as nouns (*man, cat*), adjectives (*large, beautiful*), verbs (*find, wish*) and adverbs (*brightly, luckily*). They bring more prominent information content and are syntactically structured by the grammatical words.¹⁸

2.1.1.2.2.1 Nouns

Nouns are words that name a person, place, thing or idea.¹⁹ We can classify or group nouns into the categories:²⁰

1. Proper nouns label specific people, places, or things. The first letter must be capitalized. Example: Susan.
2. Common nouns label general groups, places, people, or things. Example: School.
3. Concrete nouns label things experienced through the sense of sight, hearing, taste, smell, and touch. Example: Hamburger.
4. Abstract nouns label things not knowable through the senses. Example: Love.
5. Collective noun label groups as a unit. Example: Family.
6. Compound nouns label a single concept composed of two or more words. Example: body lotion.
7. Count noun are nouns that can be counted. Example: cars, people, trucks.

¹⁸Ronald Carter, *Vocabulary: Applied Linguistic Perspectives* (West 35th Street, New York NY: Routledge, 2002), p. 8.

¹⁹Gary Robert Muschla, *Practice Makes Perfect: Mastering Grammar* (United States: The McGraw Hill Companies, 2011), p. 27.

²⁰Gabrielle Stobbe, *Just Enough: English Grammar Illustrated* (United States of America: The McGraw-Hill Companies, 2008), p. 2-3.

8. Non count nouns are usually mass nouns (*butter, oil, water*-categories or items that we usually measure) or abstract nouns (*honesty, love*-concept that are difficult to quantity). Non count nouns are always singular.

2.1.1.2.2.2 Adjectives

Adjectives describe nouns and pronouns, adding color and clarity to sentences.²¹ Adjectives are often called “describing words” because they provide information about the qualities of something described in a noun, a noun phrase or a noun clause.²² Examples of adjectives: size (*large*), color (*yellow*), shape (*round*), appearance (*pretty*), and evaluation (*commendable*) and soon.

2.1.1.2.2.3 Verbs

A Verb is a word that shows action (*run, hit, slide*) or state of being (*is, are, was, were, and am* and so on).²³

2.1.1.2.2.3 Adverbs

Adverbs are words that can modify a verb, an adjective, another verb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as how, when, where, and how much.²⁴ Example of adverb: beautifully, bravely, brightly etc.

²¹Phyllis Dutwin, *English Grammar Demystified: A Self-Teaching Guide* (United State: McGraw-Hill, 2010), p. 36.

²²Martin Parrott, *Grammar for English Language Teachers with Exercises and A Key* (Cambridge: Cambridge University Press, 2000), p. 51.

²³Jane Straus, *The Blue Book of Grammar and Punctuation, An Easy- to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes Tenth Edition* (United States: Jossey-Bass A Wiley Imprint, 2008), p. 1.

²⁴Rahmah Fitriani, *English Grammar* (Bandung: Ciptapustaka Media Perintis, 2010), p. 86.

2.1.1.3 Types of Vocabulary

Nation has divided vocabulary in the specific reference, such a word:

1. Receptive vocabulary: knowing a word involves being able to recognize it when it is heard (what is the sound like?) or when it seen (what does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sound right or look right.
2. Productive vocabulary: knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being to think of suitable for the word if there any.²⁵

Based on the explanation above, the writer concludes that classification, of vocabulary and based on the person vocabulary namely receptive and productive vocabulary.

2.1.1.4 Word Classes

All words belong to categories called word classes or (parts of speech) according to the part they play in a sentence. We can see from our example sentence that words play different roles in a text. They fall into one of eight different word classes: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners.²⁶

²⁵I.S.P Nation, *Teaching and Learning Language*(New York: New Burry House, 1990), p. 29.

²⁶Scott Thornbury, *How to Teach Vocabulary* (England: Pearson Education Limited, 2002), p.

2.1.1.5 The Importance of Game

As explained in the background of the study, vocabulary is one of the components of language. Vocabulary takes such a vital role in mastering English as a foreign language. “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” This is how the linguist David Wilkins concluded the importance of vocabulary learning.²⁷ Vocabulary is central to English language because without the rich vocabulary students cannot understand others or express their thought.

Teaching vocabulary helps students to understand and keep communicating with English in the class. Researcher believes that the sufficient vocabulary will help students master English for their purposes. This point manifests my own experience; even without grammar, with some useful words and expressions, I still can manage to communicate.

Moreover, Dellar H and Hocking D in Scott Thornbury stated that ‘If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!’ If the learners don’t know how to enrich their vocabulary, they gradually lose interest in learning English.

Finally, it is obvious that vocabulary is the most important component in learning English as the foreign language. Then, the student should aware that learning vocabulary is important for them to master English. Also, the teachers are required to

²⁷Scott Thornbury, “*How to Teach Vocabulary*”, p. 13.

have the awesome strategies in teaching vocabulary to make students concern in extending their vocabulary, so the learning subject can be achieved.

2.1.2 The Concept of Game

2.1.2.1 Definition of Game

Since learning grammar or structure is difficult and sometimes is boring for the students, teachers are expected to find the effective way to help students in learning second language. Games can help the students to revise language they learn. “Games also help the teacher to create contexts in which the language is useful and meaningful”. *Observe and remember games* one of games which are used to help students learn their lessons in English class easily.

Game is mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.²⁸ Game is an activity that has fun and enjoyment value inside of that. Game can motivate the students learn the new vocabulary, because only use the new vocabulary they can win the game.²⁹ Game is an activity to acquire a particular skill in a way encouraging. If the skills acquired in the game in the form of specific language skills, game is called language games. Language games are conducted to make the class more fun and competitive. Games must have clear rules that the all students agree and understand. This will make the class settled and the aims of the lesson achieved.

²⁸Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning* (United Kingdom: Cambridge University Press, 2006), p.1.

²⁹Virginia French Allen, *Techniques in Teaching Vocabulary* (New York: Oxford University Press, 1983), p. 52.

2.1.2.2 The Reason of Using Game

Teaching English may confront difficulty because the learners tend to feel not interested with English. To figure out this problem, the teacher should be able to create a fun and comfortable teaching learning atmosphere in the classroom. One of the most enjoyable paths in teaching English is using game. Learning English especially vocabulary can be so much fun through game, because game encourages and assists many learners to keep their interest and work. Children love playing games and they can study a lot of words in an interesting way.

There are many advantages of conducting games in the classroom, as Gada Sari lists them in Maryam and Behzad: (1) games make relaxation and amusing for students, thus help them study and hold new words more easily, (2) games generally take friendly competition, and they deep learners interested, (3) games are extremely motivating and games give students more chance to express their beliefs and thoughts, (4) vocabulary games make literal word context into the teaching learning process.³⁰

In conclusion, studying vocabulary by using games is an effective and interesting way that can be conducted in the classroom. Through games the learners try out, expose, and act with their environment. The games are used not only for fun, but more importantly, for the practicable exercise and review of language lesson, thus extending the goal of improving students' vocabulary mastery.

³⁰Maryam Rohani and Behzad Pourgharib, The Effect of Games on Learning Vocabulary (International Research Journal of Applied and Basic Sciences, ISSN 2251-838X / Vol. 4 (11):3540-3543, 2013), p. 3541.

2.1.3 Concept of Observe and Remember Game

2.1.3.1 Definition of Observe and Remember Game

Observe and remember game is a game that comes from Kim's (keep in mind) method. This game was actually invented by Rudyard Kipling in his book, Kim. Essentially, to play, you play against each other to see how much you can remember of something in a given amount of time compared to someone else.³¹ This game is a good way to test ability of the student in observing and recall their moment learn especially regarding English vocabulary. Kim's Game is a game or exercise played by Boy Scouts, Girl Scouts and Girl Guides, and other children's groups. The game develops a person's capacity to observe and remember details. So, Kim (keep in mind) games also called as *observe and remember games*. Here, I want to use this game in improving vocabulary. In my opinion is this game so interesting.

According to Beck, McKeown and Kucan in Dixon (2002) Kim (keep in mind) vocabulary strategy is the strategy that encourages students to expand their understanding of key vocabulary terms.³² O'Dell et al (2005) said that the aim of this game is to practice vocabulary everyday objects and their descriptions.³³

Observe and remember games can be method that will give many advantages for teacher and the students either. This method will give many advantages such as: Through using observe and remember in playing game, students can learn English

³¹Graywolf Survival, *Kim's Game: 10 Great Games to Learn Survival or Prepper Skills* (<http://graywolfsurvival.com/3650/best-game-learn-survival-emergency-preparedness-skill/>) (accessed on 03rd August 2019)

³²Inzta Hariadi and Zainuddin Amir. Teaching English Vocabulary Through K.I.M (Key Word, Information, and Memory Clue) Vocabulary Strategy In Junior High School (English Department Faculty of Language and Arts State University of Padang, 2014), p. 114.

³³O'Dell, F and Head. K., *Games for Vocabulary practice. Interactive Vocabulary Activities For All Levels* (Cambridge: Cambridge University Press, 2003), p. 60.

they way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot, make your classroom a lively place through the use of attractive wall displays, displays of pupils' work, etc. language classroom is noisy with the language (English) is good because it will make the classroom more live in English(practice), and create warm and happy atmosphere where teacher and pupil enjoy working together. Teacher arranges good atmosphere in classroom and make the students interested.

In addition, KIM (keep in mind) game is game in English foreign language classroom and it was kinds of memory game. Kim's game as e teaching method brings an important role in memorizing vocabulary. It is supported Wright et al (2006) that the variation of Kim's game focuses on vocabulary learning. The reason of using Kim's game is that it can improve the students memorizing vocabulary especially verb, noun, and adjective in learning English.³⁴

2.1.3.2 Steps of Implementation Observe and Remember Game

At real, those steps of the study with observe and remember game is described below:

1. The researcher gives, introduces, and explains about observe and remember vocabulary strategy, then gives some models to the students.
2. The researcher divides the class into the group of 4 or 5.
3. Play this game with either collection of small objects or a chart with pictures of things the students can identify.
4. Place the objects or chart at the front of the room and give the students a set amount of time (maybe two minutes) to look at them/it.

³⁴Wright Andrew, Batteridge David and Buckby, Michael. *Games for Language Learning Third Edition* (Cambridge: Cambridge University Press, 2006), p. 112.

5. After they have returned to their seats, tell them to take out paper and pen, then either individually or in groups, have them write down the names of as many of the objects as they can remember. (The objects or chart should be covered at this time).
6. As the students finish their job, the researcher and students discuss whether their answers are true or false. The teacher tells the correct answer and students check their friend's answer.
7. At the end of the set time limit (five minutes is good), let the students check their lists and whoever has the longest list is the winner.

2.2 The Previous Related Literature

There are some researchers who have been conducted research related by using game in teaching vocabulary. They are as follows:

Husni Baraqih has reported that the implementation of observe and remember game to improve students' vocabulary mastery at seventh grade of MTS S. Al-Washliyah Tembung .the researcher is sure that Observe and Remember Game also can improve student's vocabulary mastery in vocabulary learning for the first grade of Junior High School students.³⁵

Rini Rahayu has reported entitle "increasing the vocabulary ability by using catch balloon game" based on the data, the researcher concluded that by using game method, the students' vocabulary increased and the teacher who used game method in teaching English vocabulary made the students more creative.³⁶

³⁵Husni Baraqih, The Implementation of Observe and Remember Game to Improve Students' Vocabulary Mastery (Classroom Action Research at Seventh Grade of MTS S. Al- Washilah Tembung) Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan. (Accessed on Tuesday 02nd July 2019)

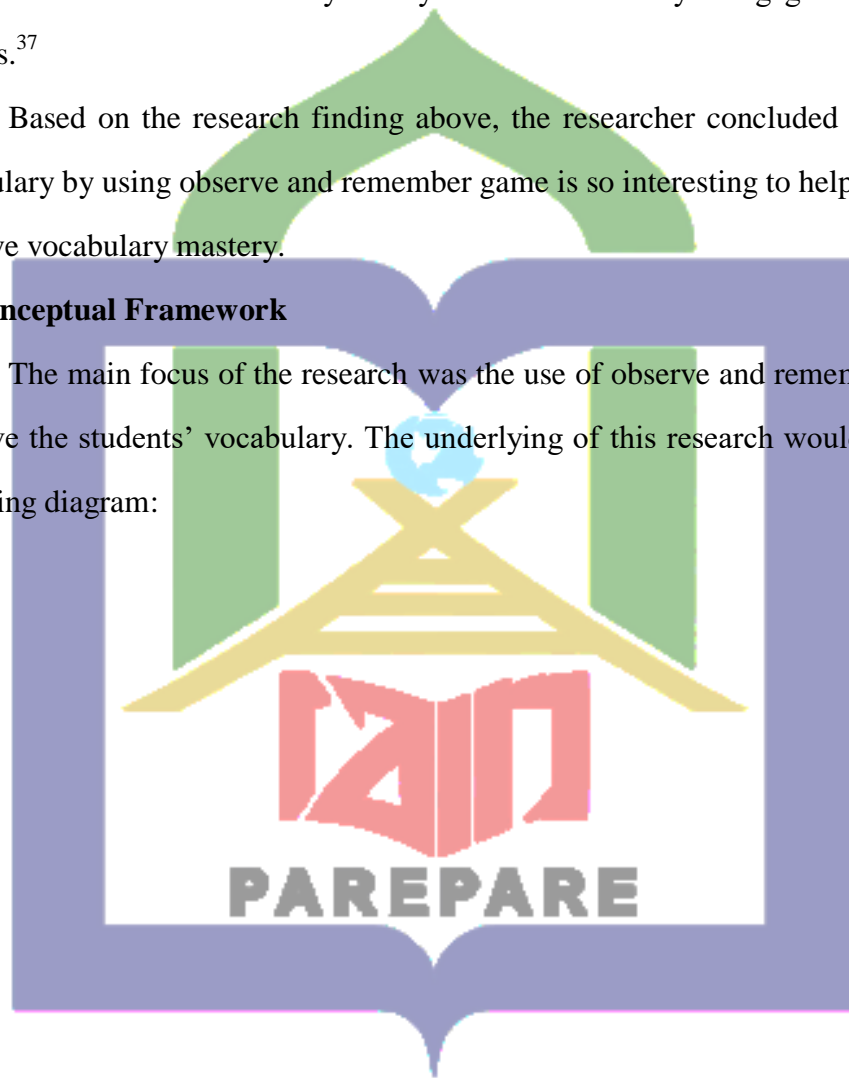
³⁶Rini Rahayu, Increasing the Vocabulary Ability by Using Catch Balloon Game, (Unpublished Skripsi, Parepare: STAIN Parepare, 2007), p. 39.

Sukma Syam Maspa has reported entitle “the effectiveness of using guessing game to improve students’ vocabulary mastery at mindset English center (MEC) course. The researcher concluded that there were some ideas and media can be used to increase students’ vocabulary ability one of them is by using game in teaching process.”³⁷

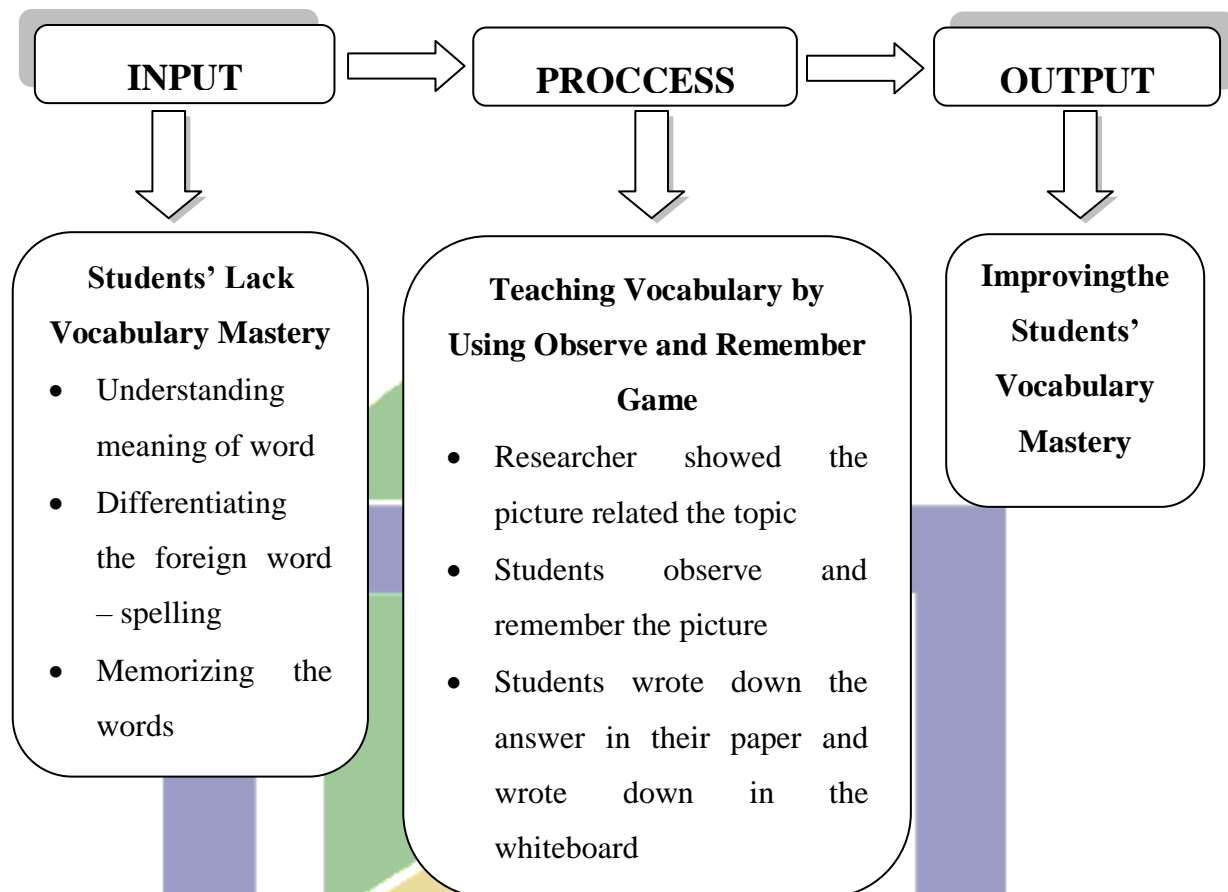
Based on the research finding above, the researcher concluded that learning vocabulary by using observe and remember game is so interesting to help the students improve vocabulary mastery.

2.3 Conceptual Framework

The main focus of the research was the use of observe and remember game to improve the students’ vocabulary. The underlying of this research would give in the following diagram:



³⁷ Sukma Syam Maspa, The Effectiveness of Using Guessing game to Improve Students’ Vocabulary Mastery at Mindset English Center (MEC) Course, (Unpublished Skripsi, Parepare: IAIN Parepare, 2018), p. 19.



In the diagram above, there were three elements, namely:

1. Input refers to the students' lack of vocabulary tries to improve in teaching material through observe and remember game.
2. Process refers to the teaching and learning vocabulary through observe and remember game.
3. Output refers to improve the students' vocabulary mastery after they were learning the material by observe and remember game.

2.4 Hypothesis

The researcher formulates the hypothesis as follows:

1. H_0 (Null Hypothesis): The use of observe and remember game was not able to improve the students' vocabulary mastery.
2. H_a (Alternative Hypothesis): The use of observe and remember game was able to improve the students' vocabulary mastery.

2.5 Variables and Operational Definition of Research

2.5.1 Variable

There were two variable in this research, namely dependent variable and independent variable.

1. Dependent variable in this research was vocabulary mastery
2. Independent variable in this research was observe and remember game.

2.5.2 Operational Definition of Research

1. Vocabulary Mastery is the students' ability to analyze and find different pronunciation and the new words about things in the living room, classroom, bathroom, bedroom, dining room, and kitchen consist of 120 words in six meetings.
2. Observe and remember game is one of technique that is applied in the classroom by the researcher. Observe and remember game is one type of vocabulary game that aims to test one's ability to observe and remember vocabulary.

CHAPTER III

RESEARCH METHOD

This part describes the description of the research design, location of the research, population, sample, instrument of research, and procedure of collecting data as following:

3.1. Research Design

In this research, would apply pre-experimental method with one group pre-test and post-test design, this as follow:³⁸

$$E = O_1 X O_2$$

Where:

E: Experimental

X: Treatment

O₁: Pre-Test

O₂: Pos-Test

3.2 Location and Duration of the Research

The location of the research takes a place at SMPN 2 Cempa Kabupaten Pinrang. The researcher would use the quantitative research that has several times to collect and analyze data. Therefore, the researcher would use about one month for collecting data.

³⁸Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, dan R & D* (Bandung: Alfabeta, 2010), p. 110-111.

3.3 Population and Sample

3.3.1 Population

The population of this research was the students of SMPN 2 Cempa, Kab.Pinrang in academic year 2019/2020. The total of population was three classes, namely: class VIII.1, VIII.2, VIII.3.

Table 3.1 The Total Students of SMPN 2 Cempa

No	Class	Sex		Total
		Male	Female	
1	VIII. 1	19	13	32
2	VIII. 2	8	6	14
3	VIII. 3	6	15	21
	Total	33	34	67

(Source: Administration of SMPN 2 Cempa)

3.3.2 Sample

There were three classes as population. The researcher would take one class as sample. The researcher would use classroom random sampling technique to determine one class from three classes by the gamble all classes and the result of lottery said that class VIII. 3 decided as sample. The total of the sample were 21 students.

3.4 The Instrument of the Research

In this research, the researcher used vocabulary test and questionnaire as the instrument. The test applies for pre-test and post-test. The pre-test is to find out the students prior knowledge before using observe and remember game, in this case

vocabulary test, while post-test is to find out improvement of the students by using observe and remember game after the treatment.

3.5 Procedure of Collecting Data

The procedure of collecting data would be described as follows:

3.5.1 Pre-test

Before giving the treatment, the researcher would be administered to the students and giving them pre-test as a test to measure their vocabulary mastery. After giving pre-test the researcher would check the students' work to know how the students' lack of mastering vocabulary. After that, the researcher would give treatment by using observe and remember game to improve their vocabulary.

3.5.2 Post-test

After giving the treatment, the researcher would give the students post-test to find out the students' improvement in mastering vocabulary. In this post-test, the researcher would not give treatment again.

3.6 Treatment

After giving the pre-test, the researcher would give a treatment to the students in the classroom for six meetings. The procedure of this treatment was the researcher would give back first the students' work in pre-test that had been corrected together in the class. After that, the researcher would use observe and remember game in teaching vocabulary.

Every meeting, the students have to know 20 words about the material. The researcher would use the different procedure for each meeting so that students were not tired of monotonous activities. The steps as follow:

3.6.1 The First Meeting

The researcher would give motivation about the importance of English to the students before giving material. After that researcher would introduce and explain the rules of the game to the students. Before that, the researcher would divide the students into several groups. For the first meeting, the researcher would give material about “In the Living Room”. The student in each group come to the front of the class to observe a paper containing new vocabularies about things in the living room prepared by the researcher, then he returns to his group to tell his group what he had observe. Then, the second students’ turned and so on until the last student then they returns to the group. With all the member of their group, they wrote down all the words they had observed earlier. The researcher asked all the groups to write the words on the whiteboard. to make a sure that the students have known about the vocabularies, the researcher would ask them. After that, researcher would close the meeting.

3.6.2 The Second Meeting

The researcher would open the class and greet the students. After that, researcher will explain the rules of the game to the students. For the second meeting, the researcher would give material about “In the Classroom”. The researcher would put the picture about things in the classroom at the front of the room and gave the students a set amount of time to observe the picture. The researcher asked all the groups questions about the scenes of the class to see how much they remember. Then, researcher would ask each group to compare the works with friends in the group. Before close the meeting, researcher would give chance the students to give question that they do not understand the material.

3.6.3 The Third Meeting

The researcher would open the class and greet the students. After that, researcher would explain the rules of the game to the students. For the third meeting, the researcher would give material about “In the Bathroom”. The researcher would put the picture about things in the bathroom at the front of the room and give the students a set amount of time to observe the picture. After they have returned to their seats, the researcher would ask all the groups to take out paper and pen. With all the member of their group, they wrote down the names of as many of the objects as they can remember. The researcher would set limited time until five minutes then researcher would ask each group to mention their answer.

3.6.4 The Fourth Meeting

The researcher would open the class and greet the students. For the fourth meeting, the researcher would give material about “In the Bedroom”. The student in each group came to the front of the class to observe a paper containing new vocabularies about things in the bedroom prepared by the researcher, then he returned to his group to tell his group what he had observe. Then, the second student’s turned and so on until the last student then they returns to the group. With all the member of their group, they wrote down all the words they had observed earlier. The researcher asked all the groups to write the words on the whiteboard. After that, researcher would ask the students to mention it then close the meeting.

3.6.5 The Fifth Meeting

The researcher would open the class and greet the students. For the fifth meeting, the researcher would give material about “In the Dining Room”. The researcher would put the picture about thing in the dining room at the front of the

room and gave the students a set amount of time to observe the picture. The researcher asked all the groups questions about the scenes of the class to see how much they remember. Then, researcher would ask each group to compare the works with friends in the group. Before close the meeting, researcher would give chance the students to give question that they do not understand the material.

3.6.6 The Sixth Meeting

The researcher would open the class and greet the students. For the sixth meeting, the researcher would give material about “In the Kitchen”. The researcher would put the picture about things in the kitchen at the front of the room and gave the students a set amount of time to observe the picture. After they have returned to their seats, the researcher would ask all the groups to take out paper and pen. With all the member of their group, they wrote down the names of as many of the objects as they can remember. The researcher would set limited time until five minutes then researcher would ask each group to mention their answer.

3.7 Technique of Data Analysis

The data will be collected through the test that has been analyzed by using quantitative analysis employed statically calculation to test the hypothesis. The steps are as follow:

3.7.1 Scoring the Students’ Answer

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100$$

3.7.2 Classifying the Score Five Levels Classification was as follow:

Table 3.2 Classification students' score

No.	Classification	Score
1.	Very Good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very poor	≤ 39 ³⁹

(Dasar- dasar Evaluasi Pendidikan, 2009)

3.7.3 Finding out the Mean Score Would Use the Following Formula

$$\bar{X} = \frac{\sum x}{n}$$

Where:

\bar{X} : Mean Score

$\sum x$: Total of raw score

n : Number of students

3.7.4 Calculating the Rate Percentage of the Student's Score:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

³⁹Suharsimin Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 254.

N = Total Number of Sample⁴⁰

3.7.5 Finding out the Standard Deviation by using the following formula:

$$SD = \sqrt{SS / (N-1)} \quad \text{Where } SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n-1}}{N-1}}$$

Where:

SD = Standard Deviation

$\sum x$ = The sum all square

N = The total number of students

$(\sum X)^2$ = The sum square of the sum of square

3.7.6 Finding the Significant difference between the mean score pre-test and post-test by calculating the value of the test using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n-1}}{N(N-1)}}$$

Where:

T = Test of significance

D = Mean Score of difference (X1-X2)

$\sum D^2$ = The sum of all the score

N = The total sample

⁴⁰Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43.

3.7.7 The Formula of Questionnaire

3.7.7.1 The percentage of the students answer by using the formula of likert scale as followed:

Table 3.3 The likert scale rating

Classification	Scale (+)	Scale (-)
SS	5	1
S	4	2
RR	3	3
TS	2	4
STS	1	5

3.7.7.2 The following is rating score of the category:

Score	Classification
81-100	Very strong
61-80	Strong
41-60	Enough
21-40	Low
0-20	Very low ⁴¹

(Rumus dan Data dalam Analisis Statistika, 2002)

⁴¹Ridwan dan Akdon, *Rumus dan Data dalam Analisis Statistika* (Bandung: Alfabeta, 2002), p. 16.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, namely the research finding and the discussion of the research. The finding of the research covers the description of the result of data collected through test and questionnaire that can be discussed in the section below.

4.1 Finding

The finding of this research showed the result of the data that have been analyzed statistically and the tabulating the data. It compares of the students' score in pre-test and post-test, classification percentage of students' score in pre-test and post-test, the mean score and standard deviation of students' pre-test and post-test. This research also showed the result of questionnaire that has been analyzed.

4.1.1 Data Description

The data were collected from students' pre-test and post-test. This research was conducted in one class with 21 students. The result of the data can be described as the following:

4.1.1.1 Test Analysis Students' Vocabulary Score in Pre-test (X_1)

The researcher gave some test to the students as the pre-test to know the student's improve in vocabulary. Every student got the question and answered it. Before giving the treatment to the students, they had low vocabulary as we can see on the table below:

Table 4.1 Student's Pre-test Score based on Improving Vocabulary

No	Students	Score X_1	Score $(X_1)^2$	Classification
1	Afryansa Ruslan	65	4225	Fair
2	Aliyah M. Nur	40	1600	Poor
3	Andi Mustaqfira Aminuddin	70	4900	Good
4	Azmi Fatiqah Zahran	75	5625	Good
5	Dewi Anjani	65	4225	Fair
6	Fitriani	65	4225	Fair
7	Imran	75	5625	Good
8	Jumriani	60	3600	Fair
9	Juwita	75	5625	Good
10	M. Hilal Saharuddin	65	4225	Fair
11	Mariati	70	4900	Good
12	Muh. Aidil Fitra Ashar	50	2500	Poor
13	Muh. Wahyudi	60	3600	Fair
14	Muh. Ubaidillah	65	4225	Fair
15	Nabilah Zalsabila	75	5625	Good
16	Nazhiyatul Aizyah	65	4225	Fair
17	Nuranil Pahsyai	40	1600	Poor
18	Ratu Nabila	75	5625	Good
19	Salsa Sri Utami	65	4225	Fair
20	Salwa	40	1600	Poor
21	Sriananda	65	4225	Fair
Σ		1325	86225	

From the table 4.1 it showed that there were 10 students got fair, there were 4 students got poor and just 7 students got good. However, the total score was 1325 from the overall students achieved of their vocabulary. It means that there were still many students had low score or lack of vocabulary in pre-test. In other words, the researcher could conclude that most of the students got fair score.

Furthermore, for looking the mean score and standard deviation of the students' skill in pre-test, the researcher had calculated it. The result can be presented as follow:

Mean score of the pre-test:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{1325}{21}$$

$$\bar{X} = 63,09$$

So, the mean score of pre-test was 63,09.

After determining the mean score of pre-test was 63,09 it could be seen that students' vocabulary mastery was in fair category.

The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{86225 - \frac{(1325)^2}{21}}{20}}$$

$$SD = \sqrt{\frac{86225 - \frac{1755625}{21}}{20}}$$

$$SD = \sqrt{\frac{86225 - 83601,19}{20}}$$

$$SD = \sqrt{\frac{2623,81}{20}}$$

$$SD = \sqrt{131,19}$$

$$SD = 11,45$$

Thus, the standard deviation of the pre-test was 11,45. After determining the mean score of pre-test was 63,09 and standard deviation of the pre-test was 11,45, it could be seen that the students' vocabulary mastery were in fair category.

In other side, the researcher also had written the students' score of correct answer before giving treatment by observe and remember game and it presents through the table rate percentage scores. It can be seen in table 4.2

Table 4.2 Students' Classification score in Pre-test

No	Classification	Score	Frequency	Percentage (%)
1	Very Good	80 – 100	0	0%
2	Good	66 – 79	7	33,33%
3	Fair	56 – 65	10	47,61%
4	Poor	40 – 55	4	19,04%
5	Very Poor	≤ 39	0	0%
	Total		21	100%

Based on table classification 4.2 above, it shows the percentage of students' score in pre-test that there were 7 (33,33%) students classified as good, there were 10 (47,61%) students classified as fair, and so there were 4 (19,04%) students classified as poor. It means that the students' skill still fair.

4.1.1.2 Test Analysis Students' Vocabulary Score in Post-test (X₂)

After giving treatment, the researcher gave more tests, namely post-test to know the implementation observe and remember game in teaching vocabulary. In this

section, the researcher shows the students' score in post-test, the mean score and the rate percentage of students' vocabulary in post-test. The result was shown in the following table:

Table 4.3 Student's Post-test Score based on Improving Vocabulary

No	Students	Score X_2	Score $(X_2)^2$	Classification
1	Afryansa Ruslan	85	7225	Very Good
2	Aliyah M. Nur	65	4225	Fair
3	Andi Mustaqfira Aminuddin	95	9025	Very Good
4	Azmi Fatiqah Zahran	100	10000	Very Good
5	Dewi Anjani	70	4900	Good
6	Fitriani	85	7225	Very Good
7	Imran	80	6400	Very Good
8	Jumriani	80	6400	Very Good
9	Juwita	95	9025	Very Good
10	M. Hilal Saharuddin	90	8100	Very Good
11	Mariati	95	9025	Very Good
12	Muh. Aidil Fitra Ashar	60	3600	Fair
13	Muh. Wahyudi	70	4900	Good
14	Muh. Ubaidillah	90	8100	Very Good
15	Nabilah Zalsabila	100	10000	Very Good
16	Nazhiyatul Aizyah	95	9025	Very Good
17	Nuranil Pahsyai	65	4225	Fair
18	Ratu Nabila	100	10000	Very Good
19	Salsa Sri Utami	90	8100	Very Good
20	Salwa	60	3600	Fair
21	Sriananda	95	9025	Very Good
Σ		1765	152125	

From the table 4.3 it showed that there were 4 students got fair, there were 2 students got good and 15 students got very good. However, the total score was 1765 from the overall students achieved of their vocabulary. It means that the students' vocabulary was improvement.

Furthermore, for looking the mean score and standard deviation of the students' skill in pre-test, the researcher had calculated it. The result can be presented as follow:

Mean score of the post-test

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{1765}{21}$$

$$\bar{X} = 84,04$$

So, the mean score of post-test was 84,04.

After determining the mean score of post-test was 84,04 it could be seen that students' vocabulary mastery was in very good category.

The standard deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{152125 - \frac{(1765)^2}{21}}{20}}$$

$$SD = \sqrt{\frac{152125 - \frac{3115225}{21}}{20}}$$

$$SD = \sqrt{\frac{152125 - 148344,04}{20}}$$

$$SD = \sqrt{\frac{3780,96}{20}}$$

$$SD = \sqrt{189,04}$$

$$SD = 13,74$$

Thus, the standard deviation of the post-test was 13,74. After determining the mean score of post-test was 84,04 and standard deviation of the post-test was 13,74. It could be seen that the students' vocabulary mastery were in very good category.

In other side, the researcher also had written the students' score of correct answer before giving treatment by observe and remember game and it presents through the table rate percentage scores. It can be seen in table 4.4

Table 4.4 Students' Classification score in Pre-test

No	Classification	Score	Frequency	Percentage (%)
1	Very Good	80 – 100	15	71,42%
2	Good	66 – 79	2	9,52%
3	Fair	56 – 65	4	19,04%
4	Poor	40 – 55	0	0%
5	Very Poor	≤ 39	0	0%
	Total		21	100%

Based on table classification 4.4 above, it shows the percentage of students' score in post-test that there were 15 (71,42%) students classified as very good, there were 2 (9,52%) students classified as good, and so there were 4 (19,04%) students classified as fair. It means that the students' skill in vocabulary mastery was improvement.

4.1.2 The Overall Result of Pre-Test and Pos-Test

The result explained that the pre-test and post-test was used to measure the students' knowledge gained in the treatment by observe and remember game in this research. In other words to determine the students' knowledge in vocabulary mastery before and after treatment or pre-test and post.

The comparison of the gained score between pre-test and post-test can be illustrated as follow:

Table 4.5 the comparison between pre-test and post-test result

NO	STUDENTS	THE STUDENTS' SCORE	
		PRE-TEST	POST-TEST
1	AFRYANSA RUSLAN	65	85
2	ALIYAH M. NUR	40	65
3	ANDI MUSTAQFIRA AMINUDDIN	70	95
4	AZMI FATIQAH ZAHARAN	75	100
5	DEWI ANJANI	65	70
6	FITRIANI	65	85
7	IMRAN	75	80
8	JUMRIANI	60	80
9	JUWITA	75	95
10	M. HILAL SAHARUDDIN	65	90
11	MARIATI	70	95
12	MUH. AIDIL FITRA ASHAR	50	60
13	MUH. WAHYUDI	60	70
14	MUH. UBAIDILLAH	65	90
15	NABILAH ZALSABILA	75	100
16	NAZHIYATUL AIZYAH	65	95
17	NURANIL PAHSYAI	40	65
18	RATU NABILA	75	100
19	SALSA SRI UTAMI	65	90
20	SALWA	40	60
21	SRIANANDA	65	95

MEAN	63,09	84,04
MAX	75	100
MIN	40	60

That table above showed that the students got improvement by gaining score before and after treatment. It proved that the students got improvement in their vocabulary mastery by using observe and remember game. The improvement could be measure by presenting the minimum and maximum score of pre-test and post-test. The minimum score of pre-test was 40 and the maximum was 75, beside that the minimum score of post-test was 60 and the maximum score of post-test was 100. The mean of pre-test was 63,09 and the mean of post-test was 84,04. Before treatment the students got fair category but after doing treatment by observe and remember game the students got very good category, it means that there were improvement with students' vocabulary mastery.

4.1.3 T-test Value

T-test was used to ensure that students got an improvement after gave the treatment. The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.6 The worksheet of the calculating of the score on pre-test and post-test.

No	Pre-test	Post-test	D	D²
1	65	85	20	400
2	40	65	25	625
3	70	95	25	625
4	75	100	25	625
5	65	70	5	25
6	65	85	20	400
7	75	80	5	25
8	60	80	20	400
9	75	95	20	400
10	65	90	25	625

11	70	95	25	625
12	50	60	10	100
13	60	70	10	100
14	65	90	25	625
15	75	100	25	625
16	65	95	30	900
17	40	65	25	625
18	75	100	25	625
19	65	90	25	625
20	40	60	20	400
21	65	95	30	900
Σ			440	10300

In the other to see the students' score, the following is t-test was statically applied:

To calculate the mean score of the difference between pre-test and post-test scores, it is used following formula:

$$D = \frac{\Sigma D}{N}$$

In which:

D = the mean score of difference

ΣD = the total scores of difference between pre-test and post-test

N = Total sample

$$D = \frac{440}{21}$$

$$D = 20,95$$

So, the mean score difference was 20,95.

Finding out the difference by calculating the T-test value by using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n-1}}{N(N-1)}}$$

Where:

T = Test of significance

D = Mean Score of difference (X1-X2)

$\sum D^2$ = The sum of all the score

N = The total sample

The calculating the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{20,95}{\sqrt{\frac{10300 - \frac{(440)^2}{21}}{21(21-1)}}$$

$$t = \frac{20,95}{\sqrt{\frac{10300 - \frac{193600}{21}}{21(20)}}$$

$$t = \frac{20,95}{\sqrt{\frac{10300 - 9219,04}{420}}}$$

$$t = \frac{20,95}{\sqrt{\frac{1080,96}{420}}}$$

$$t = \frac{20,95}{\sqrt{2,57}}$$

$$t = \frac{20,95}{1,60}$$

$$t = 13,09$$

4.1.4 Test of Significant

In order to know whether the means score of the pre-test and the means score of the post-test was significantly different, the researcher used T-test. The result of T-test was $t = 13,09$. To find out the degree of freedom (df) the researcher used following formula:

$$df = N - 1$$

$$df = 21 - 1$$

$$df = 20$$

For the level of significance ($P = 0,05$) and $df = 20$ then the value of the table = 13,09 the value of the T-test as greater than the t-table ($13,09 > 1,72472$) it means that there was an improvement with the students' vocabulary mastery after giving treatment by observe and remember game to the students.

4.1.5 The Result of The Students' Score Questionnaire

After giving the questionnaire to the students in the last meeting to know the respond students by using observe and remember game to study English vocabulary,

and this questionnaire showed to get data objectives' of respondent about respond the students on English language learning by observe and remember game.

Table 4.7 The result of questionnaire

Resp. Num.	ITEM																				Total
	Positive										Negative										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	5	4	5	4	5	4	4	3	5	5	4	5	4	4	5	4	3	3	5	4	85
2	5	4	4	4	5	4	4	3	5	5	4	5	4	3	5	4	4	4	4	5	85
3	4	5	4	4	5	2	4	3	5	4	5	3	5	4	4	5	5	3	5	3	82
4	5	4	4	4	4	4	3	4	4	5	4	5	3	5	4	5	3	5	4	5	84
5	5	5	5	3	5	4	2	4	4	5	4	5	4	3	5	4	4	5	4	5	85
6	5	4	5	4	4	4	4	4	5	3	5	3	5	3	5	4	5	4	5	4	85
7	5	4	3	5	4	4	4	4	4	5	4	5	3	5	4	4	4	4	5	4	84
8	5	3	4	3	5	3	5	4	4	3	5	3	5	3	5	5	4	5	4	5	83
9	4	5	4	4	4	5	4	3	5	4	5	3	5	4	3	4	4	5	4	5	84
10	4	5	5	4	4	5	4	4	4	5	3	5	4	5	4	4	5	3	5	3	85
11	5	3	4	2	5	4	2	5	4	5	4	5	4	5	4	3	5	4	5	4	82
12	5	5	4	3	5	4	2	4	3	5	4	5	4	4	3	5	4	4	5	4	82
13	4	5	4	2	5	4	2	5	4	3	4	4	3	5	3	5	2	5	5	3	77
14	5	5	5	5	5	3	5	4	4	5	5	4	5	4	5	5	4	5	5	4	92
15	4	4	3	3	3	5	5	4	5	4	4	4	2	5	3	5	4	4	4	5	80
16	5	5	5	5	5	4	5	4	4	5	5	4	5	4	5	5	4	5	5	4	93
17	4	3	5	4	4	5	4	4	4	3	4	5	4	5	4	4	5	4	4	5	84
18	5	4	3	5	3	5	3	4	5	5	4	4	5	4	5	4	5	5	5	4	87
19	5	5	5	3	4	5	4	2	5	4	5	4	4	5	4	5	4	5	5	4	87
20	4	5	3	3	4	5	4	2	4	5	4	4	5	4	5	5	4	4	4	4	82
21	5	3	4	3	4	5	3	4	3	5	4	5	5	4	4	3	5	5	4	3	81
Total																				1769	

The explanation is:

$$X = \frac{\sum}{N}$$

$$= \frac{1769}{21}$$

$$= 84, 23$$

The table above shows that cumulative score that got through the questionnaire was 84, 23 (very strong agree).

0	20	20-40	41-60	61-80	81-100
	SD	D	U	A	SA

84,23

After giving questionnaire to the students in the last meeting to know the Observe and Remember Game interesting for the students in learning vocabulary were presented in the following:

- 1) The result of the first statement in questionnaire showed that there were 14 students chose strong agree, 7 students chose agree, and none of the students chose undecided, disagree and strong disagree. It meant that, most of the students were very happy in studying through observe and remember game.
- 2) The result of the second statement showed that there were 10 students chose strong agree, 7 students chose agree, 4 students chose undecided, none of the students chose disagree and strong disagree. It meant that, most of the students were not bored to use observe and remember game in learning English.
- 3) The result of the third statement showed that there were 8 students chose strong agree, 9 students chose agree, 4 students chose undecided, none of the students chose disagree and strong disagree. It meant that, most of the students interested to use observe and remember game in learning English.

- 4) The result of the fourth statement showed that there were 4 students chose strong agree, 8 students chose agree, 7 students chose undecided, 2 students chose disagree and none of the students chose strong disagree. It meant that, most of the students motivated to learn English by using observe and remember game.
- 5) The result of the fifth statement showed that there were 10 students chose strong agree, 9 students chose agree, 2 students chose undecided, none of the students chose disagree and strong disagree. It meant that, most of the students were very easy to memorize vocabulary by use observe and remember game.
- 6) The result of the sixth statement showed that there were 8 students chose strong agree, 10 students chose agree, 2 students chose undecided, 1 student chose disagree and none of the students chose strong disagree. It meant that, most of the students needed observe and remember game to improve their interest in learning English.
- 7) The result of the seventh statement showed that there were 4 students chose strong agree, 10 students chose agree, 3 students chose undecided, 4 students chose disagree and none of the students chose strong disagree. It meant that, learning English by observe and remember game very interesting.
- 8) The result of the eighth statement showed that there were 2 students chose strong agree, 13 students chose agree, 4 students chose undecided, 2 students chose disagree and none of the students chose strong disagree. It meant that, using observe and remember game need to be implemented in learning vocabulary at schools.
- 9) The result of the ninth statement showed that there were 8 students chose strong agree, 11 students chose agree, 2 students chose undecided, none of the students

chose disagree and strong disagree. It meant that, the students feel easy to learn vocabulary by using observe and remember game.

- 10) The result of the tenth statement showed that there were 13 students chose strong agree, 4 students chose agree, 4 students chose undecided, none of the students chose disagree and strong disagree. It meant that, most of the students interested learn vocabulary by using observe and remember game.
- 11) The result of the eleventh statement showed that there were 7 students chose strong agree, 13 students chose agree, 1 student chose undecided, none of the students chose disagree and strong disagree. It meant that, the students liked to learn vocabulary by using observe and remember game.
- 12) The result of the twelfth statement showed that there were 10 students chose strong agree, 7 students chose agree, 4 students chose undecided, none of the students chose disagree and strong disagree. It meant that, learning by using observe and remember game could not bore in learning English.
- 13) The result of the thirteenth statement showed that there were 9 students chose strong agree, 8 students chose agree, 3 students chose undecided, 1 student chose disagree and none of the students chose strong disagree. It meant that, using observe and remember game in learning English made the students interest.
- 14) The result of the fourteenth statement showed that there were 8 students chose strong agree, 9 students chose agree, 4 students chose undecided, none of the students chose disagree and strong disagree. It meant that, the students motivated to learn vocabulary through observe and remember game.
- 15) The result of the fifteenth statement showed that there were 9 students chose strong agree, 8 students chose agree, 4 students chose undecided, none of the

students chose disagree and strong disagree. It meant that, the students easily in mastery vocabulary by using observe and remember game.

- 16) The result of the sixteenth statement showed that there were 10 students chose strong agree, 9 students chose agree, 2 students chose undecided, none of the students chose disagree and strong disagree. It meant that, using observe and remember game influencing the students' interest in learning English.
- 17) The result of the seventh statement showed that there were 7 students chose strong agree, 11 students chose agree, 2 students chose undecided, 1 student chose disagree and none of the students chose strong disagree. It meant that, learning English by using observe and remember game very enjoyable.
- 18) The result of the eighteenth statement showed that there were 10 students chose strong agree, 8 students chose agree, 3 students chose undecided, none of the students chose disagree and strong disagree. It meant that, learning English especially vocabulary by using observe and remember game have to implemented at schools.
- 19) The result of the nineteenth statement showed that there were 12 students chose strong agree, 9 students chose agree, none of the students chose undecided, disagree and strong disagree. It meant that, the students easily to master vocabulary by using observe and remember game.
- 20) The result of the twenty statement showed that there were 7 students chose strong agree, 10 students chose agree, 4 students chose undecided, none of the students chose disagree and strong disagree. It meant that, the students interested learn vocabulary through observe and remember game.

Finally, based on the result of questionnaire above, the total mean score of the all items showed that 84.23 of the students had a positive response in learning English vocabulary by using observe and remember game. It meant that, students are really interested using observe and remember game to study English vocabulary.

4.2 Discussion

4.2.1 The way of the Implementation Observe and Remember Game

The objective of this research was to find out the energize of students' vocabulary mastery after using observe and remember game at the eighth grade of SMPN 2 Cempa.

At the beginning of the research, the researcher explained there were some procedures used to know students' vocabulary. The procedures as follow: students were given pre-test to know their prior vocabulary mastery. After giving pre-test, the researcher gave the treatments. The researcher had done it six times of treatments. In the treatment, the researcher explain about nouns: things in the class, things in the bedroom, things in the kitchen, thing in the bathroom, things in the living room, things in the dining room and evaluating by observe and remember game. After giving treatments, the researcher gave the post-test to get the score increase students' vocabulary mastery. The researcher gave the same vocabulary test matching and multiple choices as in pre-test but different questions. The researcher also gave the students some questions in questionnaire to know the students' interest to the game.

To find out how the implementation of observe and remember game to improve vocabulary mastery students, the researcher got some pieces information from the students' activities in learning.

There were eight meeting for doing this research. Two meetings for doing the test and six meetings for doing the treatment by using observe and remember game. At the first meeting, the researcher asked students to answer the test vocabulary by their own experience after that the researcher divide the students into five groups. In this case, the researcher checked the students' worksheet at home.

In the second meeting, the researcher greeted the students to open the class, after that the researcher gave motivation to the students, so the students had motivation in learning English. After that the researcher explained about observes and remember game. For the first treatment, the researcher gave material about "Things in the Living Room". The researcher shown the picture about the material then the researcher asked the students question related to the picture in their daily life. After that the researcher mentioned the things in the picture and asked to the students to repeat it. Then the researcher asked each group come to the front of the class to observe the picture then returns to their seat. The researcher gave the students opportunity to memorize the vocabulary for 5-10 minutes. After that, the researcher asked each group to take a paper and wrote down all the words they had observed earlier then the researcher asked all the groups to write the words on the white board. And then the researcher checked the vocabularies.

In third meeting, the researcher asked the students the related of their condition then the researcher asked some question in the second meeting to know whether the students still remember about the material or not. After that, the researcher gave material about "Things in the Classroom". The researcher shown the picture about the material then the researcher mention the things in the picture and asked the students to repeat it. The researcher asked each group come to the front of

the class to observe the picture then returns to their seat. The researcher gave the students opportunity to memorize the vocabulary for 5-10 minutes. After that, the researcher asked each group to take a paper and wrote down all the words they had observed earlier then, the researcher would ask each group to compare the works with friends in the group. After that the researcher checked the vocabularies.

In the fourth meeting, the researcher would open the class and greet the students. Then the researcher mentioned some things in the previous meeting and asked the students to mention the meaning of the things. For the fourth meeting, the researcher would give material about “In the Bathroom”. The researcher shown the picture about the material then researcher mention the things in the picture and asked the students to repeat it. After that, the researcher asked each group come to the front of the class to observe the picture then returns to their seat. The researcher gave the students opportunity to memorize the vocabulary for 5-10 minutes. After that, the researcher asked each group to take a paper and wrote down all the words they had observed than the researcher asked all the groups to come forward one by one to mention the thing who had their observe.

In the fifth meeting, the researcher would open the class and greet the students. For the fifth meeting, the researcher would give material about “In the Bedroom”. The researcher shown the picture about the material then researcher mentioned the things in the picture and asked the students to repeat it. After that, the researcher asked each group come to the front of the class to observe the picture then returns to their seat. The researcher gave the students opportunity to memorize the vocabulary for 5-10 minutes. After that, the researcher mentioned the meaning of the things one by one then the students wrote the things in English what the researcher

had mentioned. After the students wrote the words, the researcher checked the vocabularies.

In the sixth meeting, the researcher would give material about “In the Dining Room”. The researcher shown the picture about the material then researcher mentioned the things in the picture and asked the students to repeat it. After that, the researcher asked each group come to the front of the class to observe the picture then returns to their seat. The researcher gave the students opportunity to memorize the vocabulary for 5-10 minutes. Then the researcher appoints the students to come forward and wrote down the things in the white board what the researcher had mentioned. After that, the researcher checked the vocabularies.

In the seventh meeting, the researcher would open the class and greet the students. Before the researcher gave the material, the researcher asked some question about material in previous meeting to know whether the students still remember about the material or not. For the seventh meeting, the researcher would give material about “In the Kitchen”. The researcher shown the picture about the material then researcher mentioned the things in the picture and asked the students to repeat it. After that, the researcher asked each group come to the front of the class to observe the picture then returns to their seat. The researcher gave the students opportunity to memorize the vocabulary for 5-10 minutes. After they have returned to their seats, the researcher would ask all the groups to take out paper and pen. With all the member of their group, they wrote down the names of the thing as many of the objects as they can remember. Then, the researcher checked the vocabularies and told them to pronounce it.

In the last meeting, the researcher gave the post-test to measure the ability of the students after the treatment. The researcher gave the same vocabulary test matching and multiple choices as in pre-test but different questions.

4.2.2 The improvement of students' vocabulary

By looking at the test finding, from the data provided in classification table pre-test can be seen that seventh (33.33%) student got good score, ten (47.61%) students got fair score, four (19.04%) students got poor score, and there was no students got very good and very poor score. While the rate percentage in post-test, fifteen (71.42%) students got very good score, two (9.52%) students got good score, and four (19.04%) student got fair score, and there was no students got poor and very poor score. It can be seen that, post-test score was higher than pre-test score, most of them got very good score because of they pay attention when the researcher gave the treatments. The students who got good score because of they pay attention when the researcher gave the treatments but when they answered the test, they forgot or misunderstand to the answer which almost same. Then the students who got fair score because when the researcher gave the treatments, they less than attention or when they answered the test, they misunderstand the answer or they do not understood the mean of question was given to them. From the result, the researcher concluded that the students' vocabulary mastery students improved.

In addition, the mean score of post test (84.04) was greater than pre-test (63.09). Even, for the level significant and the value of t-table 1.72472, while the value of t-test 13.09. It means that, the t-test value is greater than t-table value ($13.09 \geq 1.72472$). Thus, it can be concluded that student's vocabulary mastery is significant

better after getting treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Based on the finding above, the researcher concluded that observe and remember game was effective to improve vocabulary mastery students at the eighth grade of SMPN 2 Cempa Kabupaten Pinrang.

4.2.3 The discussion of the finding through the questionnaire

After the researcher gave the students pre-test and post-test, the researcher explained what the questionnaire meant and how to fill out the questionnaire. After the students understood what is explained by the researcher, then the researcher gave the students some papers to each student. The was given to the students to find out the students respond by using observe and remember game to study English vocabulary. Questionnaire is registering that meaty question which should be answered or worked by respondents that want to be investigated. This questionnaire was utilized to know respondent comment to question that was purposed. With this questionnaire respondent easy to give answer because answer alternative was provided and needs laconic time to answer it. This questionnaire gave the students after the researcher gave post-test.

After the researcher examined all the students answered to each questionnaire, the researcher was concluded that the students respond using observe and remember game in learning vocabulary in which be proved through their answers in the questionnaire. According to the category score of all items indicates that there was a very strong agree.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presented conclusion and suggestion, based on the data analysis and the finding of the previous chapter.

5.1 Conclusions

1. Many students still lack of vocabulary. Based on my observation with some students of SMPN 2 Cempa, they are very difficult to understand all of materials the teacher explained: *First*, understanding meaning of word. *Second*, is differentiating the foreign word-spelling. *Third*, is using the words.
2. The research found that the implementation observe and remember game is effective to improve students' vocabulary mastery at the eighth grade of SMPN 2 Cempa. T-test result in which the value of the t-test was 13,09 than t-table was 1,72472 at the level significance and degree of freedom (df) was 20.
3. Based on the result of questionnaire above, the total mean score of the all items showed that 84.23 of the students had a positive respond in learning process by using observe and remember game. It means that, the students really interested using observe and remember game to study English vocabulary.

5.2 Suggestions

Based on the result of this research, the researcher proposed suggestions as follows:

5.2.1. For English teachers:

1. English teacher can apply observe and remember games in teaching vocabulary especially nouns as effective way to make the students easy to understand.

2. English teacher have to be able create a situation during the teaching learning process in the classroom, so that the students will be interested in learning English.
3. English teacher should be use model in the class like game, media, etc. so that the students will not bore during the teaching learning process.

5.2.2 For students:

It is suggested to practice their vocabularies regularly and know the meaning of the words. That will make them easier to understand what their teacher said and about the lesson. By learning vocabulary by implementing Observe and Remember game, the students can take some new method to learn English with fun.

5.2.3 For the other researcher

This research gave the researcher an experience of conducting a teaching and learning research which basically important for the development of the researcher's competences. This research gave opportunity for the researcher to apply what had been learned from academic learning and gave contribution to solve real problem in the field. Moreover it will also give advantage to another researcher who takes the same topic to use this research as references to conduct the research.

Finally, the researcher realizes that this research is still far from being perfect. Because of that constructive critics and advises are really expected for the perfection of this research.

The researcher hopes that the result of this research can be useful for the readers. It is expected to the readers will have more information about the other method to teaching and learning vocabulary.

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Appendix 1. Instrument of Pre-test, Post-test and Questionnaire

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA</p> <p>INSTITUTE AGAMA ISLAM NEGERI (IAIN)</p> <p>PAREPARE</p> <p>FAKULTAS TARBIYAH</p> <p>Jl. Amal Bakti NO. 8 Soreang 911331</p> <p>Telepon (0421)21307, Fax Mail(0421)2404</p> <hr/> <p>VALIDASI INSTRUMEN PENELITIAN PENULISAN</p> <p>SKRIPSI</p>
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NAMA MAHASISWA : NURHIKMA
 NIM/ PRODI : 15.1300.088/PBI
 FAKULTAS : TARBIYAH
 JUDUL : THE IMPLEMENTATION OF OBSERVE AND
 REMEMBER GAME TO IMPROVE VOCABULARY
 MASTERY AT THE EIGHTH GRADE STUDENTS OF
 SMPN 2 CEMPA KABUPATEN PINRANG

Instrumen penelitian

Dalam penelitian ini, peneliti akan menggunakan pre experiment dengan memberikan pre-tes dan post-test dan juga questionnaire pada siswa serta dilengkapi dengan instruksi pada instrumen sebagai berikut:

PRE-TEST

Name :

Class :

A. Match the following words with the suitable translate by using arrow!

1. Kompor
2. Wastafel
3. Pasta gigi
4. Bantal
5. Kursi
6. Gambar
7. Sendok
8. Pisau
9. Sabun
10. Panci

- a) Toothpaste
- b) Pillow
- c) Stove
- d) Spoon
- e) Sink
- f) Soap
- g) Pan
- h) Picture
- i) Chair
- j) Knife

B. Multiple Choice

- Choose the correct answer to complete the sentence!

11. All of the students can read.....in the library

- | | |
|----------|--------------|
| a. story | c. magazine |
| b. book | d. newspaper |

12. Tia : Can I borrow your.....for writing on my book

Nia : Yes, why not

- | | |
|-----------------|----------|
| a. board marker | c. chalk |
| b. pen | d. ruler |

13. When you take a bath, you need..... to clean up your body

- a. towel
- b. soap
- c. shampoo
- d. toothpaste

14. I have a (pillow) in my bedroom

- a. kipas angin
- b. guling
- c. bantal
- d. laci

15. My mother usually slices some fruits with a....

- a. razor
- b. saw
- c. knife
- d. scissor

16. After I take a bath, we need a.....

- a. soap
- b. towel
- c. shampoo
- d. toothpaste

17. The..... is dirty. I want to clean it.

- a. rug/carpet
- b. towel
- c. television
- d. picture

18. There is a (serbet) on the table

- a. napkin
- b. plate
- c. glass
- d. spoon

19. I want to watch my favorite movie in.....

- a. television
- b. radio
- c. magazine
- d. hand phone

20. We can find this thing in the bedroom

- a. chair
- b. television
- c. blanket
- d. broom

POST-TEST

Name :

Class :

A. Match the following words with the suitable translate by using arrow!

1. Kulkas	a. Toothbrush
2. Handuk	b. Curtain
3. Sikat gigi	c. Fridge
4. Laci	d. Fork
5. Gorden	e. Blackboard
6. Karpel	f. Towel
7. Piring	g. Rug
8. Garpu	h. Drawer
9. Bak mandi	i. Plate
10. Papan tulis	j. Bathtub

B. Multiple Choice

- Choose the correct answer to complete the sentence!

11. What the people use when they take water in the bathroom?

- | | |
|-----------|------------|
| a. dipper | c. towel |
| b. soap | d. shampoo |

12. Dimas need a to drink

- | | |
|----------|-----------|
| a. plate | c. glass |
| b. bowl | d. kettle |

13. The meaning of “*bolster*” in bahasa Indonesia is....
- a. guling c. selimut
b. bantal d. laci
14. We need..... to eat
- a. bowl c. fork
b. kettle d. plate
15. The teacher writes down on the.....
- a. book c. table
b. paper d. blackboard
16. I bring..... to my school every time I have an English class
- a. dictionary c. pen
b. book d. notebook
17. My mother need ato cook rice
- a. frying pan c. pan
b. bowl d. oven
18. The meaning of “*curtain*” in bahasa Indonesia is...
- a. gordena c. boneka
b. jendela d. sofa
19. When I want to sleep, I feel so cool I need.....
- a. pillow c. bed
b. blanket d. bolster
20. We need..... to clean up our hair
- a. soap c. shampoo
b. detergent d. towel

ANGKET PENELITIAN

THE IMPLEMENTATION OF OBSERVE AND REMEMBER GAME TO IMPROVE VOCABULARY MASTERY AT THE EIGHTH GRADE STUDENTS OF SMPN 2 CEMPA KABUPATEN PINRANG

I. Keterangan Angket

1. Angket ini dimaksudkan untuk memperoleh data objektif dari responden dalam penyusunan skripsi.
2. Dengan mengisi angket ini, berarti telah ikut serta membantu kami dalam penyelesaian studi

II. Petunjuk Pengisian Angket:

1. Isilah identitas anda secara lengkap dan benar.
2. Bacalah dengan baik setiap pertanyaan.
3. Jawablah semua pernyataan dengan jujur sesuai dengan apa yang terjadi pada saat anda mengikuti kegiatan belajar dikelas dan berilah tanda (√) pada kolom jawaban.
4. Keterangan :

Kriteria	Skor	
	+	-
Sangat Setuju (SS)	5	1
Setuju (S)	4	2
Ragu-Ragu(RR)	3	3
Tidak Setuju (KS)	2	4
Sangat Tidak setuju (TS)	1	5

III. Identitas Responden

Nama :

Kelas :

IV. Daftar Pertanyaan

NO	PERNYATAAN	SS	S	RR	TS	STS
1	Saya senang mempelajari vocabulary bahasa Inggris dengan menggunakan observe and remember game					
2	Pembelajaran menggunakan observe and remember game tidak buat saya bosan dalam belajar bahasa Inggris					
3	Penggunaan metode observe and remember game dalam pembelajaran bahasa Inggris sangat menarik perhatian saya					
4	Saya sangat termotivasi untuk belajar bahasa Inggris khususnya vocabulary dengan menggunakan observe and remember game.					
5	Saya sangat mudah menghafal/memahami vocabulary dengan menggunakan observe and remember game					
6	Belajar dengan menggunakan observe and remember game sangat perlu untuk meningkatkan minat belajar bahasa Inggris.					
7	Belajar bahasa Inggris dengan menggunakan observe and remember game sangat mengasyikkan					
8	Mempelajari vocabulary menggunakan observe and remember game sangat perlu untuk diterapkan pada pembelajaran bahasa Inggris di sekolah-sekolah					
9	Saya dengan mudah belajar vocabulary dengan menggunakan observe and remember game					
10	Saya tertarik belajar vocabulary dengan menggunakan observe and remember game					
11	Saya tidak senang mempelajari vocabulary bahasa Inggris dengan menggunakan observe and remember game					
12	Pembelajaran menggunakan observe and remember game membuat saya bosan dalam belajar bahasa Inggris					

13	Penggunaan metode observe and remember game dalam pembelajaran bahasa Inggris tidak menarik perhatian saya					
14	Saya tidak termotivasi untuk belajar vocabulary dengan menggunakan observe and remember game					
15	Saya sangat sulit menghafal/memahami vocabulary dengan menggunakan observe and remember game					
16	Penggunaan metode observe and remember game tidak mempengaruhi minat saya dalam belajar bahasa Inggris					
17	Belajar bahasa Inggris dengan menggunakan observe and remember game sangat membosankan					
18	Pembelajaran bahasa Inggris khususnya dalam vocabulary menggunakan observe and remember game tidak perlu diterapkan di sekolah-sekolah					
19	Saya sangat sulit menguasai vocabulary dengan menggunakan observe and remember game yang digunakan dalam proses pembelajaran					
20	Saya tidak tertarik belajar vocabulary dengan menggunakan observe and remember game					

Appendix 2. lesson Plan

LESSON PLAN

School : SMPN 2 Cempa

Subject : English

Class : VIII

Topic : Things in the Living Room

Time : 2 x 45 minutes

Meeting : 1

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information

II. BASIC COMPETENCE

Knowing the meaning of the words and mention the things in living room and the things in it

III. INDICATORS

1. Knowing the names of the living rooms and the things in it
2. Understanding the names of the things in the living room
3. Naming the things in the pictures that give related to the topic
4. Asking question about things in the living room

IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

1. The students are able to know the names of the thing in living room and the things in it
2. The students are able to understand the names of the things in the living room
3. Students are able to naming the things in the pictures that give related to the topic.
4. The students are able to ask question about things in the living room

V. LEARNING MATERIALS

1. Pictures of the things in the living room



2. Structure: “What is this?”

“Could you mention the things in the living room?”

“This is an/a . . .”

VI. METHOD

Observe and Remember Game

VII. LEARNING ACTIVITY

1. Opening

- Greetings
- Warming up activities:
 - The researcher shows the picture of the things in the living room
 - Ask the students questions related to the picture in their daily life

2. Main Activity

- The researcher shows a picture of a living room and mentions the things in the picture of a living room
- The students in each group come to the front of the class to observe the picture then returns to their seat.
- The researcher tells them to take out paper and pen, then each group have to write down all the things in the picture as they can remember.
- Then the researcher asks all the groups to write down the words on the whiteboard.

3. Closing

- The researcher reviews the material that give to the students
- The researcher concludes the material
- The researcher gives feedback to the students
- The researcher advices the students to remember the lesson

VIII. RESOURCES

- The picture of the things in the living room
- English book
- Dictionary

IX. EVALUATION

Vocabulary test: multiple choices which is consisted of 20 questions

Evaluation rule:

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100$$

No.	Classification	Score
1.	Very Good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very poor	≤ 39

LESSON PLAN

School : SMPN 2 Cempa
 Subject : English
 Class : VIII
 Topic : Things in the Classroom
 Time : 2 x 45 minutes
 Meeting : 2

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information

II. BASIC COMPETENCE

Knowing the meaning of the words and mention the things in the classroom and the things in it

III. INDICATORS

1. Knowing the names of the things in the classroom and the things in it
2. Understanding the names of the things in the things in the classroom
3. Naming the things in the pictures that give related to the topic
4. Asking question about things in the classroom

IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

1. The students are able to know the names of the things in the classroom and the things in it
2. The students are able to understand the names of the things in the classroom
3. Students are able to naming the things in the pictures that give related to the topic.
4. The students are able to ask question about things in the classroom

V. LEARNING MATERIALS

1. Pictures of the things in the classroom



2. Structure: “What is this?”

“Could you mention the things in the classroom?”

“This is an/a . . .”

VI. METHOD

Observe and Remember Game

VII. LEARNING ACTIVITY

1. Opening

- Greetings
- Warming up activities:
 - The researcher shows the picture of the things in the classroom
 - Ask the students questions related to the picture in their daily life

2. Main Activity

- The researcher shows a picture of a classroom and mentions the things in the picture of a classroom.
- The students in each group come to the front of the class to observe the picture then returns to their seat.
- The researcher tells them to take out paper and pen, then each group have to write down all the things in the picture as they can remember.
- Then the researcher asks all the groups to compare the works with friends in the group.

3. Closing

- The researcher reviews the material that give to the students
- The researcher concludes the material
- The researcher gives feedback to the students
- The researcher advices the students to remember the lesson

VIII. RESOURCES

- The picture of the things in the classroom
- English book
- Dictionary

IX. EVALUATION

Vocabulary test: multiple choices which is consisted of 20 questions
Evaluation rule:

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100$$

No.	Classification	Score
1.	Very Good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very poor	≤ 39

LESSON PLAN

School : SMPN 2 Cempa
 Subject : English
 Class : VIII. 3
 Topic : Things in the Bathroom
 Time : 2 x 45 minutes
 Meeting : 3

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information

II. BASIC COMPETENCE

Knowing the meaning of the words and mention the things in the bathroom and the things in it

III. INDICATORS

1. Knowing the names of the things in the bathroom and the things in it
2. Understanding the names of the things in the things in the bathroom
3. Naming the things in the pictures that give related to the topic
4. Asking question about things in the bathroom

IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

1. The students are able to know the names of the things in the bathroom and the things in it
2. The students are able to understand the names of the things in the bathroom
3. Students are able to naming the things in the pictures that give related to the topic.
4. The students are able to ask question about things in the bathroom

V. LEARNING MATERIALS

1. Pictures of the things in the bathroom



2. Structure: “What is this?”

“Could you mention the things in the bathroom?”

“This is an/a . . .”

VI. METHOD

Observe and Remember Game

VII. LEARNING ACTIVITY

1. Opening

- Greetings
- Warming up activities:
 - The researcher shows the picture of the things in the bathroom
 - Ask the students questions related to the picture in their daily life

2. Main Activity

- The researcher shows a picture of a bathroom and mentions the things in the picture of a bathroom.
- The students in each group come to the front of the class to observe the picture then returns to their seat.
- The researcher tells them to take out paper and pen, then each group have to write down the name all the things in the picture as they can remember.

3. Closing

- The researcher reviews the material that give to the students
- The researcher concludes the material
- The researcher gives feedback to the students
- The researcher advices the students to remember the lesson

VIII. RESOURCES

- The picture of the things in the bathroom
- English book
- Dictionary

IX. EVALUATION

Vocabulary test: multiple choices which is consisted of 20 questions

Evaluation rule:

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100$$

No.	Classification	Score
1.	Very Good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very poor	≤ 39

LESSON PLAN

School : SMPN 2 Cempa

Subject : English

Class : VIII. 3

Topic : Things in the Bedroom

Time : 2 x 45 minutes

Meeting : 4

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information

II. BASIC COMPETENCE

Knowing the meaning of the words and mention the things in the bedroom and the things in it

III. INDICATORS

1. Knowing the names of the things in the bedroom and the things in it
2. Understanding the names of the things in the things in the bedroom
3. Naming the things in the pictures that give related to the topic
4. Asking question about things in the bedroom

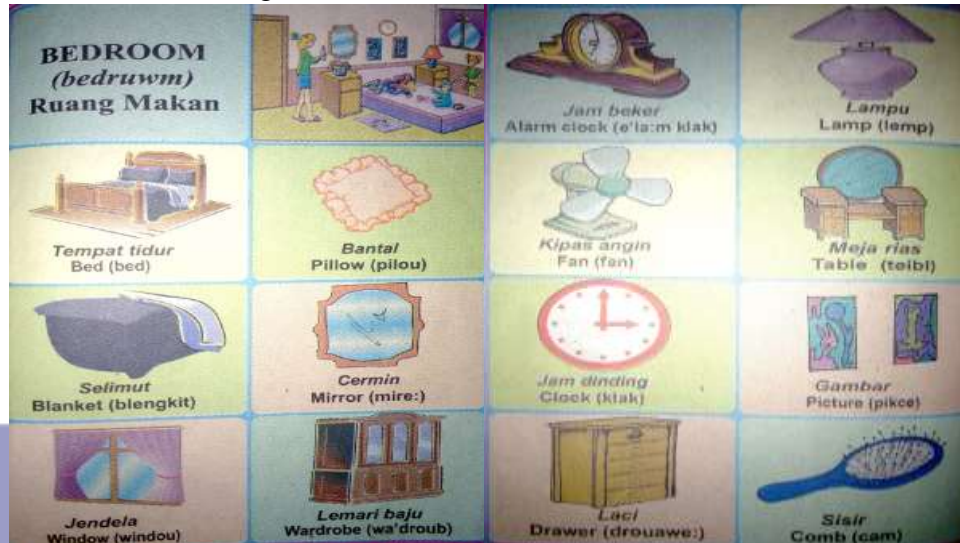
IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

1. The students are able to know the names of the things in the bedroom and the things in it
2. The students are able to understand the names of the things in the bedroom
3. Students are able to naming the things in the pictures that give related to the topic.
4. The students are able to ask question about things in the bedroom

V. LEARNING MATERIALS

1. Pictures of the things in the bedroom



2. Structure: "What is this?"

"Could you mention the things in the bedroom?"

"This is an/a . . ."

VI. METHOD

Observe and Remember Game

VII. LEARNING ACTIVITY

1. Opening

- Greetings
- Warming up activities:
 - The researcher shows the picture of the things in the bedroom
 - Ask the students questions related to the picture in their daily life

2. Main Activity

- The researcher shows a picture of a bedroom and mentions the things in the picture of a bedroom.
- The students in each group come to the front of the class to observe the picture then returns to their seat.
- The researcher tells them to take out paper and pen, then each group have to write down all the things in the picture as they can remember.
- Then the researcher asks all the groups to write down the words on the whiteboard.

3. Closing

- The researcher reviews the material that give to the students
- The researcher concludes the material
- The researcher gives feedback to the students
- The researcher advices the students to remember the lesson

VIII. RESOURCES

- The picture of the things in the bedroom
- English book
- Dictionary

IX. EVALUATION

Vocabulary test: multiple choices which is consisted of 20 questions

Evaluation rule:

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100$$

No.	Classification	Score
1.	Very Good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very poor	≤ 39

LESSON PLAN

School : SMPN 2 Cempa
 Subject : English
 Class : VIII. 3
 Topic : Things in the Dining Room
 Time : 2 x 45 minutes
 Meeting : 5

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information

II. BASICCOMPETENCE

Knowing the meaning of the words and mention the things in the dining room and the things in it

III. INDICATORS

1. Knowing the names of the things in the dining room and the things in it
2. Understanding the names of the things in the things in the dining room
3. Naming the things in the pictures that give related to the topic
4. Asking question about things in the dining room

IV. LEARNINGOBJECTIVES

At the end of the learning process, students are able to:

1. The students are able to know the names of the things in the dining room and the things in it
2. The students are able to understand the names of the things in the dining room
3. Students are able to naming the things in the pictures that give related to the topic.
4. The students are able to ask question about things in the dining room

V. LEARNING MATERIALS

1. Pictures of the things in the dining room



2. Structure: “What is this?”

“Could you mention the things in the dining room?”

“This is an/a . . .”

VI. METHOD

Observe and Remember Game

VII. LEARNING ACTIVITY

1. Opening

- Greetings
- Warming up activities:
 - The researcher shows the picture of the things in the dining room
 - Ask the students questions related to the picture in their daily life

2. Main Activity

- The researcher shows a picture of a bedroom and mentions the things in the picture of a dining room.
- The students in each group come to the front of the class to observe the picture then returns to their seat.
- The researcher tells them to take out paper and pen, then each group have to write down all the things in the picture as they can remember.
- Then the researcher asks all the groups to compare the works with friends in the group.

3. Closing

- The researcher reviews the material that give to the students
- The researcher concludes the material
- The researcher gives feedback to the students
- The researcher advices the students to remember the lesson

VIII. RESOURCES

- The picture of the things in the dining room
- English book
- Dictionary

IX. EVALUATION

Vocabulary test: multiple choices which is consisted of 20 questions
Evaluation rule:

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100$$

No.	Classification	Score
1.	Very Good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very poor	≤ 39

LESSON PLAN

School : SMPN 2 Cempa

Subject : English

Class : VIII. 3

Topic : Things in the Kitchen

Time : 2 x 45 minutes

Meeting : 6

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information

II. BASIC COMPETENCE

Knowing the meaning of the words and mention the things in the kitchen and the things in it

III. INDICATORS

1. Knowing the names of the things in the kitchen and the things in it
2. Understanding the names of the things in the things in the kitchen
3. Naming the things in the pictures that give related to the topic
4. Asking question about things in the kitchen

IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

1. The students are able to know the names of the things in the kitchen and the things in it
2. The students are able to understand the names of the things in the kitchen
3. Students are able to naming the things in the pictures that give related to the topic
4. The students are able to ask question about things in the kitchen

V. LEARNING MATERIALS

1. Pictures of the things in the kitchen



2. Structure: "What is this?"

"Could you mention the things in the kitchen?"

"This is an/a . . ."

VI. METHOD

Observe and Remember Game

VII. LEARNING ACTIVITY

1. Opening

- Greetings
- Warming up activities:
 - The researcher shows the picture of the things in the kitchen
 - Ask the students questions related to the picture in their daily life

2. Main Activity

- The researcher shows a picture of a kitchen and mentions the things in the picture of a bathroom.
- The students in each group come to the front of the class to observe the picture then returns to their seat.
- The researcher tells them to take out paper and pen, then each group have to write down the name all the things in the picture as they can remember.

3. Closing

- The researcher reviews the material that give to the students
- The researcher concludes the material
- The researcher gives feedback to the students
- The researcher advices the students to remember the lesson

VIII. RESOURCES

- The picture of the things in the kitchen
- English book
- Dictionary

IX. EVALUATION

Vocabulary test: multiple choices which is consisted of 20 questions
Evaluation rule:

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100$$

No.	Classification	Score
1.	Very Good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very poor	≤ 39

CURRICULUM VITAE



NURHIKMA, the researcher was born on April 4th 1997 in Ammani, Pinrang. She is the fourth child from six children in her family. From the couple, Jalang and Norma, she has two elder daughters, one elder brother and two younger brothers. The first sister name is Mukasifah, the second is Muh. Tahir, the third is Nurhidayah, the fourth is Muh. Taufik and the little brother name is Mustakim.

She began her study in Elementary School in Ammani and graduate on 2009. In the same year, she continued her studying in junior high school. She decided to continue her study at SMPN 2 Cempa and finished her Junior High School on 2012. After that, she is registered as a student in SMAN9 Pinrang and graduated on 2015. In the same year she continues her study at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare. While she studies in IAIN Parepare. On 2019 she completed her skripsi with the title “The Implementation of Observe and Remember Game to Improve Vocabulary Mastery at the eighth grade students of SMPN 2 Cempa Kabupaten Pinrang”.