THESIS

**IMPROVING VOCABULARY MASTERY STUDENTS
THROUGH OBSERVE AND REMEMBER GAMES
AT THE SECOND GRADE OF SEKOLAH
MENENGAH KEJURUAN NEGERI
(SMKN) 3 ENREKANG**

BY

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC RELIGION INSTITUTE
PAREPARE**

2021

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

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A Thesis

As a Part of Fulfilment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd.)

English Education Program

Submitted by

NOVITA SARI
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A THESIS

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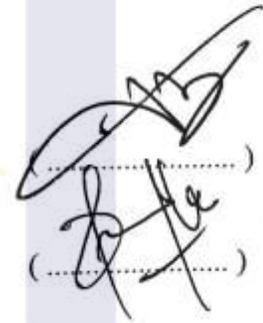
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Parepare, 20 July 2021
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DECLARATION OF THE AUTHENTICITY OF THE THESIS

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Stated this thesis was her own writing and if it can be proved that it was copied, duplicate or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Novita Sari.2021. *Improving Vocabulary Mastery Students Through Observe And Remember Games At The Second Grade Of Sekolah Menengah Kejuruan Negeri (SMKN) 3 Enrekang* (Supervised by Mujahidah and Ahdar).

This research was aimed to see the improvement of vocabulary mastery students after learning process by using observe and remember game at the second grade of Sekolah Menengah Kejuruan Menengah Negeri (SMKN) 3 Enrekang. 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 second grade SMKN 3 Enrekang. The sample was one class XI Accounting class consisted of 20 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. Before using observe and remember games, the students to difficult to understand the vocabulary and also difficult contribute in vocabulary class. After the observe and remember games applied the students easy to understand the vocabulary especially observe and rememeber on vocabulary quiz and can imrove the students vocabulary.

Based on research, using observe and remember games is useful in improving students vocabulary at the SMK 3 Enrekang. it was proven by significant difference between the students mean score of pre-test and post-test., the result showed that the mean score of pos-test (78,25) was higher than the mean score of pre-test (58,5) and obtained that α= 0,05 and (df) = N-1 = 20-1= 19, and the value of the t-table is 1,72472, while the value of t-test was 9,85. It means that the t-test value is greater than t-table (9,85≥1,72472). Thus it can be concluded that the vocabulary students mastery was better after getting the treatment. So, the null hypothesis(H_0) was rejected and the alternative hypothesis (H_a) was accepted.

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

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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is very important for language learning because people cannot communicate without sufficient vocabulary.[1] English is also the first foreign language that is considered essential for obtaining information, absorbing and developing science and culture.[2] If we do not understand and learn English, it will be difficult for us to communicate with foreigners from other countries whose languages are different from ours. Therefore, when students communicate in English, they need not only grammar, but also vocabulary. In the words of Scott Thornburg: Without grammar, there is almost no language to convey, and no vocabulary to convey.[3] This means that when students communicate in foreign languages, especially English, vocabulary is very important.

People won't speak well, if you don't master vocabulary, and they won't understand written materials. If people have a small vocabulary, not only can they not understand what others are saying, but they can't pass information to other people through sentences. If students master vocabulary first, they will learn English easily. However, to learn a foreign language, the first element is vocabulary mastery, because it is very important. Students should have good English vocabulary skills, because it can support all subjects of English first, and

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[1] Jeremy Harmer, The Practice of English Language, (New York Longman, 1992).

[2] Sri Handayani,"Pentingnya Kemampuan Bahsa Inggris". *Jurnal Profesi Pendidik*,Vol.3 No.1 (Mei 2016).

[3] Scott Thornburg, *How to Teach Vocabulary,* (Oxfordshire: Person Education Limited, 2002).

students must have much vocabulary to help them understand the meaning of the English they are learning. When students understand what the teacher is teaching, they can provide feedback on the material.

Most students find it difficult to understand words because they may not be able to understand the meaning of the words while learning, which makes it difficult for them to understand the lesson well, which may also lead to disappointment and lack of motivation. In addition, they tried to translate it into Indonesian, so they tried to look it up in the dictionary. Then, distinguish the spelling of foreign words. Students will find several words and similar pronunciations in English; this may confuse them. last, say this sentence. The students forgot the words they had learned before. In this way, students cannot make sentences well.

Order to overcome the above-mentioned problems, the researcher chose games to improve English vocabulary. Julia Dobson say Game is a great way to break the routine of classroom practice, because it can bring entertainment and relaxation.[4] This means that games are a way to relax classroom routines and have fun. In addition, as stated in the book "Game for Language Learning" this game refers to a highly entertaining, interactive, and often challenging activity. It is an activity where learners play and usually interact with others.[5] This means that any activity is fun, because the game may make students enthusiastic about playing the game, sometimes it is challenging, because when the students are playing the game, they must be the winner of the game, and it is also very Fun,

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[4] Julio Dobson, *Try One of My Games, (*Washington. D.C, 2003).

[5] Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning,* (Cambridge University Press, 2006).

because students will feel fun and enjoyment when playing games. And interact with each other. In addition, it also gives students the opportunity to express their feelings.

One of these games is observation and remember games. Observe and remember it's Kim's (Keep In Mind) game. This game is a good way to test students' ability to observe and recall their learning process especially in English vocabulary. By using this game, the teacher does not have to translate certain objects.[6]

The previous research, when applying quiz observe and remember games, they have not used technology that is owned by all people, namely cellphones, but they use paper and pens during the quiz. Therefore, the researcher will use the hand phone when students quiz about observe and remember games. The trick is that when the quiz, the researcher uses the Quizizz, where there are pictures of the objects that have been studied at the meeting, then the students will answer what images are displayed. This is done to test what the students already know.

Observation and remember games are a good way to test students' ability to observe and remember when learning English vocabulary. Observing and remembering the game is very interesting because it requires students to improve their competitiveness. They have no other choice to become taciturn, because they are afraid of not being too smart in front of their friends. Adolescence is an era of high morale. Competitive behavior can be used to encourage them to make

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[6] Ruwaida Nusa Putri, The Application of Observe and Remember Games in Improving Students' Achievement in Vocabulary at The Seventh Grade of MTs Islamiyah Medan in The Academic Year 2016/2017(University for Islamic Studies (UIN) North Sumatera Medan,2016).

good use of nature. In the game, students will learn to make sentences and remember vocabulary clearly. By doing this again and again, they will unknowingly learn to write sentences with vocabulary.

Based on the above discussion, I want to know if students learn by observe and remember games, whether there are any differences in their vocabulary mastery. I took the title "Improving Vocabulary Students Through Observe And Remember Games at The Second Grade Of Sekolah Menengah Kejuruan Negeri (SMKN) 3 Enrekang".

B. Research Question

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

1. How is the Students' Vocabulary Mastery Before and After Applied Observe and Remember Games at The Second Grade Of Sekolah Menengah Kejuruan Negeri (SMKN) 3 Enrekang?

2. Is there any Significant Improvement at the Students Vocabulary Mastery by Using Observe and Remember Games at The Second Grade Of Sekolah Menengah Kejuruan Negeri (SMKN) 3 Enrekang?

C. Objective of the Research

Based on the problem statement made by the researcher above, this research has purpose to find out:

1. To find out the students' vocabulary mastery before and after applying observe and remember game.

2. To find out whether there is a significant improving of students' vocabulary mastery as a result of using observe and remember game

D. **Significances of the Research**

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

1. For the teacher, the result of this study hopefully could give useful contribution for the institution and the practice of foreign language teaching.

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.

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.
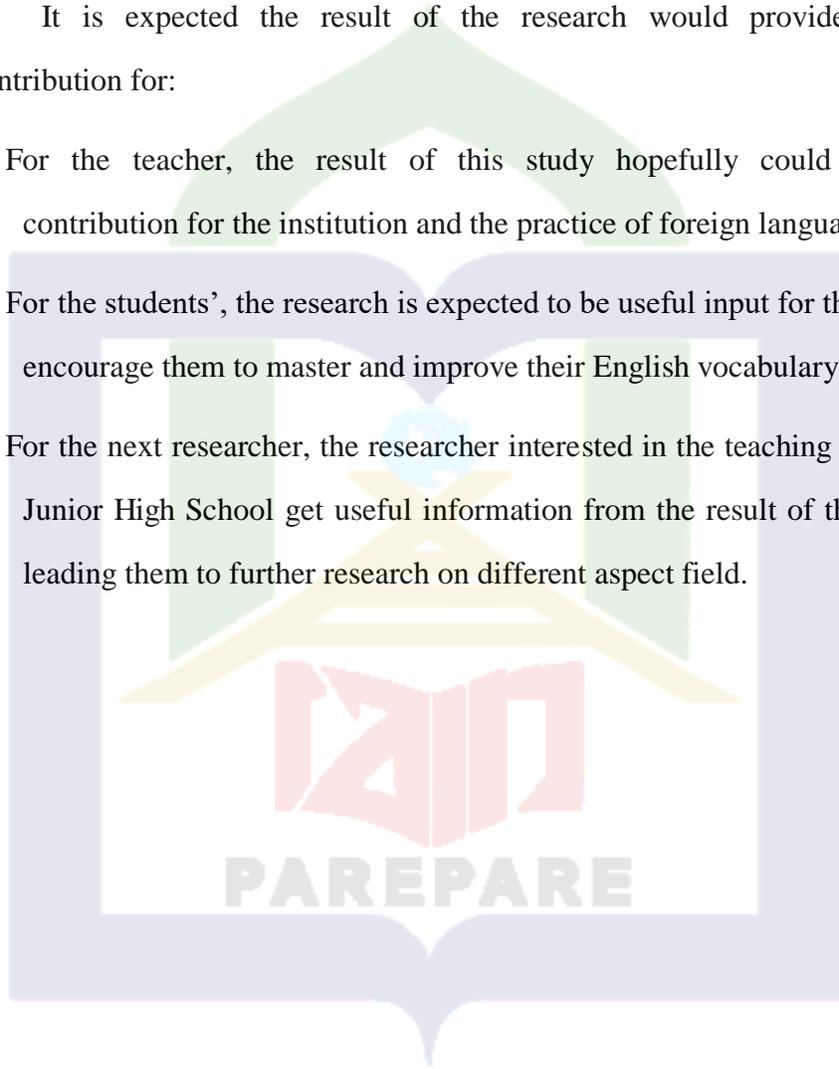
CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. Some Pertinent Ideas

This part about the concept of vocabulary, the concept of game, and concept of observe and remember games.

1. The Concept of Vocabulary

The concept of vocabulary includes vocabulary definition, types of vocabulary, vocabulary importance and vocabulary teaching.

a. The Definition of Vocabulary

According to A. S. Hornby, vocabulary is the number of words that make up a language.[7] Therefore, language is governed by many words and phrases. He added that vocabulary is a collection of words or phrases in a language. This means that vocabulary is a language component that provides information or interpretation of language terms.

Vocabulary is taught in conjunction with other language activities. For example, paragraph vocabulary is processed before students read the paragraph. A few days before the debate, Sarawak explained the vocabulary of the teaching. Through direct teaching and reading, students become familiar with the vocabulary of the subject before they

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[7] A. S. Hornby, *Oxford Advanced Learner's Dictionary* (Great Clarendon Street: Oxford University Press, 1987).

need to use it in formal oral activities. Johnson suggests similar pre-teaching as preparation for listening practice that provides further practice in vocabulary.[8] In addition, there is another word definition, namely; David L. Stephen say that vocabulary is one of the most important aspects in language development.[9]

According to this statement, vocabulary is a word or sound that represents a single pronunciation of a particular meaning. This is the most important part of language learning. Obviously, vocabulary is the foundation of language. Therefore, there is no language without language.

b. Types of Vocabulary

Harmer revealed that in Russiana there are two types of vocabulary, namely active and passive. The first is passive or introductory vocabulary that is composed of words. A person can be identified in the process of reading the material, but he is not actually using himself. Passive vocabulary refers to the words students will recognize when they meet them, betting that they may not earn.[10] The second is active vocabulary, which consists of verbs and is used in writing and speaking every day.[11]

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[8] I. S. P. Nation, "*Teaching And Learning Vocabulary",* (Victoria University of Wellington, Heinle and Heinle publishers, 1990),

[9] David L. Stepherd, *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Method*(USA: Bell and Howel Company, Co, 1973).

[10] Oxford Learner's Pocket Dictionary, (New Edition. Oxford University Press, 2008).

[11] Rusdiana, "Developing Students' Vocabulary by Using 3-W Game for The Eight Grade at SMP Negeri 1 Suppa Kabupaten Pinrang"*,* (Parepare: STAIN Parepare, 2014),

c. The Importance of Vocabulary

Words are indispensable for human communication and activity, the meaning of the words we express our ideas, the desire for love, ambition, gratitude, joy, sadness, depression. We know very well that words allow us to understand the people and words around us. The better we understand or understand words, the better we can choose words to express our thoughts. In short, a good knowledge of the language can help us communicate with people around the world and find all the information from many sources to enrich our knowledge.

The reason for the importance of vocabulary is because vocabulary consists of three things, namely speaking, reading, and writing, all of these elements are used to form a large structure, namely literacy.[12] In other words, anyone who learns a language must not ignore vocabulary. Lack of vocabulary knowledge among Indonesian students is a serious problem, and their need to find suitable methods to improve their vocabulary knowledge is increasing. Considering some of the above problems, one of the suggested alternative methods is to use the vocabulary log.[13]

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[12] Early Age, "Important of Vocabulary" (http://www.exforsys.com/careercenter/Englishvocabulary/important-of-vocabulary-from-an-early-age. Html 5th Agustus 2016

[13] Fika Nurul Hanifia, "*The Use Of Vocabulary Journal In Enriching Students' Vocabulary Achievement And The Students' Attitudes Toward Its Use*",(indonesian University of Education Graduated in 22 February 2013.

Vocabulary diary is a personal dictionary; learners record the words they encounter, their meaning and other important aspects.[14]

d. Teaching and Learning Vocabulary

The meaning of words can be communicated or taught in various ways. The following content covers most of the possibilities. Through presentations or images, such as using objects, using cutting, using gestures, performing actions, photos, whiteboards or diagrams, pictures in books, spoken explanations, analytical definitions, adding new words into the context of definitions, and translating into language else, this technique is just a way to teach the meaning of the word.

When teaching vocabulary, the source information must be the teacher's brain. The transmitter can have many things-for example the teacher's voice (if giving a verbal explanation), the teacher's hand (if making a picture or pointing at a picture), the teacher's body (if giving a demonstration), real objects (if the teacher is showing) the Class.[15]

Vocabulary in context and systematic vocabulary expansion., there are two main vocabulary requirements for learning a second language: learning words, idioms and expressions in context, such as vocabulary encountered when using language to communicate; and learn vocabulary systematically to meet communication needs other than specific speech.

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[14] Bozkurt, N. (2007). *The effect of vocabulary notebooks on vocabulary acquisition.* Thesis. Bilkent University, Ankara. Unpublished.

[15] I. S. P. Nation, "*Teaching And Learning Vocabulary",* (Victoria University of Wellington, Heinle, 1999).

Achieve a certain level of vocabulary mastery, students must use various strategies to succeed in the learning process.[16] In addition, the teacher also has a big responsibility to ensure that students succeed in obtaining it. This is because students are very interested in receiving vocabulary instruction. Therefore, vocabulary mastery depends not only on students' learning styles, but also on their teaching styles. As a result, many scholars have issued teaching and learning principles for teachers and students to teach and study their own vocabulary. Among all the principles introduced, ten principles were considered important for ensuring vocabulary mastery (Richards and A. Renandya, 2008).

When studying vocabulary to understand or express speech, we focus on tenses that express the meaning of the context or reveal the intended meaning. For the special communication purpose of speech, all other meanings and forms may be temporarily neglected.

When we experience new sounds, we will discover vocabulary assimilation. In some cases, such as in experimental research, new words are learned from encounters. In most cases, however, the integration of new vocabulary requires more new project experience than a single contextual encounter. In addition, students whose English is a second language or a foreign language cannot imitate native speakers' experience of learning a first language. Therefore, they have to learn vocabulary systematically, a part from becoming one word in

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[16] Robert Lado, "*Teaching English Across Cultures",* (Singapore, McGraw-Hill, 1998).

text and speech.[17] So it's just not to know the name of vocabulary but students must know how to spell vocabulary with good pronounciation.

2. The Concept of Game

The game concept includes the definition of the game, the reasons for using the game, importance of the game.

a. Definition of Game

Because learning grammar or structure is difficult and sometimes tedious for students, it is hoped that teachers can find effective ways to help students learn a second language. Games can help students modify the language they learn. "Games can also help teachers create environments where language is useful and meaningful." Observe and remember games that this game is one of the games used to help students learn English lessons easily.

Games are fun and interesting activities, usually challenging, an activity where student play and usually interact with other people.[18] Games are fun and enjoyable activities. Games can motivate students to learn new vocabulary, because only by using this new vocabulary they can win the game.[19] Games are activities in which certain skills are acquired in a fun way. If the skills obtained in the game are in the form

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[17] I. S. P. Nation, "*Teaching And Learning Vocabulary",* (Victoria University of Wellington, Heinle publishers, 1999).

[18] Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning* (United Kingdom: Cambridge University Press, 2006).

[19] Virginia French Allen, *Techniques in Teaching Vocabulary* (New York: Oxford University Press, 1983).

of certain language skills, the game is called language games. Playing language games makes the classroom more interesting and more competitive. The game must have clear rules that all students agree on and understand. This will calm the class and achieve the course objectives.

b. The Reason of Using Game

Teaching English may experience difficulties because students tend not to be interested in English. To overcome this problem, the teacher must be able to create a pleasant and comfortable teaching atmosphere in the classroom. According to Allen (1983), games are important in teaching vocabulary because they highlight the necessary and important words to achieve the objectives of game.[20]Games are one of the most interesting ways to teach English. Learning English, especially vocabulary, through games can be fun, because games encourage and help many learners stay interested and working. Children love to play games and they can learn many words in a fun way.

Gada Sari writes in Maryam and Behzad, playing games in the classroom has many advantages: (1) Games are relaxing and entertaining for students, helping them learn and master new words more easily. (2) Playing general games that are friendly, and attract students' interest. (3) games stimulate people's enthusiasm, games give

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[20] Virginia French Allen, *Techniques in Teaching Vocabulary* (New York: Oxford University Press, 1983).

students more opportunities to express their beliefs and ideas. (4) vocabulary games create real words in the teaching process Context.[21]

The short, using games to learn vocabulary is an effective and fun way to do it in class. Through games, students try to show their environment and interact with their surroundings. These games are not only used for entertainment, but more importantly, for practical practice and review of language courses, thereby broadening the goal of improving students' vocabulary mastery.

c. The Importance of Game

As stated in the research background, vocabulary is an integral part of language. Vocabulary plays an important role in mastering English as a foreign language. "Without grammar, almost nothing can be conveyed, and without vocabulary, nothing can be conveyed." Vocabulary is the essence of the English language, because without a rich vocabulary, students will not be able to understand other people or express their own thoughts.

Vocabulary teaching can help students understand English in class and keep in touch with them. Researchers believe that adequate vocabulary will help students become proficient in English. This reflects my own experience; Even without grammar, I can still communicate some useful words and phrases.

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[21] Maryam 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).

Additionally, Dellar H and Hocking D in Scott Thornburry say If you spend most of your time learning grammar, your English won't improve much. If you learn more words and phrases, you'll see the greatest progress you have can hardly speak grammar, but you can say almost anything! If students don't know how to enrich their vocabulary, they will gradually lose the ability to learn interest in English.

Finally, it is clear that vocabulary is the most important part of learning English as a foreign language. Then, students must realize that learning vocabulary is important for them to master English. In addition, teachers are also required to adopt the right strategy in teaching vocabulary so that students can care about vocabulary development and obtain learning material.

3. Concept of Observe and Remember Game

The Observe and Remember Games concept includes the definition of Observe and Remember Games, Steps of Implementation.

a. Definition of Observe and Remember Game

Observe and Remember Game is a game derived from Kim's method (remember). The game was actually created by Rudyard Kipling in his book "Gold". In essence, when playing, you are competing with each other to understand how much you can remember compared to other people in a given time.[22] This game is a good way to test students'

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[22] Graywolf Survival, *Kim's Game:* 10 Great Games to Learn Survival or Prepper Skills (http://graywolfsurvival.com/3650/best-game-learn-survival-emergency-preparedness-skill/) (accesed on 03rd February 2021)

ability to observe and remember when learning English vocabulary especially studying English vocabulary. Kim's games are games or exercises played by Scouts, and other groups of kids. Games can develop people's ability to observe and remember details. Therefore, Kim's game (keep in mind) is also called the observation and remember game. Here, I want to use this game to improve my vocabulary. I think this game is very interesting.

According to Beck, McKeown and Kucan in Dixon say Kim vocabulary strategy is a strategy to encourage students to expand their understanding of key vocabulary terms. O'Dell et al say that the purpose of this game is to practice everyday things and the vocabulary they describe.[23]

In addition, KIM games are English foreign language games, memory games. As an electronic teaching method, KIM games play an important role in memorizing vocabulary. Wright et al supported Kim's game change to focus on vocabulary learning. The reason for using Kim's game is that it can improve students' ability to remember vocabulary, especially verbs, nouns and adjectives when learning English.[24]

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

[24] Wright Andrew, Batteridge David and Buckby, Michael. *Games for Language Learning Third Edition* (Cambridge: Cambridge University Press, 2006).

b. Steps of Implementation Observe and Remember Game

In fact, it describes the steps of learning to observe and remember the game below:

1) The researcher provides, introduces and explains strategies for observing and memorizing vocabulary, and then provides several models to students.

2) Researchers divide the class into 4 or 5 people.

3) When playing the game, bring along some objects or small diagrams with pictures of things the students can recognize.

4) Place the object or diagram in front of the class and give students the designated time (maybe two minutes) to look at it.

5) After they return to their seats, ask them to bring out a paper and pen, and then individually or as a group, ask them to write down as many names as they can remember. (Object or image should be discussed at this time).

6) After students finish their homework, the researcher discusses with students whether their answers are right or wrong. The teacher tells the correct answer, and the student checks his friend's answer.

7) At the end of the time limit (five minutes is good), have students check the list, the longest on the list is the winner

B. **The Previous Related Literature**

The first research, Ruwaida Nusa Putri reported that the observation and application of memory for grade VII students at MTs Islamiyah Medan was very good. The results of observations and interviews show that students are motivated during the learning process to learn to look and remember. Therefore, this game is very suitable for use in the learning process of teaching vocabulary.[25]

The second research, Fatimah reported that applying picture cards to improve vocabulary of 8th graders at SMP 9 Parepare was effective. The results of the data analysis study showed that there were significant differences before and after the test. The pre-test mean score was 38.3 (very poor), and the post-test mean was 79.6 (good). 5% of the important degrees of freedom is 1.711. The significance of the posterior results was higher than the difference in results, namely 2.10> 1.711. This means that the research hypothesis is accepted. Therefore, it is effective to increase students' vocabulary by using picture cards in class VIII SMP Negeri 9 Parepare.[26]

In the third research, Maria Nage Pajo reported that using games to increase the knowledge of grade 8 high school students can help. Based on the results of this analysis, several conclusions can be drawn. The game helps

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[25] Putri Nusa Ruwaida, The Application of Observe and Remember Games in Improving Students' Achievement in Vocabulary at The Seventh Grade of Mts Islamiyah Medan in The Academic Year 2016/2017 (Department of English Education Faculty of Tarbiyah and Teacher Training the State Islamic University of North Sumatera Medan, 2017).

[26] Fatima, Improving the Students' Vocabulary Achievement by Using Picture Card at The Eight Grade of SMP Negeri 9 Parepare, (English Program Tarbiyah and Adab Department IAIN Parepare, 2019)

students participate in class by speaking English. Games can help students enrich their vocabulary. Playing games can increase student enthusiasm, through games students can provide appropriate and enthusiastic responses in class and game activities, where students can interact with friends and teachers.Games help students eliminate the freedom of learning through textbooks and monotonous memory methods.[27]

C. Conceptual Framework

The main focus of this research is to improve students' vocabulary through observation and remember games. The following figure shows the basis of this research:

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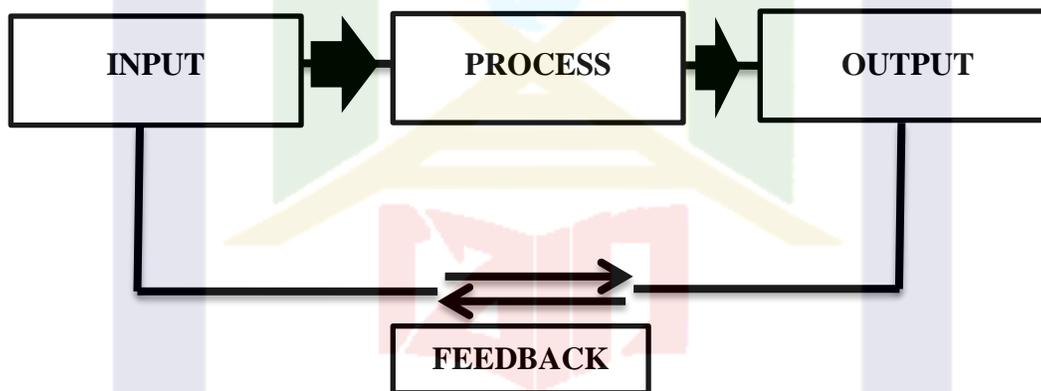
[27] Pajo Nage Maria, Using Games to Improve Vocabulary Knowledge of the Eleventh Grade Students of Senior High School, (English Language education Study Program Department of Language and Arts Education faculty of Teachers Training and Education Sanata Dharma University Yogyakarta,2017)

In the picture above, there are four elements, namely:

1. Input refers to the lack of student vocabulary, namely efforts to improve the quality of teaching materials through observation and remember games.

2. The process refers to teaching and learning vocabulary through observation and remembers games.

3. Outputs refer to the increase in students' vocabulary mastery skills after learning material through observation and remember games.

4. Feedback refers to vocabulary students mastery be improve

D. Hypothesis

The researcher formulates the hypothesis as follows:

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

2. Ha (Alternative Hypothesis): The use of observe and remember game was significant to improve the students' vocabulary mastery.

E. Variable and Operational Definition Of Research

1. Variable

   There are two variables in this study, namely the dependent variable and the independent variable.

   a. The dependent variable in this study is vocabulary mastery

   b. The independent variables in this study are the observe and remember games.

2. Operational Definition of Research

    a. Vocabulary mastery is the student's ability to analyze and find different pronunciations and new words of objects in the classroom, in the bedroom, in the bathroom, and in the kitchen.

    b. Observation and remember is one of the techniques that researchers use in the classroom. Observation and remember games are vocabulary games designed to test a person's ability to observe and remember words.

    c. Improving is to raise to a more desirable or more excellent quality or condition. Also to increase the productivity or value.
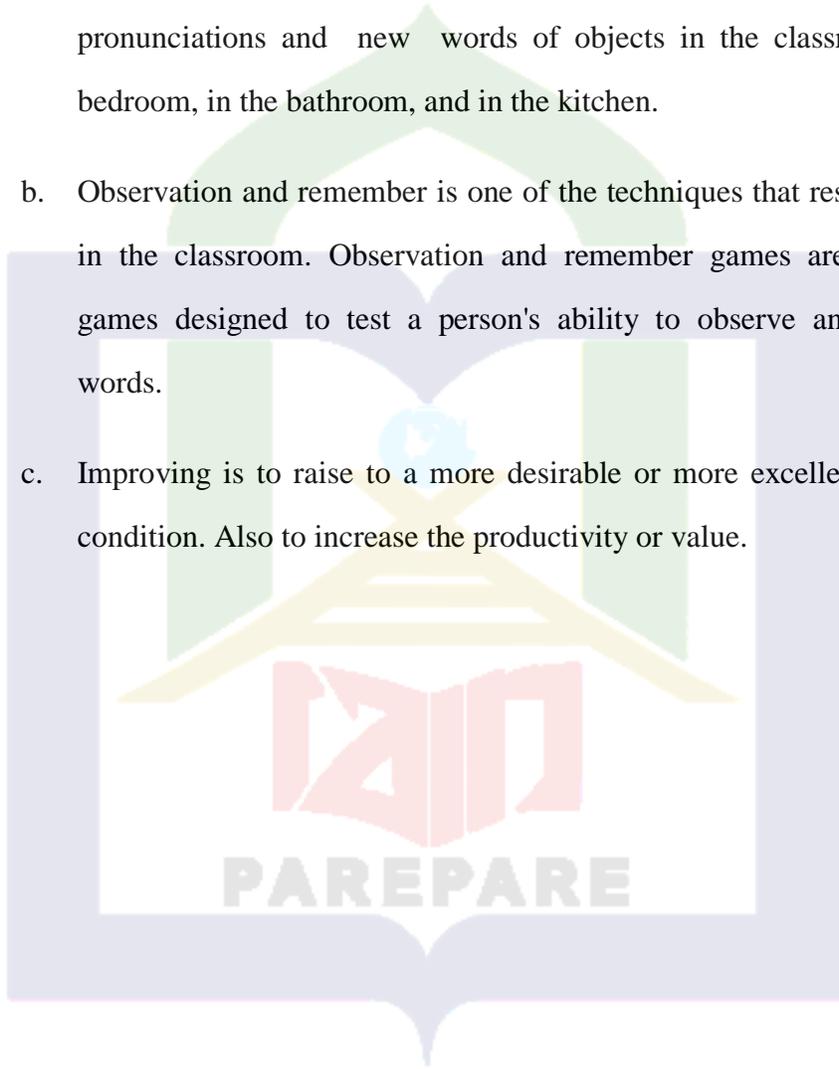
CHAPTER III

RESEARCH METHODOLOGY

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:

A. Research Design

In this research, would apply pre-experimental method with one group pre-test and post-test design, this as follow.[28]

$$E= O_1 \, XO_2$$

Where :   E:Experimentl

X: Treatment

O_1:Pre-Test

O_2: Post-Test

B. Location and Duration of the Research

This research conducted at Sekolah Menengah Kejuruan Negeri (SMKN) 3 Enrekang. The location of this school is in JLN. DR. Ratulangi No. 7 Maroangin, Bangkala, Maiwa District, Enrekang Regency, South Sulawesi Province. Researchers examined eleventh grade students. This study used a quantitative design, therefore it took researchers several weeks to complete the study.

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[28] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, dan R & D* (Bandung: Alfabeta, 2010).

C. Population and Sample

1. Population

The researcher had to determine the population. Arikunto contends that the population is the total number of the research subject.[29] The population in this study were the second grade students of SMKN 3 Enrekang., where class XI is divided into four classes and consisting of 20-25 students in each class.

2. Sample

The population divided into four categories. Researcher used one class as a classroom random sampling technique to determine a class from two classes by gambling on all classes, and the result of the lottery shows that the class is the XI Accounting class with 20 students.

D. The Instrument of the Research

In this study, researchers used a vocabulary test. This test applied pre-test and post-test. Pre-test is to find out the students' initial knowledge before using the observation and remember games, in this case the vocabulary test, and the post-test is to use the observation and remember games to determine the progress of students after treatment.

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[29] Arikunto, Suharsimi. Procedure *Penelitian Suatu Pendekatan Praktek.. (*Jakarta:Rineka Cipta.2006).

E. Procedure of Collecting Data

The data collection process explained as follows:

1. Pre-test

Before being given treatment, researcher given pre-test made to students to test their vocabulary mastery. After the pre-test, the researcher check the students' work to understand how students mastery vocabulary. After that the researcher used observe and remember games to improve vocabulary and provide treatment.

2. Post-test

After being given treatment, the researcher given a post test on the students to find out the increase in their vocabulary mastery.

F. Treatment

After conducting the pre-test, the researcher conduct four meetings for students in the class. At each meeting, students must understand 20 words of the relevant material. Researchers used different procedures at each meeting so that students do not get bored with monotonous activities.

The first treatment, the researcher introduced herself and also each students introduced himself. Then, the researcher divided the students into 4 groups and the researcher used the pictures of thing in classroom. The procedure of treatment was described as follows: First, the researcher showed pictures and mentioned the names of the things to each groups. After that, the researcher asked each group to observe and remember the pictures and names of the thing.

Then, the researchers tested each group through Quizizz, and each group used a mobile phone. In the end, the team with the highest score was the winner. The score known immediately because Quizizz can be checked automatically.

The process of the second to fourth treatment is similar. The difference is in the time of the research and the topic of the vocabulary. For the second treatment, the subject is about things in the bedroom. The third treatment is about the bathroom. Then, the theme of the fourth treatment is things in the kitchen.

G. Technique of Data Analysis

The data was collected through testing that has been analyzed through quantitative analysis using static calculations to test the hypothesis. Proceed as follows:

1. Scoring the Students' Answer

$$score = \frac{students\ correct\ answer}{the\ total\ number\ of\ item} \times 100$$

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[30]

Table 3.1

3. Finding Out the Mean Score Would Use the Following Formula

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

Where:

$\bar{X}$: Mean Score

Σx : Total of raw score

n : Number of Students

4. Calculating the Rate Percentage of the Student's Score

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

Where:

P = Percentage

F = Frequency

N = Total Number of Sample[31]

5. Finding out the Standard Deviation by using the following formula:

$$SD = \sqrt{\left(\frac{SS}{N-1}\right)} \qquad where\ SS = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$

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

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[30] Suharsimin Arikunto, *Dasar-dasarEvaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009).

[31]Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006).

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

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:

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

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

PAREPARE

CHAPTER V

CONCLUSION AND SUGGESTIONS

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

A. Conclusions

1. Before using observe and remember games, the students to difficult to understand the vocabulary and also difficult contribute in vocabulary class. After the observe and remember games applied the students easy to understand the vocabulary especially observe and rememeber on vocabulary quiz and can imrove the students vocabulary. Therefore, it can be conclude some benefit of obeserve and remember games, the students was to know well nouns around them.

2. The research found that the implementation observe and remember game is significant to improve students' vocabulary mastery at the eighth grade of SMKN 3 Enrekang. T-test result in which the value of the t-test was 9,85 than t-table was 1,72472 at the level significance and degree of freedom (df) was 19.

B. Suggestions

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

1. For English teachers:

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

to understand.

b. 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.

c. 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.

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.

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.

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 that can be discussed in the section below.

A. Findings

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.

1. Data Description

The data were collected from students' pre-test and post-test. This research was conducted in one class with 20 students. The result of the data can be described as the following:

a. The Students' Vocabulary Score in Pre-test

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 Vocabulary Test

No	Students	Score X_1	Score $(X_1)^2$	Classification
1	Andi Asti Widya Sari	75	5625	Good
2	Andi Nur Astika	40	1600	Poor
3	Anggi Pratiwi	50	2500	Poor
4	Anisa Fauziah	70	4900	Good
5	Astuti	65	4225	Fair
6	Cahya Magfirah	50	2500	Fair
7	Dedi Saputra	90	8100	Very Good
8	Fatma Ridwan	70	4900	Good
9	Fitra Ramadani	55	3025	Poor
10	Mutmainna	50	2500	Poor
11	Luzianti	60	3600	Fair
12	Nadiansyah Amir	40	1600	Poor
13	Nurdiana	50	2500	Poor
14	Nurul Aulia Wahdania	75	5625	Good
15	Nur Zahra	65	4225	Fair
16	Rahmadani	85	7225	Very Good
17	Rasmi	55	3025	Poor
18	Rapli	40	1600	Poor
19	Sindi Novita Sari	30	900	Very Poor
20	Suryana Sakri	55	3025	Poor
$\sum$		**1170**	**73200**	

From the table 4.1 it showed that there were 1 student got very poor, there were 9 got poor, there were 4 studets got fair, there were 4 students got good and just 2 students got very good. However, the total score was 1170 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:

$$\bar{X} = \frac{\Sigma x}{n}$$
$$\bar{X} = \frac{1170}{20}$$
$$\bar{X} = 58,5$$

So, the mean score pf pre-test was 58,5.

After determining the mean score of pre-test was 58,5 it could be seen that students' vocabulary mastery was in fair category. The researcher use classification students score from the table 3.1 to know the mean score in pre-test was in fair category. Because score in fair was 56-65 and score of pre-test was 58,5.

The standard deviation of the pre-test.

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

$$SD = \sqrt{\frac{73200 - \frac{(1170)^2}{20}}{20-1}}$$

$$SD = \sqrt{\frac{73200 - \frac{1368900}{20}}{19}}$$

$$SD = \sqrt{\frac{73200 - 68445}{19}}$$

$$SD = \sqrt{\frac{4755}{19}}$$

$$SD = \sqrt{250,26}$$

$$SD = 15,81$$

Thus, the standard deviation of the pre-test was 15,81. After determining the mean score of pre-test was 58,5 and standard deviation of the pre-test was 15,81, 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

	Classification	Score	Frequency	Percentage (%)
1	Very Good	80 – 100	2	10%
2	Good	66 – 79	4	20%
3	Fair	56 – 65	4	20%
4	Poor	40 – 55	9	45%
5	Very Poor	≤ 39	1	5%
	Total		20	100%

Based on table classification 4.2 above, it shows the percentage of students' score in pre-test that there were 2 (10%) students classified as very good, there were 4 (20%) students classified asgood and fair, there were 9 (45%) students classified as poor, and there were 1 (5%)student classified as very poor. It means that the students' skill still fair.

b. The Students' Vocabulary Score in Post-test

After giving treatment, the researcher gave more tests, namely post-test to know the 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 Vocabulary Test

No	Students	Score X_1	Score $(X_1)^2$	Classification
1	Andi Asti Widya Sari	100	10000	Very Good
2	Andi Nur Astika	65	4225	Fair
3	Anggi Pratiwi	75	5625	Good
4	Anisa Fauziah	100	10000	Very Good
5	Astuti	90	8100	Very Good
6	Cahya Magfirah	85	7225	Very Good
7	Dedi Saputra	90	8100	Very Good
8	Fatma Ridwan	90	8100	Very Good
9	Fitra Ramadani	75	5625	Good
10	Mutmainna	80	6400	Very Good
11	Luzianti	75	5625	Good
12	Nadiansyah Amir	65	4225	Fair
13	Nurdiana	70	4900	Good
14	Nurul Aulia Wahdania	85	7225	Very Good
15	Nur Zahira	75	5625	Good
16	Rahmadani	85	7225	Very Good
17	Rasmi	80	6400	Very Good
18	Rapli	50	2500	Poor
19	Sindi Novita Sari	55	3025	Poor
20	Suryana Sakri	75	5625	Good
∑		1565	125775	

From the table 4.3 it showed that there were 2 students got poor, 2 students got fair, there were 6 students got good and 10 students got very good. However, the total score was 1565 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

$$\bar{X} = \frac{\Sigma x}{n}$$
$$\bar{X} = \frac{1565}{20}$$
$$\bar{X} = 78,25$$

So, the mean score of post-test was 78,25.

After determining the mean score of post-test was 78,25 it could be seen that students' vocabulary mastery was in good category. From the table 3.1 good category 66-79.

The standard deviation of post-test

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

$$SD = \sqrt{\frac{125775 - \frac{(1565)^2}{20}}{20-1}}$$

$$SD = \sqrt{\frac{125775 - \frac{2449225}{20}}{19}}$$

$$SD = \sqrt{\frac{125775 - 122461,25}{19}}$$

$$SD = \sqrt{\frac{3313,75}{19}}$$

$$SD = \sqrt{174,40}$$
$$SD = 13,2$$

Thus, the standard deviation of the post-test was 13,2. After determining the mean score of post-test was 78,25 and standard

deviation of the post-test was 13,2. It could be seen that the students' vocabulary mastery were in 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 Post-test

	Classification	Score	Frequency	Percentage (%)
1	Very Good	80 – 100	10	50%
2	Good	66 – 79	6	30%
3	Fair	56 – 65	2	10%
4	Poor	40 – 55	2	10%
5	Very Poor	≤ 39	0	0%
	Total		**20**	**100%**

Based on table classification 4.4 above, it shows the percentage of students' score in post-test that there were 10 (50%) students classified as very good, there were 6 (30%) students classified as good, there were 2 (10%) students classified as fair, and so there were 2 (10%) students classified as poor. It means that the students' skill in vocabulary mastery was improvement.

2. **The Overall Result of Pre-Test and Post-Test in Students' Vocabulary Mastery**

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 vocabulary test on pre-test and post-test result

NO	STUDENTS	THE STUDENTS' SCORE	
		PRE-TEST	POST-TEST
1	Andi Asti Widya Sari	75	100
2	Andi Nur Astika	40	65
3	Anggi Pratiwi	50	75
4	Anisa Fauziah	70	100
5	Astuti	65	90
6	Cahya Magfirah	50	85
7	Dedi Saputra	90	90
8	Fatma Ridwan	70	90
9	Fitra Ramadani	55	75
10	Mutmainna	50	80
11	Luzianti	60	75
12	Nadiansyah Amir	40	65
13	Nurdiana	50	70
14	Nurul Aulia Wahdania	75	85
15	Nur Zahira	65	75
16	Rahmadani	85	85
17	Rasmi	55	80
18	Rapli	40	50
19	Sindi Novita Sari	30	55
20	Suryana Sakri	55	75
MEAN		58,5	78,25
MAX		90	100
MIN		30	50

That table above sowed 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 30 and the maximum was 90, beside that the minimum score of post-test was 50 and the maximum score of post-test was 100. The mean of pre-test was 58,5 and the mean of post-test was 78,25. Before treatment the students got fair category but after doing treatment by observe and remember game the students got good category, it means that there were improvement with students' vocabulary mastery.

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 vocabulary test score on pre-test and post-test.

NO	PRE-TEST	POST-TEST	D	D^2
1	75	100	25	625
2	40	65	25	625
3	50	75	25	625
4	70	100	30	900
5	65	90	25	625
6	50	85	35	1225
7	90	90	0	0
8	70	90	20	400
9	55	75	20	400
10	50	80	30	900
11	60	75	15	225
12	40	65	40	1600
13	50	70	20	400
14	75	85	10	100

15	65	75	10	100
16	85	85	0	0
17	55	80	25	625
18	40	50	10	100
19	30	55	25	625
20	55	75	20	400
$\sum$			**410**	**10500**

In the other to szee 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:

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

In which:

D   = The mean score of difference.

$\sum$D   = The total scores of difference between pre-test and post-test

N   = Total sample

$$D = \frac{410}{20}$$

$$D = 20,5$$

So, the men score difference was 20,5.

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

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

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

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

$$t = \frac{20,5}{\sqrt{\dfrac{10500 - \dfrac{(410)^2}{19}}{20(20-1)}}}$$

$$t = \frac{20,5}{\sqrt{\dfrac{10500 - \dfrac{168100}{19}}{20(19)}}}$$

$$t = \frac{20,5}{\sqrt{\dfrac{10500 - 8847,36}{380}}}$$

$$t = \frac{20,5}{\sqrt{\dfrac{1652,64}{380}}}$$

$$t = \frac{20,5}{\sqrt{4,34}}$$

$$t = \frac{20,5}{2,08}$$

$$t = 9,85$$

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 = 9,85. To find out the degree of freedom (df) the researcher used following formula:

df = N – 1

df = 20 – 1

df = 19

For the level of significance (P = 0,05) and df = 19 then the value of the table = 9,85 the value of the T-test as greater than the t-table (9,85>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. And then, there any significant improvement at the students vocabulary mastery.

B. Discussion

1. The Way of The Implementation Observeand Remember Game

At the beginning of the study, the researcher explained that there were several procedures used to determine students' vocabulary. The procedure is

as follows: students are given a pre-test to determine their previous vocabulary mastery. After giving the pre-test, the researcher gave the treatment. Researchers have carried out four treatments. In the treatment, the researcher explained about nouns: objects in the classroom, objects in the bedroom, objects in the kitchen, objects in the bathroom, and evaluated by observing and remember games. After giving the treatment, the researcher gave a post-test to get a score of increasing students' vocabulary mastery. The researcher gave the same vocabulary matching test and multiple choice as in the pre-test but different questions.

To find out how the application of observing and remembering games to improve students' vocabulary mastery, the researchers got some information from students' activities in learning. There were four meetings to conduct this research. Four meetings to do the test and do the treatment using observing and remembering games. At the first meeting, the researcher given pre-test and the researcher asked the students to answer the vocabulary test based on their own experience. After doing the pre-test researcher do the treatment and the researcher divided the students into four groups.

For the first treatment, the researcher gave material about "Things in the classroom. Before that, students had to collect their cellphones at the researcher so that the treatment ran smoothly without anyone cheating and so that students focused on when the material was started. The researcher shows pictures about classroom to students. After that, the researcher mentioned the things in the picture and asked the students to repeat it. The

researcher gave students the opportunity to memorize the vocabulary for 5-10 minutes. Then the researcher tested the students' memory by mentioning the nouns in the pictures using Indonesian and students answering in English. After that the researcher held a quiz using the quizizz application, the researcher asked each group to take 1 cellphone. This game is to train students' memory and speed of answering, the winner is the group that answers the correct one quickly because every 1 question is answered no later than 30 seconds. The quiz begins by sharing the link in the WhatsApp group then students are experted into the game. The quiz questions consist of 20 questions. The results of this quiz are group 1 who becomes the champion.

At the second meeting the researcher asked the students about their condition then the researcher asked several questions at the first meeting to find out whether the students still remember the material or not. Before starting the second treatment, the students collected their cellphones to the researcher. Determination of the group remains together with the previous student. After that, the researcher gave material about "Things in the bedroom". The researcher mentions the things in the picture and asks students to repeat them. The researcher asked each group to reread the vocabulary. The researcher shows pictures of the material and the researcher gives students the opportunity to memorize the vocabulary for 5-10 minutes. After that, the researcher asked each group to take one cellphone to use during the quiz. Quiz is done using the quizizz application. The questions consist of 15 multiple choice questions. After that, the researcher checked

the group that won the first place. The result is read out by one of the students and the winner is group 3

At the fourth meeting, the researcher opened the class and greeted the students. For the third meeting, the researcher provide material about "In the Bathroom". Previously, students' cellphones had to be collected at the researcher and students sat in their respective groups. Researchers show pictures about the material. The researcher gave students the opportunity to memorize the vocabulary for 5-10 minutes. The researcher mentions the things in the pictures and asks students to repeat them. After that, the researcher asked each group to take one cellphone to use during the quiz. Quiz is done using the quizizz application. The questions consist of 15 multiple choice questions. After that, the researcher checked the group that won the first place. The result is read out by one of the students and the winner is group 3.

At the fourth meeting, the researcher opened the class and greeted the students. Before the researcher gave the material, the researcher asked some questions about the material at the previous meeting to find out whether the students still remembered the material or not. For the fourth meeting, the researcher provide material about "In the Kitchen". The researcher shows a picture of the material then the researcher mentions the things in the picture and asks the students to repeat it. After that, the researcher asked each group to come to the front of the class to mention the vocabulary of the material studied and then return to their seats. The researcher gave students the opportunity to memorize the vocabulary for 5-10 minutes. After that, the

researcher asked each group to take one cellphone to use during the quiz. Quiz is done using the quizizz application. The questions consist of 15 multiple choice questions. After that, the researcher checked the group that won the first place. The result is read out by one of the students and the winner is group 1.

At the last, the researcher gave a post-test to measure the students' abilities after being given treatment. The researcher gave the same vocabulary matching test and multiple choice as in the pre-test but different questions.

2. The Significant improvement at the students' Vocabulary Mastery Through Observe and Remember Games.

Based on the result of data analysis, mean of the students' score after having treatment were higher than before giving treatment. Mean score of pre-test was 58,5 meanwhile mean score of post-test was 78,25. Even, for the level significant and the value of t-table 1.72472, while the value of t-test 9,85. It means that, the t-test value is greater than t-table value $(9,85 \geq 1.72472)$. 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 there was any significant improvement vocabulary mastery students at the second grade of SMKN 3 Enrekang.

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APPENDICES

1. Research Instrument

	KEMENTERIAN AGAMA REPUBLIK INDONESIA
	INSTITUTE AGAMA ISLAM NEGERI (IAIN)
	PAREPARE
	FAKULTAS TARBIYAH
	Jl. Amal Bakti NO. 8 Soreang 911331
	Telepon (0421)21307, Fax Mail(0421)2404
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA : NOVITA SARI

NIM : 17.1300.026

FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS

JUDUL : USING OBSERVE AND REMEMBER GAMES IN IMPROVING VOCABULARY STUDENTS AT THE SECOND GRADE OF SEKOLAH MENENGAH KEJURUAN NEGERI (SMKN) 3 ENREKANG

Based on the Research, the researcher will use the instrument below:

1) Pre-Test
2) Post-Test

IV

PRE-TEST
Total test items : 20
Duration : 2 x 45 minute

A. Multiple Choice
Choose the correct answer about things : in the classroom, in the bedroom, and in the kitchen from the option a,b,c,or d (Number 1-10)
1. The students writes in ....

a. Book   c. Eraser

b. Pen   d. Glue

2. The Students cleans the whiteboard using ....

a. Book   c. Eraser

b. Pencil   d. Paper

3. .... is use for drawing.

a. Pencil   c. Blackboard

b. Book   d. Rubber

4. We sweep floor with ....

a. Broom   c. Wall

b. Floor   d. Desk

5. I sleep at night on the ....

a. Sofa   c. Floor

b. Bedroom   d. Bed

6. She always make up in front of a ......

a. Door   c. Mirror

b. Chair   d. Window

7. My uncle keeps melt inside the ......

a. Box   b. Cabinet

c. Table   d. Refrigerator

8. I need a ...... toke take my noodle

a. Pan   c. Box

b. Sink   d. Bowl

9. Pillow, blanket and mirror are things on the ......

a. Kitchen   c. Bathroom

b. Classroom   d. Bedroom

10. My sister cooks the rice in the ....

a. Rice Box   c. Oven

b. Rice Cooker   d. Bowl

B.   Match the following words with the suitable translate by usung arrow!

11. Kompor ⬤	⬤ 11. Mirror
12. Wastafel ⬤	⬤ 12. Pillow
13. Cermin ⬤	⬤ 13. Stove
14. Bantal ⬤	⬤ 14. Spoon
15. Kursi ⬤	⬤ 15. Sink
16. Gambar ⬤	⬤ 16. Blanket
17. Sendok ⬤	⬤ 17. Pan
18. Pisau ⬤	⬤ 18. Picture
19. Selimut ⬤	⬤ 19. Chair
20. Panci ⬤	⬤ 20. Knife

II

POST-TEST
Total test items : 20
Duration : 2 x 45 minutes

A. Multiple Choice

Choose the correct answer about things : in the bathroom, in the kitchen, in the classroom and in the bedroom from the option a,b,c,or d (Number 1-10)

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

   a. Dipper   c. Towel

   b. Soap   d. Shampoo

2. Dimas need a ....…..... to drink

   a. Plate   c. Glass

   b. Bowl   d. Kettle

3. The meaning of "*bolster*" in bahasa Indonesia is….

   a. Guling   c. Selimut

   b. Bantal   d. Laci

4. We need…........... to eat

   a. Bowl   c. Fork

   b. Kettle   d. Plate

5. The teacher writes down on the…..

   a. Book   c. Table

   b. Paper   d. Blackboard

6. I bring….....…. to my school every time I have an English class

   a. Dictionary   c. Pen

   b. Book   d. Notebook

7. My mother need a …........…to cook rice

   a. Frying pan   c. Pan

   b. Bowl   d. Oven

8. The meaning of *"curtain"* in bahasa Indonesia is…

   a. Gorden   c. Boneka

   b. Jendela   d. Sofa

9. When I want to sleep, I feel so cool I need……

a. Pillow   c. Bed

b. Blanket   d. Bolster

10. We need….. to clean up our hair

    a. Soap   c. Shampoo

    b. Detergent   d. Towel

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

11. Kulkas	⬤		⬤	11.	Toothbrush
12. Handuk	⬤		⬤	12.	Curtain
13. Sikat gigi	⬤		⬤	13.	Fridge
14. Laci	⬤		⬤	14.	Fork
15. Gorden	⬤		⬤	15.	Blackboard
16. Karpet	⬤		⬤	16.	Towel
17. Piring	⬤		⬤	17.	Rug
18. Garpu	⬤		⬤	18.	Drawer
19. Bak mandi	⬤		⬤	19.	Plate
20. Papan tulis	⬤		⬤	20.	Bathtub

Parepare, 25 Maret 2021

Mengetahui

Pembimbing Utama

Mujahidah, M.Pd.
NIP. 197904122008012020

Pembimbing Pendamping

Dr. Ahdar, M.Pd.I
NIP.197612302005012002

2. LESSON PLAN

LESSON PLAN

School : SMKN 3 ENREKANG

Subject : English

Class : XI Accounting

Topic : Things in the Classroom

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 classroom

III. INDICATORS
1. Knowing the names of the classroom
2. Understanding the names of the things in the classroom
3. Naming the things in the pictures that give related to the topic

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 classroom
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.

X

V.   LEARNING MATERIALS
Pictures of the things in the classroom

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 researcher gave students the opportunity to memorize the vocabulary for 5-10 minutes.
- Then the researcher tested the students' memory by mentioning the nouns in the pictures using Indonesian and students answering in English

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
- Dictionary

IX. EVALUATION
The researcher held a quiz using the quizizz application.
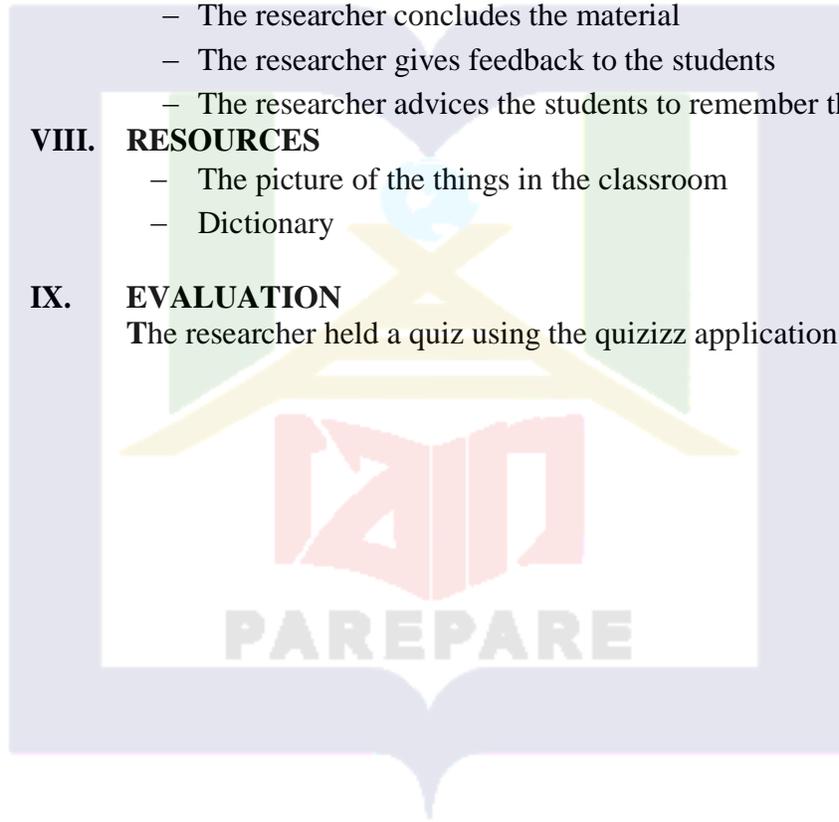
LESSON PLAN

School : SMKN 3 ENREKANG

Subject : English

Class : XI Accounting

Topic : Things in the Bedroom

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 bedroom

III. INDICATORS
1. Knowing the names of the bedroom
2. Understanding the names of the things in the bedroom
3. Naming the things in the pictures that give related to the topic

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 bedroom
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

V.   LEARNING MATERIALS

Pictures of the things in the bedroom
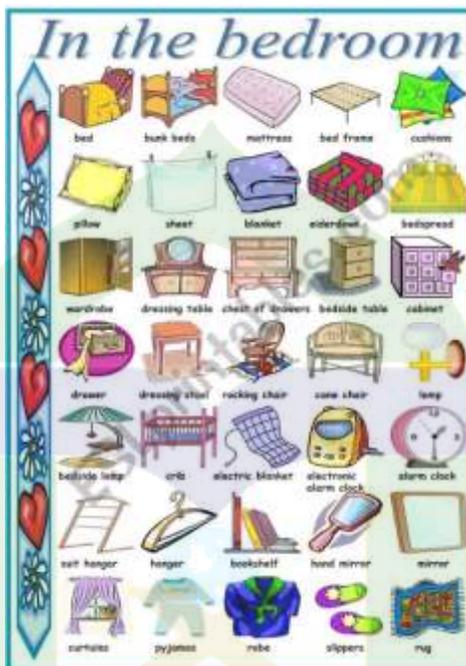
VI.   METHOD

Observe and Remember Game

VII.   LEARNING ACTIVITY

1. Opening

– Greetings
– Warming up activities:
  • The researcher asked material before.
  • 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 researcher gave students the opportunity to memorize the vocabulary for 5-10 minutes.

XIV

- Then the researcher tested the students' memory by mentioning the nouns in the pictures using Indonesian and students answering in English

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
- Dictionary

IX.   EVALUATION
The researcher held a quiz using the quizizz application.
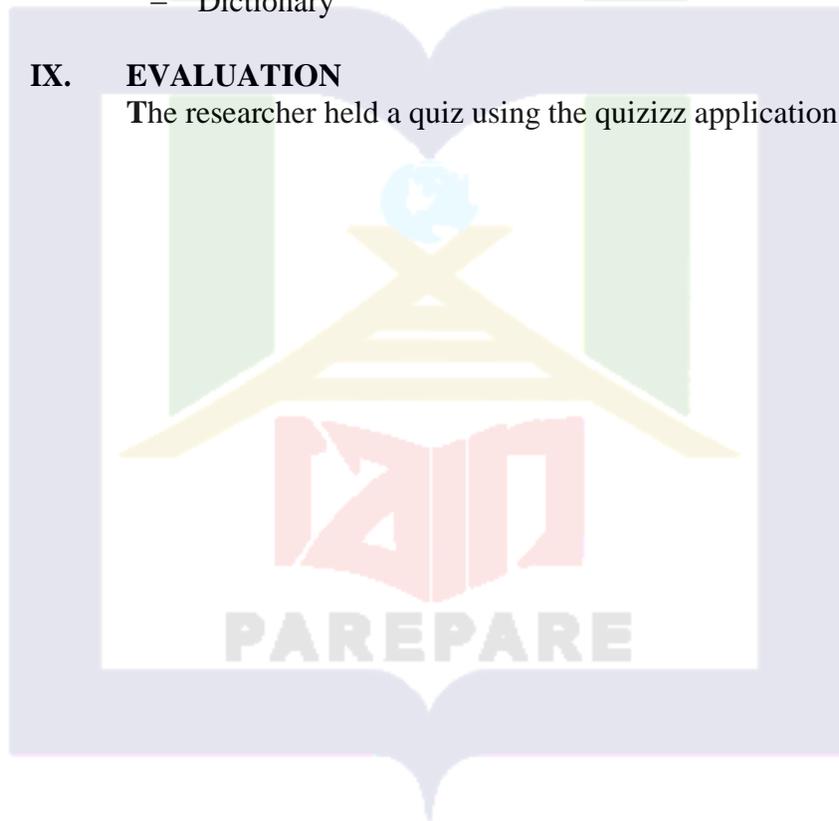
LESSON PLAN

School   : SMKN 3 ENREKANG

Subject   : English

Class   : XI Accounting

Topic   : Things in the Kitchen

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 kitchen

III.   INDICATORS
1. Knowing the names of the kitchen
2. Understanding the names of the things in the kitchen
3. Naming the things in the pictures that give related to the topic

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 kitchen
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

XVI

V.   LEARNING MATERIALS

Pictures of the things in the kitchen

VI.   METHOD

Observe and Remember Game

VII.   LEARNING ACTIVITY

1. Opening

− Greetings
− Warming up activities:
  • The researcher asked material before.
  • 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 kitchen

XVII

- The researcher gave students the opportunity to memorize the vocabulary for 5-10 minutes.
- Then the researcher tested the students' memory by mentioning the nouns in the pictures using Indonesian and students answering in English

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
- Dictionary

IX.   EVALUATION
The researcher held a quiz using the quizizz application.

LESSON PLAN

School : SMKN 3 ENREKANG

Subject : English

Class : XI Accounting

Topic : Things in the Bathroom

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 bathroom

III.   INDICATORS
1. Knowing the names of the bathroom
2. Understanding the names of the things in the bathroom
3. Naming the things in the pictures that give related to the topic

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 bathroom
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

V.   LEARNING MATERIALS

Pictures of the things in the bathroom
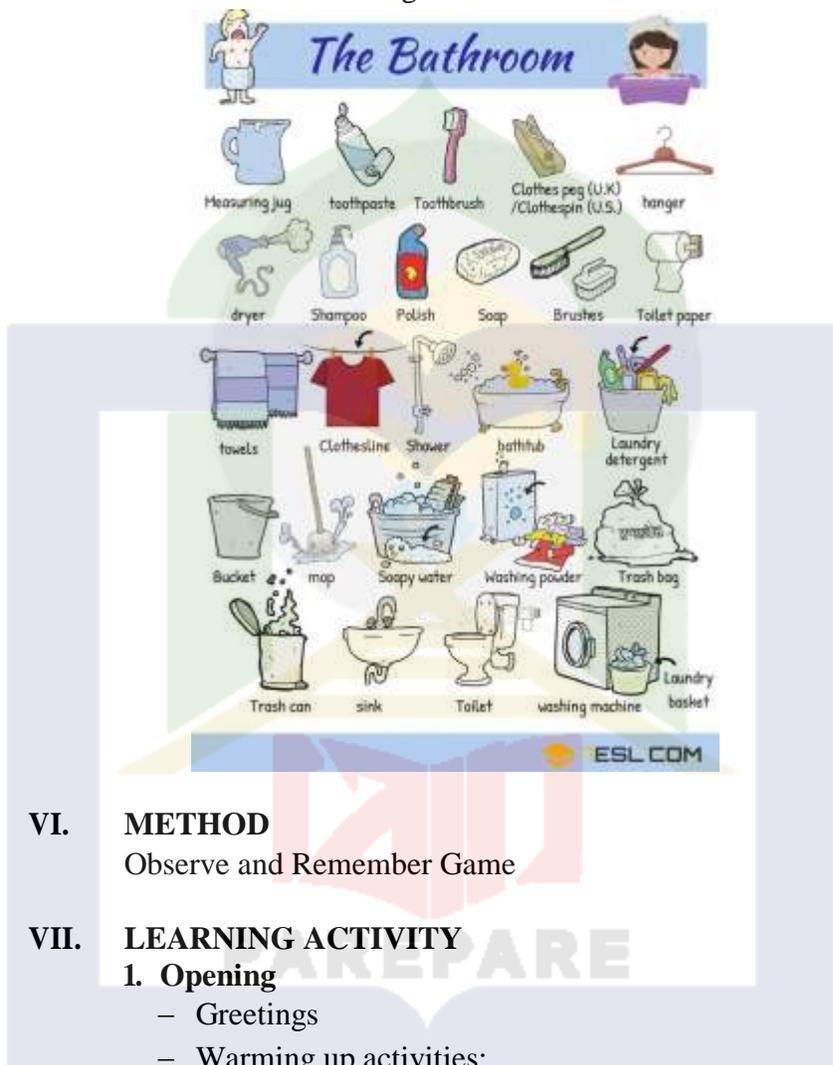
VI.   METHOD

Observe and Remember Game

VII.   LEARNING ACTIVITY

1. **Opening**
    – Greetings
    – Warming up activities:
        • The researcher asked material before.
        • 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 researcher gave students the opportunity to memorize the vocabulary for 5-10 minutes.
- Then the researcher tested the students' memory by mentioning the nouns in the pictures using Indonesian and students answering in English

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
- Dictionary

IX. EVALUATION
The researcher held a quiz using the quizizz application.

3.   Documentation

Students are doing the Pre-test

The Researcher is Giving Treatment

Students are doing the Post-test

4.   Research Allowance

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
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PO Box 909 Parepare 91100, website www.parepare.ac.id, email mail@iainpare.ac.id

Nomor   : B.1336/In.39.5.1/PP.00.9/05/2021
Lampiran   : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di.-

Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Novita Sari
Tempat/Tgl. Lahir	: Malino, 06 Nopember 1999
NIM	: 17.1300.026
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Dusun Malino I, Kel. Batu Mila, Kec. Maiwa, Kab. Enrekang

Bermaksud akan mengadakan penelitian di wilayah Kab. Enrekang dalam rangka penyusunan skripsi yang berjudul :

"Improving Vocabulary Students Through Observe And Remember Games At The Second Grade Of Sekolah Menengah Kejuruan Negeri (SMKN) 3 Enrekang"

Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 31 Mei 2021
Wakil Dekan I,
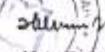
Muh. Dahlan Thalib

Tembusan :

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor   15326/S.01/PTSP/2021
Lampiran
Perihal   **Izin Penelitian**

KepsdaYth.
Kepala Dinas Pendidikan Prov. Sulsel

d-
     Tempat

Berdasarkan surat Wakil Dekan I IAIN Parepare Nomor   B 1336/In 39.5.1/PP 00 9/05/2021 tanggal 31 Mei 2021 perihal tersebut diatas, mahasiswa/peneliti dibawah ini

N a m a	NOVITA SARI
Nomor Pokok	17 1300 026
Program Studi	Pend. Bahasa Inggris
Pekerjaan/Lembaga	Mahasiswa(S1)
Alamat	Jl. Amal Bakti No. 08 Parepare

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul

" IMPROVING VOCABULARY STUDENTS THROUGH OBSERVE AND REMEMBER GAMES AT THE SECOND GRADE OF SEKOLAH MENENGAH KEJURUAN NEGERI (SMKN) 3 ENREKANG "

Yang akan dilaksanakan dari   Tgl *02 Juni s/d 02 Juli 2021*

Sehubungan dengan hal tersebut diatas,   pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian
Dokumen ini ditandatangani secara elektronik dan Surat ini dapat dibuktikan keasliannya dengan menggunakan *barcode*,
Demikian surat izin penelitian ini diberikan agar dipergunakan sebagaimana mestinya

Diterbitkan di Makassar
Pada tanggal   02 Juni 2021

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

Dr. JAYADI NAS, S.Sos., M.Si
Pangkat   Pembina Tk I
Nip   19710501 199803 1 004

Tembusan Yth
1. Wakil Dekan I IAIN Parepare
2. Pertinggal

SIMAP PTSP 02 06-2021

Jl. Bougenville No 5 Telp. (0411) 441077 Fax (0411) 448936
Website   http://simap.sulselprov.go.id Email   ptsp@sulselprov.go.id
Makassar 90231

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 3 ENREKANG
NSS 411191620469 NPSN 40316702
Alamat Jl. Dr. Ratulangi No. 7 Matosangan Kec. Maiwa Kab. Enrekang Sulawesi Selatan
Kode Pos 91761 Hp. 0421-3681111 Fax E-Mail smkntigaenrekang@yahoo.co.id

SURAT KETERANGAN
Nomor : 421.3/069/UPT-SMKN 3/EKG/DISDIK

Yang bertanda tangan dibawah ini, Kepala SMK Negeri 3 Enrekang Kecamatan Maiwa Kabupaten Enrekang menerangkan bahwa :

Nama	:	**NOVITA SARI**
Nomor Pokok	:	17 1300 026
Program Studi	:	Pend. Bahasa Inggris
Pekerjaan	:	Mahasiswa (S1)
Alamat	:	Jl. Amal Bakti No. 08 Parepare

Telah selesai melakukan penelitian di SMK Negeri 3 Enrekang Kec. Maiwa Kab. Enrekang yang dilkasankan mulai Tanggal, 02 Juni s.d 02 Juli 2021 dengan judul Penelitian **"IMPROVING VOCABULARY STUDENT THROUGH OBSERVE AND REMEMBER GAMES AT THE SECOND GRADE OF SEKOLAH MENENGAH KEJURUAN NEGERI 3 ENREKANG"**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Enrekang, 12 Juli 2021
Kepala Sekolah

DIASDAR, S.Pd., M.Pd.
NIP. 19730309 2000031007

XXVII

CURRICULUM VITAE

Novita Sari, the writer was born on November 6th 1999 in Malino, Enrekang and South Sulawesi. She is the second child from four children in her family, her father's name is Muhammad Rizal and her mother's name is Nurkia. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her educational background, she began her study on 2005 at SDN 43 Malino and graduated on 2011. While at the same year she study at SMP 1 Maiwa and finish on 2014, then continue her study at SMA 4 Parepare and graduated on 2017. Then continue her study at Tarbiyah Faculty of IAIN Parepare and completed her study with the title "IMPROVING VOCABULARY MASTERY STUDENTS THROUGH OBSERVE AND REMEMBER GAMES AT THE SECOND GRADE OF SEKOLAH MENENGAH KEJURUAN NEGERI (SMKN) 3 ENREKANG."