

# USING LINKING WORDS GAME TO INCREASE STUDENT'S VOCABULARY MASTERY

*(A Classroom Action Research in seventh Grade Students of SMP 15 Kota  
Bengkulu in Academic Years 2017-2018)*

THESIS

Submitted as A Partial Requirements For the Degree of Sarjana Pendidikan (S.Pd)  
in English Department of IAIN Bengkulu



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## **motto**

**Allah will not change the good condition of a people as long as they do not change their state of goodness themselves**

(Surat Ar-Ra'd :11)

**Along with every hardship is relief**

( surat ash-sharh : 6 )

**Doa and TAWAKKAL are weapons for mukmin**

*Hasmarhusein*

## **DEDICATION**

Bismillahirrohmanirrohim.

In the name of Allah SWT, the most gracious and merciful. All praise and gratitude to who has given strength, patience and perseverance to finish this thesis. Shalawat and shalam to our prophet Muhammad SAW., his family and friends. This thesis was dedicated to:

- ✓ My beloved parents; my father (Suleman), and my mother (Bayani) who had raised me so well, the ones who always pray for me to be successful. Both of you mean the world to me.
- ✓ My beloved older brothers (Ali Umar), and older sisters (Sakdiah, and Asmaro and Napiah ) who are always in my side to encourage, support and pray for me, no matter what, I do love you.
- ✓ My beloved wife, Dini Harti S.Pt. Thank you for your support and helps
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- ✓ My Religion and Almamater.

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SURAT PERNYATAAN

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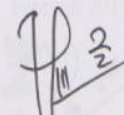
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I hereby sincerely state that the thesis titled **"USING LINKING WORDS GAME TO INCREASE STUDENT'S VOCABULARY MASTERY (A Classroom Action Research in seventh Grade Students of SMP 15 Kota Bengkulu in Academic Years 2017-2018)"** is my real masterpiece. The tings out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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Dengan ini saya menyatakan :

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Bengkulu, 19 Februari 2019



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7. All of my family members.
8. My religion and my almamater

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher particularly, and the readers generally

Bengkulu, February 2019

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## ABSTRACT

**HASMAR HUSEIN 2018.** Using Linking Words Game to Increase Students' Vocabulary Mastery (*A Classroom Action Research in seventh Grade Students of SMP 15 Kota Bengkulu in Academic Years 2017-2018*). Thesis English Letters Study Program, Islamic Education and Tadris Faculty.

Advisor : 1. Dr. Syamsul Rizal, M.Pd, 2. Dr. H. Ali Akbarjono, M.Pd.

***Key words : Vocabulary Mastery, Linking Words Game***

The problems in this research is that the students of SMPN 15 Bengkulu were low in vocabulary mastery. Therefore, The objective of the research is to investigate how the use of linking words game can improve students' Vocabulary mastery. It Applied Classroom Action Research ( CAR ) method the respondent of this research was seventh grade students' of SMPN 15 Bengkulu in academic year 2017/2018 especially VII.D which consisted of 26 students. The data were collected by giving students vocabulary test. The number of the items was 25 items. The items were in form of multiple choices based on syllabus that has been planned by the researcher and collaborator. The researcher gave the test in every cycle in order to measure the students' improvement in mastering English Vocabulary.

Based on result of data analysis there was improvements on students' vocabulary achievement average score in pre-assessment, cycle 1, cycle II, cycle III. The average score in pre-assessment was 41,15, cycle 1 was 55,11, cycle II was 65,50 and the last in the cycle III was 77,69.it is obvious that linking words game improved English vocabulary mastery at seventh grade students' of SMPN 15 Bengkulu in academic year 2017/2018

. It also found that the students paid attention toward the lesson during the class. Instate of, the students can decrease their problems in comprehending the text, such as unfamiliar words, being bored, and lack grammar. It concluded that linking words game could improve students' vocabulary mastery at seventh grade students at SMPN 15 Bengkulu.

## ABSTRAK

**HASMAR HUSEIN 2018.** Using Linking Words Game to Increase Students' Vocabulary Mastery (*A Classroom Action Research in seventh Grade Students of SMP 15 Kota Bengkulu in Academic Years 2017-2018*). Thesis English Letters Study Program, Islamic Education and Tadris Faculty.

Advisor : 1. Dr. Syamsul Rizal, M.Pd, 2. Dr. H. Ali Akbar Jono, M.Pd.

***Kata kunci : kosa kata, Linking Words Game***

Adapun masalah dalam penelitian ini adalah di mana murid SMPN 15 lemah dalam menguasai kosakata. Oleh karena itu, Tujuan penelitian ini adalah untuk menemukan apakah strategy pengajaran linking words game dapat meningkatkan kemampuan siswa dalam kemampuan kosa kata. Metode penelitian ini adalah penelitian tindakan kelas. Responden dari penelitian ini adalah siswa kelas tujuh SMP 15 Bengkulu tahun ajaran 2017/2018. Yang terdiri dari 26 siswa. Data di ambil dari memberikan tes kosa kata kepada siswa. Soal terdiri dari 25 soal pilihan ganda yang di pilih berdasarkan silabus yang sudah direncanakan oleh peneliti dan kolaborator. Peneliti memberikan tes di setiap siklus untuk mengukur peningkatan kemampuan kosa kata. Dari hasil analysis data siswa mengalami peningkatan di dalam penguasaan kosa kata di skor pre-assessment , siklus 1, siklus 2, siklus 3. Nilai rata-rata di pre-assssent adalah 41,15, siklus 2 adalah 55,11 dan terakhir di siklus 3 adalah 77,68. Hasil nilai siswa tes awal adalah 0% dan pada test akhir di siklus 1 adalah 55,11%, di siklus II adalah 65,50% dan di siklus terakhir adalah 77,99%. Sudah jelas bahwa linking words game meningkatkan kosa kata bahasa inggris di SMP 15 Bengkulu tahun ajaran 2017/2018. Itu juga di temukan bahwa siswa sudah memperhatikan pelajaran di dalam kelas. Di samping itu siswa sudah dapat mengurangi masalah di dalam pemahaman teks, seperti kata asing, bosan, dan lemah tata bahasa. Jadi dapat di simpulkan bahwa linking words game dapat meningkatkan kemampuan kosa kata siswa kelas tujuh ( VII ) SMP 15 kota Bengkulu tahun ajaran 2017/2018.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is the most important aspect in communication. Through language the people can express their ideas and opinions. It is also a way to make an interaction and to exchange information with other people. The people use language in the daily life to facilitate in communication. When they want to speak to others, certainly they need mean of communication that can be understood by their listener. Without a language it is hard to imagine how people can interact and cooperate with each other.

There are many languages in this world so that mastering one language only is not enough. In this case, of course we need other languages. In globalization era, English as one of the important language is used by most people in the world. English is an international language which dominant position in international communication. It becomes a connecting language for every country to communicate with others. So, the people cannot use their national language anymore if they want to communicate with other people from all over the world. It means that if the people want to communicate with other people from other country, they should master English.

English is as an international used as a tool for communication in daily life and in academic, functional as a first, second, or foreign

language. In order to English is the ideal language for many people around the world. In order to English is the ideal language for many people around the world, and it is also prominent in business, education, world news, and communication. As international language, people are demanded to master English, because most people all over the world communicate each other in English. People have to be ready to face global competition in understanding and developing the scientific and technological knowledge in this modern era.

In Indonesia, English has a major position in Indonesia educational system. In school in Indonesia, English is a compulsory subject.<sup>1</sup> It is has been taught formally from elementary school up to the students. Almost all the source of knowledge are written and transferred in English. It is necessary for the students learn English to get many kinds knowledge, to comprehend the textbook that is written in English, and it is as one of the students to enter into the university. Beside that, many institutions that offer scholarship for students who have good English ability.

Due to the importance of English in Indonesia educational system, the government of Indonesia through Department of Education provides a curriculum as the guidance for teachers in teaching learning process. This is one of government programs to improve student's ability in English. Based on School-based Curriculum 2013, teaching and

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<sup>1</sup> Mappiasse, S.,S., and Johari., A.,2014. *Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A review* ( Faculty of Education, university technology Malaysia, Malaysia). P. 117

learning English involves four skills, such as listening, speaking, reading and writing that are taught cohesively.<sup>2</sup> Teaching and developed procedures for the teaching of the four skills that acknowledge the interdependence of language and communication.<sup>3</sup>

Vocabulary is one of the essential language components in studying English. It is necessary in the sense that words are the basic building blocks of language, the unit of meaning from which larger structures such as sentences, paragraphs and whole texts are formed. If people have less vocabulary, they not only can not understand others's saying, but also can not make sentences to transfer their messages to other people. Thus, they will understand English expressions if they have enough vocabularies. Students who are less in vocabulary will be difficult to write their own idea. In addition, students with a small vocabulary also read slowly because they do not understand many word or have to stop and look them up in dictionary.

According to Kitao, vocabulary is an important aspect of language because of several reasons. First, the ability to understand the target language greatly depends on one's knowledge of vocabulary. Second, vocabulary acquisition is an important aspect of speaking competency. Third, vocabulary can develop the ability in writing foreign language. The most important problem at VII class was in learning vocabulary. It could be seen in teaching and learning process, the student

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<sup>2</sup> Putra, K., A. 2014. *The Implementation of Curriculum Renewal on ELT Indonesia*. The University of Arizona USA.p. 70

<sup>3</sup> Ibid, p.70

did not know how to pronounce, spell, define, use the vocabulary learned.

There are some problem in teaching and mastering vocabulary. First, teaching material, in teaching vocabulary, it is also needed to appropriate material make the student's interested in studying and the bad material will make students' bored. Second, teaching media, we have known that media is a resource to motivate the students'. Third, forgetting word rapidly, remembering English word as foreign language is not easy, it is depends on the learners' retention. There are several factors that make English became difficult to be remembering and forgetting word rapidly such as difficulties on pronunciation, spelling idiomatic and overlap meaning. Fourth, teaching technique also important in teaching strategy vocabulary.

Based on the observation of the research, The researcher do on wednesday, February 1<sup>st</sup> 2017<sup>4</sup>. The students' of SMP 15 Bengkulu have problem in vocabulary mastery. The student have some difficulties in learning especially in mastering vocabulary. There are some aspects my cause the students did not mastery vocabulary: the first, students difficult to memorize, because they are foreign words. Second, the student were bored with the material, because the strategy is not effective, not various strategy they often forget English vocabulary.

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<sup>4</sup>The date of Pre-observation

From the fact above, the seventh grade students of SMP 15 Bengkulu do not master yet a lot of vocabulary because the teaching method of vocabulary is only through understanding of interpreting the text in the book. In addition, the students sometimes have trouble in memorizing English vocabulary from time to time. And then they have trouble about speaking like vocabulary when they speak in front of the class and also in writing they don't have many vocabularies until can't write well. In reading they can't translate the words because less of vocabulary. Moreover, in listening they can't understand what the speaker said. From the interview of the English teacher, it was also known that the students then become passive students in the classroom. They sometimes feel bored in learning English vocabulary through the traditional technique. The researcher found many students have problems in vocabulary. In fact, the mark of the students' English score was low. It was gotten from their daily examination result that were 52.25, 52.30, 53.29, and 53.33, but the KKM ( criterion based curriculum ) of English lesson in that school is 70,00. In other word, most the students are blew of the average result. Most of the students were lack of vocabularies. Then, the students cannot recognize the meaning of the words. So, they cannot used vocabulary appropriately.

In this case, based on short interview do with Mr. Ricky as English teacher, said that the totally of VII.D grade students are 26 and there are about 3 students can understand what his saying and 17 students not able

to understand what was said by the teacher because the students do not understand a lot of vocabulary.<sup>5</sup>

In addition, to improve students' vocabulary mastery in learning process, they have an important role. The teacher in constant search of essential activities that allow students to improve their learning abilities of foreign language. The teacher must know the condition of the students. In the other hand, game is an important role in teaching learning process. There are a lot of games that can be used by a teacher to increase the knowledge of the students to learn and also to improve the ability of the students in a lesson. They are linking words game, role playing, whispering, tongue twister game, and others. And that the researcher takes linking words game to improve vocabulary mastery.

Linking words game is one of the interesting games which can be used in teaching vocabulary. This game trains the students to find new vocabularies by linking words to each other through common shared letters. Furthermore, this technique also helps the students to be able to work cooperatively in a team or group.

Based on the problem above, researcher interested in doing a research entitled "Using Linking Words Game To Increase Student's Vocabulary Mastery ( A Classroom Action Research In Seventh Grade Students of SMP 15 Bengkulu in Academic Year 2017-2018).

## **B. Identification of Problems**

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<sup>5</sup> Riky as English Teacher of SMPN 15 Bengkulu. Interviewed on February 12<sup>th</sup> 2017.

Based on the background of the study above, there are some problems that were found in the classroom. It can identify the problems that may come from the students and the teacher. However, there were three problems that necessary to be solved immediately. First, the problems about the students' vocabulary condition. For example, the students can not focus to study vocabulary. The students talk with her/his friends and just play during learning vocabulary process. So, the students forget words easily. Second, the problem is about the teacher method was not interesting to the students by traditional technique, so that students' feel bored and make them lazy to learning English vocabulary in classroom. Then, the teacher always gives their students task to remember word by word without technique. As a result, the learning process not encourages the students' vocabulary, but make the students confused to learn. Therefore, it is important for the teacher to use an appropriate method teaching their students.

There are several factors caused the students mark are low. The first, method which is used by the teacher in teaching vocabulary can not attract the students to be more active in their study. The second, the students are not interesting in learning. The last, the students will forget word easily. So, the teacher should find any appropriate method to solve this problems like using linking words game on students' English vocabulary mastery.

### **C. The Limitation of The Study**

The researcher only focus in teaching English vocabulary through Linking Words Game to the seventh grade students of In SMP N 15 Bengkulu in the academic year 2017/2018.

#### **D. Research Question**

The problem stated this research is : How can the linking words game increases seventh grade students' vocabulary mastery at SMPN 15 Bengkulu,in academic year 2017/2018.

#### **E. The objective of the Study**

The objective of this study basically intended an attempt to find out wether of Linking Words Game can improve the English Vocabulary Mastery of the sevent grade students of SMP N 15 Bengkulu in academic years 2017/2018.

#### **F. Significance of The Study**

The findings of the present research study are expected to have both theoretical and practical importance to the teaching and learning process in English especially in teaching Vocabulary.

1. Theoretically, the result of this study aims at providing evidence that there is a significant influence of the students' vocabulary mastery in context to their mastery to comprehend English. Vocabulary mastery has an important role in learning English. The more vocabulary the students own, the more knowledge they are able to understand. Besides that, vocabulary mastery helps the students to be able to communicate in English both in oral and written forms.



2. Practically, the result of this study also aims at making the students' aware of the essential role of vocabulary mastery, so that they can make some evaluation on how they have learnt vocabulary and decide the effective and efficient technique to be adopted in their up coming study.
3. Furthermore, the present research study is also extended to be used as reference in planning a better teaching strategy in teaching vocabulary. Teachers are expected to improve their teaching strategy to increase the students' vocabulary mastery by using the right technique.

#### **G. Definition of Key Terms**

In order to avoid the misunderstanding and confusion on the parts of the readers concerning, the key terms used in the context of the present study, the researcher needs to operationally define the following terms: vocabulary mastery and Linking Words Game.

##### **1. Vocabulary Mastery**

Vocabualary can be defined as a set of words which is taught in teaching a foreign language. <sup>6</sup>Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word 'master' , which means to become skilled or proficient in the used of, to gain complete knowledge through understanding. Vocabulary mastery is competence or complete knowledge of a list or a set of word that make up a language which might be used by particular

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<sup>6</sup> Tacac., P.,V., 2008. *Vocabulary Learning Strategies and Foreign Language Acquisition*. Canada : Multilingual Matters. p.4

person, class, profession. Vocabulary mastery is one component to master English as a foreign language in elementary,intermedia, and advanced levels.

## **2. Linking Words Game**

Linking Words Game is a game in which the students are trained to find new words or vocabularies by linking words to each other through common shared letters. <sup>7</sup>In the application of this game, the students will be divided into several groups in the class.

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<sup>7</sup>Bill bliss.,M.,J.,S.,1994,*Handbook of vocabulary teaching strategies*. Englewood cliffs, Jersey.p.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Through the following pages, the researcher describes some important relevant points of views quoted from experts whose arguments and opinion about related literature under investigation may support this study.

#### A. Conception of Vocabulary

Vocabulary is very important in learning foreign language especially in learning English, moreover, it can be used in doing communication both spoken and written. According to Hiebert, vocabulary is the knowing of meaning of words<sup>8</sup>. Knowing a meaning of words is one way to understand the whole meaning of sentence or paragraphs. Vocabulary can be used to express ideas, feeling, think or information to people clearly and accurately. Even though it is not only done by using words but also using body language or gesture. According to Hackman<sup>9</sup> states that vocabulary is more than a list of words, although the size of ones vocabulary matters, it knows how to use it which matters most.

Meanwhile, Hiebert & Kamil writes that vocabulary is set of words for which an individual can assign meaning when listening or reading. These are words that are often less well known to student and less

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<sup>8</sup> Hiebert, E. h. & Kamil, M. L. 2005, *Teaching and learning vocabulary ; Bringing Research to practice*. Mahwah, New Jersey; Lawrence Associates, p.3

<sup>9</sup> Hackman, S., 2008. *Teaching effectively vocabulary*. Nottingham: Departement for children, Schools and families

frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction.

Vocabulary is a foundation or a basis of a language. It is a vehicle for thought, self expression, interpretation and communication. The more words, we learn the more ideas we should have, so we can communicate the ideas more effectively. According to Thmbury that studying vocabulary of a foreign language present the learner with the following<sup>10</sup>. The first is making correct connection when understanding the second language between the form and the meaning of words, including discriminating the meanings of closely related words. The second is when producing language, the learners are able to use the correct form of a word for the meaning intended.

In line with the explanation above, Hiebert & Kamil states that vocabulary can be classified as receptive and productive vocabulary.<sup>11</sup> Receptive vocabulary is a word that we can understand the meaning from reading and listening. Meanwhile, productive vocabulary is a word that we use when we write or speak something. In receptive vocabulary, learners look like a passive, it's caused they can only use their knowledge in vocabulary just understand the meaning. Moreover, productive vocabulary it seems in active learners. It's caused by the learners can be use that knowledge in their daily life in speaking and writing.

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<sup>10</sup> Thombury, S. 2002. *how to teach vocabulary*. England; person education limited. p2.

<sup>11</sup> Hiebert, E. h. 8 Kamil, M. L.,. Loc., it.

According to Benjamin and Crow that development of vocabulary have to taking in the place at the center of the curriculum because it is basic of all academic achievement of the student<sup>12</sup>. It makes English as a foreign language that they learned since elementary school and as one of language that must the learners learn in school. It is very fundamental in the interaction. Vocabulary is a language element of language as important means of communication person; vocabulary is usually achieved through oral language. Many students especially adults student likely deliver their mind using oral language in asking question or explaining something more words give your mind more ways to think about something and more tools to plan and solve the problem especially in communication. Words are combination of letter that meaningful unit of nouns, verbs, adjective and adverb. The students should know how to use in particular and regularly in their daily life to support their knowledge.

In conclusion,vocabulary is very important in learning foreign language especially in learning english because vocabulary is a foundation or basis of a language. Without vocabulary can not understand what the meaning of the words and the people said. So, vocabulary is one of the important in learning english.

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<sup>12</sup> Benjamin and Crow,2010.*vocabulary at the centre, New york.* p. 4

## B. Kinds of Vocabulary

According to Anggela that english vocabulary is classified grammatically according to terminological traditionally.<sup>13</sup> There are two classification of word classes or part of speech, as open class and close class. The open class included as follow, noun, verb, adjective, and adverb otherwise the close class include as follow, preposition, conjunction, pronoun, and determiner. Similarly, Thornbury states that English word fall into eight different word classes<sup>14</sup>. They are : noun, verb, adjective, adverb, pronoun, preposition, conjunction, and determiner. However, the researcher limits his explanation only in open classes which are divided into four groups, namely : nouns, verbs, adjective, and adverb, even though this research only limits in using noun and adverb.

Ruth states noun is a word that names something, a thing or a person, or a place, or a even a feeling or a state of mind. For the example ; man conference, book, work, coffee, Saturday, Jessica, office, girl, boy, bed, etc. Noun can be divided into four kinds of noun, such as common noun, proper noun, collective noun, and count noun. First, common noun is the name of ordinary things than can we see or touch, for the example : house, chicken, people, stone, book, table, eraser, pillow, banana, boy, girl, etc. Second is proper noun, it is the name of particular or special things or person or place or capitalized, for the example: Indonesia, Malaysia, Singapore, Michael, Christmas, Australia,, etc. Third is

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<sup>13</sup> Angela and Philip. 2006. *English Grammar*. London and New York: Routledge. p. 16

<sup>14</sup> Thornbury, S.,2002. *How to Teach Vocabulary*: England: Pearson Education Limited. p. 3

collective noun that refers to a group of person or things that is generally thought of as one unit, for example: class, gang, bunch, family, animal, group, plan etc. And the last is count noun that refers to name of person, things, place, or ideas that can be accounted, for example : books, two tables, boys, etc.

Verb is a word that expression action, events, process activities, etc. DeCapua states that what the subject does or describe about state or condition are verb express<sup>15</sup>. Verb is seriously important; it caused by there is no way to have a sentence without them. There are several kind of verbs, such as transitive verb, intransitive verb, and auxiliary verb. First, transitive verb is a verb that followed by object, for example : I borrow a book. Second, intransitive verb is a verb that does not need followed by object, for example : I am cry. The last is auxiliary verb is a verb that helps another verb or the principle verb to express action or condition or state being. For example : is, am, do, does, have.

According to Huddleston & pullum that adjective is a word usually show property of object, person, places, etc<sup>16</sup>. An adjective can be divided into three types based on their meaning, such as physical qualities of color or shape ( small, green, black, white, oval), psychological qualities of emotion ( angry, sad, happy, worry, brave), evaluating

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<sup>15</sup> Decapua,A.,2008.*grammar for teacher*,New York :New Rochella.p.121

<sup>16</sup> Hadlesston,Rodney and Pullum,G.,.2005.*a student's intoduction to english grammar*.New york combridge unuversity press,p.112

qualities ( good, bad, excellent, lucky, ugly ). Altenberg & Vago<sup>17</sup> state that adverb provide adding information of action in a sentence, adjective and other adverb. For example : I live here. There are some types of adverb as follows: (1) adverb of manner (2) adverb of place (3) adverb of direction (4) adverb of time (5) adverb of duration (6) adverb of frequency, and (7) adverb of degree.

In conclusion, there are two classification of the word classes or part of speech, as open class and close class. The open class included as noun, verb, adjective and adverb and etc. In this research, the researcher will use open class.

### **C. The Importance of Vocabulary**

Vocabulary is the basic components in learning language, therefore, vocabulary plays the most important role in learning English. There would not be possible if someone communicate with other people and have some diversity in sounds, pronunciation or in grammar because we can accept what the vocabulary that is being used. Mastering more vocabulary items can help us to know more meaning of words that he or she used to communicate. One of the main purposes of learning a foreign language is in order to be able to use it in communication. Therefore, learners firstly has to recognize, understand the meaning and master the vocabulary of the target language. Vocabulary items carried out different meanings where language learners can communicate their messages and

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<sup>17</sup> Altenberg, E., P. 2010. *English Grammar; Understanding The Basic*. New York: Cambridge University Press. p. 103



meaning more effectively to the others. So, they can communicate and share idea to the other more easily.

Generally, vocabulary has a main function are to support the four major skills namely listening, speaking, reading, and writing. Pikulski & Templeton state that for success in life must have vocabulary, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement<sup>18</sup>. It means that by studying reading people can increase their vocabulary mastery which can be used in their daily life.

Vocabulary has often been viewed as a basic element in language teaching, it is considered to be the most important aspect because it can widen the student intellectual development. In learning a foreign language the students have to know what words mean. To get the meaning of words, the students should learn vocabulary. Wilkins in Thornbury states that without vocabulary nothing can be conveyed. Most improvement in language will be seen by learning more words. Almost anything can be expressed with words. In addition, the more vocabulary (word ) a person masters the more ideas can be expressed. Besides that, it will also be easier to understand other people's ideas. In order to be able to speak, read, listen, and write well, the mastery of vocabulary is absolutely needed.

Moreover, Hiebert and Kamil states that vocabulary holds a special place among the language components. Skill of development or

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<sup>18</sup> Pikulski & Templeton,2004.*the importance of vocabularies for student*,New york cambridge university press.p.1

one that can be seen as fully mastered is not vocabulary<sup>19</sup>. The expansion and elaboration of vocabulary is something that extends across a lifetime. Meanwhile, Daller, Milton, and Treffers-Daller said that vocabulary is to be an integral part for every aspect of language knowledge.<sup>20</sup> Moreover, it plays an important role in the lives of all language users, since it is one of the major predictors of school performance, and successful learning. The use of new vocabulary is also key to membership of many social and professional roles.

In conclusion, vocabulary has an important role in life, vocabulary has main function are to support the four major skills namely listening, speaking, reading, and writing. Beside that, this will be difficult to understand listening, speaking, reading, and writing if the students doesn't have some vocabularies.

#### **D. Conception of Teaching Vocabulary**

Vocabulary is supported by their four skills that are listening, speaking, reading, and writing but the existence of mastering vocabulary is very crucial in learning English. Student that have a low ability in mastering vocabulary cannot communicate using English. Students well, effect of those is they cannot express their ideas or infer any information transmitted to them. Hence, it is important for the students to master vocabulary accurately, so that they will surely be success in learning English. In

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<sup>19</sup> Hiebert, E. H., & Kamil, M. L., Op. cit. p. 2

<sup>20</sup> Daller, H. Milton, J & Treffers, D, J. 2007. *Modelling and Assessing Vocabulary Knowledge*. UK: Cambridge University Press. p. 1

mastering English vocabulary, some strategies are used by the teachers to approach the subject to the students. The teachers should be able to select the most appropriate way and tool to ensure the improvement of the student's ability. In addition, strategi is a tool that is used to encourage student's confidence and motivation. Using a strategy can help the students to learn something. Moreover, it is concern in action that conductsto the student's ability to be better. In the classroom a teacher always tries the best strategy or method to motivate the students in mastering the subject. There are many strategies and questions that must be answered and prepared by the teachers before they come into the class to teach vocabulary.

According to August that knowing a word implies knowing many things about the word its literal meaning, its various connotations, the sorts of syntactic constructions into which it enters, the morphological options it offers and a rich array of semantic associates such as synonyms and antonyms. We would make the students aware about that and it is important to build up their knowledge about word (vocabulary). Beside of statement above, we should also encourage students to look at learning the various meanings of an item of vocabulary as a gradual, incremental process, and show them how they can come back to a word they have previously "learned" to add more information about it, such as other meanings, or how to create an opposite meaning using a prefix.

In the other hand, According to McCarten that students need to know about each vocabulary item because there is a lot to learn about vocabulary in terms, the sheer number of words and phrases to learn, and the knowledge dept <sup>21</sup>. Materials can help students into broad areas : Fristly, they need to present and practice in natural contexts the vocabulary that is frequent, current, and appropriate to learners' needs. Second, materials should help students become better learners of vocabulary by teaching different technique and strategies they can use to continue learning outside the classroom.

The most critical component of successful language learning is acquisition of vocabulary.<sup>22</sup> In addition; vocabulary as one aspect of foreign language component is considered to the big problem in learning english as a foreign language. There are several ways in improving vocabulary. The first step is to focus on vocabulary. McCarten states that give vocabulary is importance in the syllabus and the classroom so that students can understand that learning a language is not just studying grammar.<sup>23</sup> One of the first vocabulary learning strategies for any classroom is how to ask for words you do not know in English and the meaning of English words that you do not understand, as the students's progress.

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<sup>21</sup> McCarten,J.,2007.*teaching vocabulary lesson for the classroom*,New york ;cambridge university press.p.19

<sup>22</sup> McCarten,J,. Ibid. P. 26.

<sup>23</sup> McCarten,J,. Ibid. p. 20

Teachers can help learners get into the habit of noticing by making clear in classroom instruction and homework assignments: which items should be learned and for what purpose ( active use or passive recognition). Materials can help teachers in this in the following ways: providing clearly marked vocabulary lessons, making the target vocabulary set stand out, including focused practice and regular review, giving lists of vocabulary to be learned for the lesson structured vocabulary notebook exercises which are designed to make students focus on a particular vocabulary set or feature are a good way of developing this noticing strategy. The second part is offer variety. Tomlison in McCarten<sup>24</sup> suggest that to successfull materials must have a number of principles for development, teachers can use different ways to present vocabulary including pictures, sounds, and different text types.

Using those ways, learners would be more interested in learning process. Topic should be relevant to students' interests. Similarly, practice activities should vary and engage students at different levels. These should range from simple listen and repeat type of practice through controlled practice of opportunities to use the vocabulary in meaningful, personalized ways. The third is repeating and recycling. A large of learning vocabualry is about remembering and students generally need to say, see and write.<sup>25</sup> Repetition is an important aid to learning and that having to actively recall or "retrieve" a word over. Seen about that, repetition would be halping the

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<sup>24</sup> McCarten, J., *ibid.* p. 20

<sup>25</sup> *Ibid.* p. 21

learners in remembering a word that has been the learned in study English as a foreign language.

Another area of research is how long students can remember the words after first learning them, and again researchers agree that forgetting mostly occurs immediately after we first learn something, and that the rate of forgetting slows down afterward. The implications for the vocabulary classroom are self evident: review vocabulary as often as possible in activities that have students actively recall words and produce them rather than merely see or hear them. Provide opportunity to organize vocabulary is the next way in improving vocabulary. McCarteen states that organizing vocabulary in meaningful ways makes it easier to learn. Textbooks often present new vocabulary in thematic sets as an aid to memory, but there are other types of organization and these can be described under three broad headings: real-world groups, language-based groups, and personalized groups. There are many different ways of practicing newly presented vocabulary in class, from repeating the words, controlled practice, or reacting to the content in some way, to using day vocabulary to say true things about oneself. Students often write translations above new words in their textbook and these can be spread around the page as an organizing activity. The next step is make vocabulary learning personal.

Students must be given materials as opportunities to use the vocabulary.<sup>26</sup> Students should be encouraged to add vocabulary that they

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<sup>26</sup> Ibid. p. 23

want to learn and the experience of learning is also enjoyable, so much the better in learning process. Then, use strategies vocabulary in class. McCarteen<sup>27</sup> also states that students must hear or use English since the classroom. As it makes up so much of spoken vocabulary, if the textbook does not include this as part of the syllabus or contain presentation and practice activities, it will be up to the teacher as the most experienced user of English to find the ways to introduce this type of vocabulary in class.

Helping Students Become Independent Learners in and out of class is the other way in improving vocabulary. McCarteen<sup>28</sup> states that the relative success of learners of vocabulary who are independent, devote time to self-study, use a variety of learning strategies, and keep good vocabulary notes. We can help students be better learners and acquire good learning habits by setting structured learning tasks that can be done out of class. The last step is everyday usage, McCarteen states that materials can also provide students with ideas to activate and practice vocabulary in their everyday life, which is especially useful for students who live in non-English-speaking environments. Activities might include labeling items of furniture in English in a room, or trying to remember the English name for all the items they see in a clothing store. As mentioned earlier, the act of retrieving vocabulary seems to be an affective way of learning, and such activities can take place at any point in the day not just at times designated for studying English.

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<sup>27</sup> Ibid. loc.it

<sup>28</sup> McCarteen, J., Ibid. p.25

In conclusion, the teacher must have strategies to teach students in improving vocabularies of student, if the teacher doesn't have some strategies to teach students in improving vocabularies, the student can't understand what the teacher said in front of the class. By using linking words game strategies, the student can increase their vocabualries until make them easier in learning process.

#### **E. Defenition of Linking Words Game**

Language game are not activities mainly aimed to kill time. Paul state that game are fun activities which give young learners opportunities to practice the foreign language in a relaxed and enjoyable way. So, game should be fun. The are not just an entertainment but a way of getting the students to use the language in the language in the course of the game. Linking words game is a game in which the students are trained to find new words or vocabularies by linking words to each other through common shared letters<sup>29</sup>. This game trains the students to find new vocabularies by linking words to each other through common shrared letters.

According to wright<sup>30</sup>, game is an activity which is engaging and entertaining, often challenging. It means that the game is form of play or sport with rules; children's activity when they play with toys, pretend to be

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<sup>29</sup> Bill bliss.,M.,J.,S., 1994.*handbook of vocabulary teaching strategies. New york.p.3*

<sup>30</sup> Wright., A., et.al, *game for language learning new edition*, ( Cambridge: Cambridge University Press), p. 1



somebody else, etc. Bryne<sup>31</sup> states game is playing governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game.

In addition, Linking words game is one of the interesting games which can be used in teaching vocabulary. Game is a way to help students not only enjoy and entertain with the language they learn, but also practice it incidently.

Based on the definition above, it comes to the conclusion that linking words game is an activity in which learners play and a way to help them to increase vocabularies in learning process, and make students enjoy and entertain with the language they learn.

#### **F. Procedure of Linking Words Game**

The procedure of teaching vocabulary through linking words game based on Steven J. Molinsky. Bill Bliss are follow<sup>32</sup>: The first, the teacher divides students into several groups. The second, the teacher gives a certain word and writes it on the board. The words can be the things in the classroom, specific to a place, or the other topics as long as the topics are still matched with the English syllabus used in the school. The third, the students in each group try to think of another related word that begins with

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<sup>31</sup> Johari, A. Morni, A., Sahari, H., Kamri, T., & Shuib, A. (2018 dec.31) Interactive English Language Learning : *Dizhze Language Game. Journal of University Teknologi Mara, Sarawak Branch. P.3*

<sup>32</sup> Bill Bliss, M. J., S., 1994, "Handbook of Vocabulary Teaching Strategies: Communication Activities with the Word by Word". Englewood Cliffs, New Jersey. p.75

the last letter of the word on the board and link that word onto the word on the board in stair fashion.

### **G. Advantages of Linking Words Game**

The advantages of this game are to work cooperatively in group in order to find other words to be linked with the word on the board. Moreover, it also helps to build an interesting teaching learning process which can attract the students' interests in studying english vocabulary. By linking words game, will be more fun and enjoyable in learning process. And also making the students' aware of the essential role of vocabulary mastery, so that they can make some evaluation on how they have learnt vocabulary and decide the effective and efficient technique to be adopted in their upcoming study. Furthermore, the advantages of the all is to increase the vocabulary in english until they make easy to understand when they are in learning english process.

According to Rohani<sup>33</sup>, games have proven to have adantages and effectiveness in various ways as presented below : The first, game bring in relaxation and fun for students, thus help them learn and retain new materials more easily. The second, game usually involve friendly competition and they keep learners interested. The third, game bring real world conttext into the classroom and enhace students' use of English in a

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<sup>33</sup>Rohani, M., & Pourgharip, B. 2013. *The Effect of Game on Learning Vocabulary*. Golestan University, Golestan, Iran.

flexible, communicative way. As Lewis and Bedson said<sup>34</sup>, “ by providing a reasonable incentive to use the target language, the games will add variation to lesson and increase motivation. It means that games are not only for time-filling activities when there are no more activities to do in the classroom but also it can be used to help the teacher in teaching learning process. According to Huyen, To effective and interesting way in learning vocabulary applied in any classroom by using games.<sup>35</sup>

Based on the explanation above, it comes to the conclusion that the advantages of this game helps to build an interesting teaching learning process which can attract the students’ interests in studying English vocabulary. And also making the students’ aware of the essential role of vocabulary mastery.

## H. Previous of the Study

There were some researchers that had done their research in investigating the use of linking words game in teaching vocabulary. The first was thesis entitled “*Improving vocabulary mastery through linking words game to the fifth grade students of SDN 2 Petulu in the academic year 2012/2013*”<sup>36</sup>. This thesis was written by Imade Sukrisna from University Denpasar Bali. The subject of this research was fifth grade students of SDN 2 Petulu. The findings in this study clearly found that the use of Linking words game is significantly improve the students’

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<sup>34</sup>Lewis, G & Bedson, G. 1999. *Games for Children*. Germany: Oxford University Press.

<sup>35</sup> Huyen. T., T., N., & Nga., T., T., K., 2003. Learning vocabulary through game. *Asian Journal*. 5(4), 90-105

<sup>36</sup>Sukrisna Imade, 2012 (*Improving vocabulary mastery through linking words game* ). University of Denpasar Bali, p.1

vocabulary.

The second was thesis entitled “ *Improving students’ ability in mastering vocabulary through linking words game strategy*”<sup>37</sup>. This thesis was written by Hasibuan. The subject of this research was eight grade students of SMP 04 Medan. The result of the research showed that teaching vocabulary using linking words game gave any effect to improve students’ ability in mastering vocabulary.

The third was thesis entitled “ *The effect of using linking words game toward students’ vocabulary mastery*”<sup>38</sup> ( An experimental research with the fourth grade students’ of SDN 1 medan in the academic years of 2013/20114)”. This thesis was written by aisyah. The result of this research was using linking words game could improve vocabulary mastery of students.

This studies above have similarities and differences with this research. The similarity is the studies are concerned to specific strategies to improve students’ vocabulary mastery. However, it has some differences about population of the research may cause the different findings.

Finally, from the explanation above, it is necessary to conduct a research by using game strategy of teaching in order to improve the students’ vocabulary mastery and teacher professionalism. By conducting

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<sup>37</sup>Jubaidah Hasibuan” *Improving students’ ability in mastering vocabulary through linking words game strategy*”thesis ( medan: state institute for islamic studies of North Sumatra,2011)

<sup>38</sup>Aisyah “*The effect of using linking words game toward students’ vocabulary mastery*”thesis ( medan: state institute for islamic studies of North Sumatra,2013)

this research, it can be investigated the process of linking words game can improve seventh grade students' English vocabulary mastery of SMPN 15 kota Bengkulu in academic years 2017/2018.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The method used in this research is classroom action research. According to Arikanto, classroom action research is research activity performed in class, to solve students' problems. The researcher was researched because the researcher believes that vocabulary problems that occurs junior high school SMP N 15 of Bengkulu.

The researcher conducted in three cycle. In the first cycle was failed, the researcher continues it to the second cycle. In the second cycle was failed, the researcher continues it to the second cycle, and the next cycle. The cycle conducted in three meetings where the approach that used by the researcher would be implemented repeatedly and simultaneously in order to solve students' problem in learning English vocabulary and improve vocabulary ability. The model of classroom action research that used by the researcher is Kemmis and Mc Taggart' smodel.

The research conducted collaborating action between the researcher and the teacher. It means that researcher and the teacher acted in the classroom together in order to solve the problem. This research focused on the classroom which including the teching and learning process.

In this research, the researcher choosed SMPN 15 kota Bengkulu, as the place to collect data and information as needed. The researcher

found the problem from a small observation and little interview to the English teacher in SMPN 15 kota Bengkulu.

## **B. The Subject of The Research**

The subject of this research is students' at grade VII of SMP N 15 Bengkulu. There are six classes of the seventh grade students in SMP N 15 Bengkulu. The chosen subject focuss on VII.D which consists of 26 students.

## **C. Technique of Collecting Data**

The data of this research would be conducted by giving test to the students, observation, interview, and documentation.

### **1. Test**

According to Ary and friends as quoted in Sukardi, a test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned. In this research, the researcher used test of pre-assessment and each cycle to measure students' level and develop the comprehension students.

### **2. Observation**

Observation is a way of collecting data by directly noticing an object. The observation done in this research was a direct observation. Observation was done in order to see the improvements of students's attitude during the treatments was doing. Kind of observation was done in this research about the students' attitude during the researcher was

doing treatment, all that activities was done by using observation checklist

### 3. Interview

Interview in this research is dialog that is done by interview to get information to know students feeling, perception, and experiences during follow the treatment. In this study, the researcher interviews the teacher about the teaching and learning English.

### 4. Documentation

Documentation is something written that is observe. in this research, the documentation data could be photograph during the teaching and learning process especially students and teacher interaction, student's worksheet, as well as teacher's and students' observation sheet. The documentation data above could be used to support to describe authenticity of the data in the research

## **D. Research Instrument**

The instrument of this research was vocabulary test, observation, interview, and documentation. The explanation is as follow :

### **1. Vocabulary test**

The main instrument of this research was vocabulary test. The items were in form of multiple choice. There were 25 items which were taken from internet. The items were discussed with the collaborator about its level and appropriateness for the respondents. The selective items became the researcher instruments.



## 2. Observation

This research used structural observation where the researcher has planned a mechanism of the research in form of observation sheet. The researcher has designed list of activities and students' behavior as the focus of observation. By doing observation, the researcher can observe all activities and behavior in the classroom during the implementation of cycles ( action ). By doing observation, the researcher obtained the data about the suitability between the implementation of action with teaching planning that has been designed before as well as describe the data of the students' responses in doing the implementation. The form of observation sheet is illustrated as follow :

### Observation Sheet

Grade :

Date :

Meeting :

No	Activity	Number of students
1	Students who tried to express their idea	
2	Students who followed the activity actively	
3	Students who are willing to work together	
4	Students who has no fear in making mistake	
5	Students who are able to help other students in teaching and learning process	

6	Students who are brave to speak individually in front of the class	
7	Student who have good self confidence	
8	Students who ask the question	
9	Students who tried to answer the question	

Bengkulu, ... ..2018

Collaborator

### 3. Interview

interview was usefull for the researcher for getting data by making dialogue with teacher and students as source of information or data. Interview was used to describe students' basic condition and problem, their learning habit, and the students' responses in implementing linking words game in the classroom during the research.

In this research, the researcher used structural interview where the researcher has made some list of questions that relate to the students' conditions and difficulties in the classroom during the research to make the interview as comfortable as possible during the interview even they feel like not having interview. The condition could make the interview answered the questions honestly.

The interview was used to collect data in preliminary research to find the actual problem of the research at school and to know about the information about population and sample by interview both teacher and the students'. Then the researcher also interviewed the students during the implementation of action in order to know about their problems' in vocabulary mastery. The script of interview that was used by researcher as follow:

No	Question
1	What do you think about English Material? Is it difficult or not for you?
2	Do you understand what the teacher explain ?
3	What do you think? Was the learning teaching process boring for you?
4	Can you answer the question well?
5	What do you think ? is the lesson interest for you ?

#### **4. Documentation**

Documentation was used to obtain data from all documents. Arikunto said that documentation is abserved in form of notes, books, and others sources besides human beings. in this research, the documentation data could be photograph during the teaching and learning process especially students and teacher interaction, student's worksheet, as well as teacher's and students' observation sheet. The documentation data above could be used to support to

describe authenticity of the data in the research. The documentation of activity in teaching and learning process as follow:

No	Documentation of activities
1	Pre- assessment
2	Teacher apply linking words game to the students
3	Teacher explain English material to the students'
4	Students focusing during teaching learning process and discuss material

#### **E. Research Procedure**

In this research, there are some procedures for teaching vocabulary using game technique. They were as follows:

1. Pre- assessment

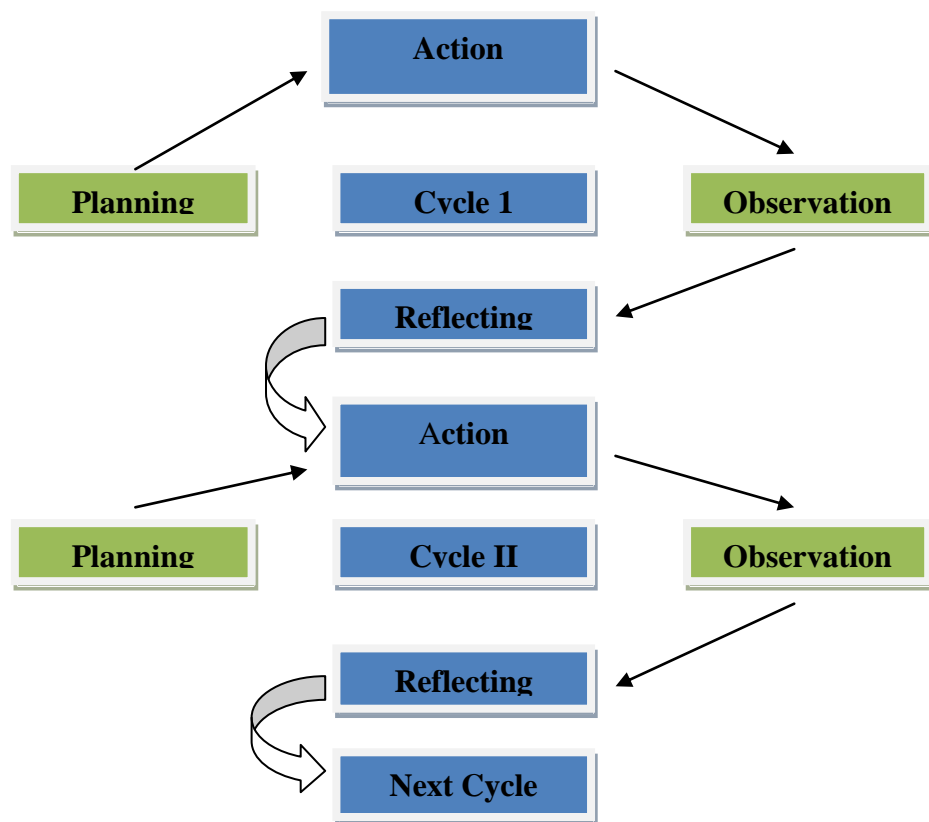
The students gave a pre-assessment to know the starting point of the students in vocabulary ability before the treatment. It is given the beginning of the lesson. After the students finished the pre-test the researcher collect and analyze the students worksheet's to know the students ability.

## 2. Cycles

According to Kemmis and Mc Taggart is consist of four steps, they are: planning, implentating, observasing, and reflecting.

The process of acting resesarch as below:

**Figur 3.1: The Action Research Spiral of Kemmis and Mc Taggart cited from Arikunto**



According to Kemmis and Mc taggart, cycle 1 is consist of four steps were: planning, acting, observing, and reflecting.

## **A. Cycle 1**

### **a. Planning**

The following points are the specification of the planning are first cycle:

1. Conducting the cycle in three meetings
2. Administrating the vocabulary learning process according to lesson plan.
3. Conducting assessment test in order to know the students' basic ability in mastery vocabulary.
4. Preparing material for vocabulary mastery.
5. Conducting a test of vocabulary mastery by linking words game in last meeting

### **b. Action**

#### 1) Pre-teaching

In pre-teaching the researcher act the action before started to teach the game technique to the students

- Greeting the students
- Cheking attendance of the students
- The teacher ask the students about the activities and materials at the previous meeting.
- Before teacher deliver the material they answer the question of the teacher about previous meeting.

## 2) While-teaching

In while-learning, the researcher carried out the process of teaching at learning activity through linking words game.

### ➤ **Eksplorasi**

- the teacher delivered the material of linking words game
- the teacher make some group of the students.
- The teacher determined the best work of the group of the students.

## 3) Post-teaching

- Asking the difficulties they might face
- Concluding the lesson
- Closing the class

### **c. Observation**

The observation conducted to all the process and atmosphere of vocabulary mastery and learning process. The researcher want to find out the overall condition occur during the instruction.

#### **d. Reflecting**

Reflecting has evaluative aspect to effect of spacious issues and suggest handling it. The researcher take the feedback of this vocabulary mastery and learning process from the result of the observation, the problem that exist, and the cause of problem. The result does not reach the goal that determines, the researcher make decision that the researcher need to continue to the research into cycle II.

#### **B. Cycle II**

Action research is cyclical. After cycle of planning, action, observation, and reflection in cycle I, the process in the cycle II is the same with first cycle, with of course more improvement vocabulary mastery material.

#### **C. Cycle III**

Action research is cyclical. After cycle of planning, action, observation, and reflection in cycle I, the process in the cycle III is the same with first cycle, with of course more improvement vocabulary mastery material. Cycle III is finished, because significant improvement of students' achievement in mastery vocabulary.



During the treatments, mastery vocabulary test gave to the students at the end of every meeting. The students are testing by asking them to answer question multiple choices.

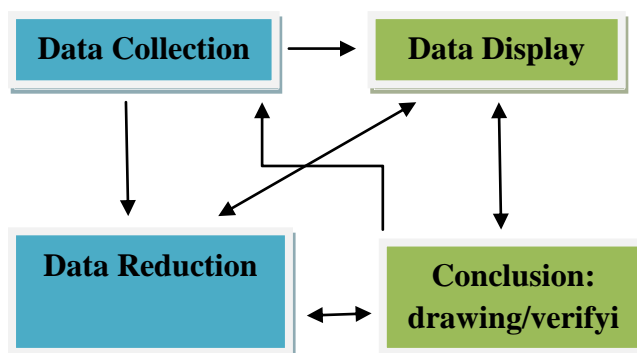
## F. Technique of Data Analysis

This research applied the qualitative and quantitative data.

### a) Qualitative data

In qualitative research, the data got from observation, interview, and documentation. they used intractive model of data analysis proposed by miles and Huberman. The data analysis consist of three main components, namely: (1) data reduction; (2) data display; and (3) drawing and verifying conclusion . The component above can be illustrated as the following figure<sup>39</sup>.

**Figure 3.2. Component of Data Analysis : Intractive Model Miles and Huberman**



The figure above can be explained that:

1. Data reduction: data reduction occurs continually through out the analysis. In early stages, it happens through editing, segmenting and

<sup>39</sup> Miles.,B.,M and Huberman.,M., A., *Qualitative Data Analysis : A Sourcebook Third Edition*, ( USA: Sage Publishing 1994),p.174

sumarizing the data. In the middle stages, it happens through coding and memoing, and associated activities such as finding themes, clusters, and patterns. In the later stages, it happens through conceptualizing and explaining, since developing abstrack concepts is also a way of reducing the data.

2. Data display: data display organize, compressand assemble information. In this research, the way of displaying data through-graphs, charts, and diagrams in order to make the data clearer.
3. Drawing and verifying conclusion: reducing and displaying the data aim to help drawing conclusion. While drawing conclusion logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify.

#### **b. Quantitative data**

In quantitative research, the data got from pre-assessment test and some test in the last meeting of every cycle. After collected complete data of students score, the researcher count the main score by used the following formula :

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

P : the class percentage

F : total percentage score

N : number of students

Based on level of mastery of SMPN 15 kota Bengkulu, the student's achievement will be calculated into the following criteria, as follows.

**Table 1. The Percentage of Students Score**

Score Internal	Qualification
80 – 100	Very Good
70 – 79	Good
60 – 69	Fair
50 – 59	Low
0-49	Failure

### **G. Indikator of Success**

The indikator of success of this research can be:

1. The teaching and learning process in using linking words games to increase students' vocabulary mastery
2. The classroom Action Research would be success if the using linking words games that will improve students' vocabulary mastery of seventh grade students of SMPN 15 Bengkulu with mean score of vocabulary mastery is 70.

## **H. Indikator of Success**

The indikator of success of this research can be:

3. The teaching and learning process in using linking words games to increase students' vocabulary mastery
4. The classroom Action Research would be success if the using linking words games that will improve students' vocabulary mastery of seventh grade students of SMPN 15 Bengkulu with mean score of vocabulary mastery is 70.

## **HAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result**

The result of the research was presented in this chapter. The result showed that Linking Words Game could improve students' vocabulary mastery of seventh grade students of SMPN 15 of Bengkulu City in Academic Year 2017/2018 was improved. It can be seen from the comparison among the result of qualitative and quantitative data of pre-assessment, cycle I, cycle II, and cycle III. It was presented in the following section.

##### **a. Quantitative data**

###### **1. Pre-assessment**

At the beginning of the research, the students were given a pre-assessment to know the students' ability in vocabulary mastery. The researcher gave task multiple choice to the student to do and comprehend it themselves. The material that was given in pre-assessment was the same as the material that was given in cycle I, cycle II, and cycle III. The material was taken from the internet. It done to get the score of vocabulary mastery before giving the actings. The pre-assessment was done on Friday august 24<sup>th</sup>, 2018

The test consisted of 25 questions of multiple choice items. The result of the Pre-Assessment score could be seen on the following table:

### Pre-Assessment

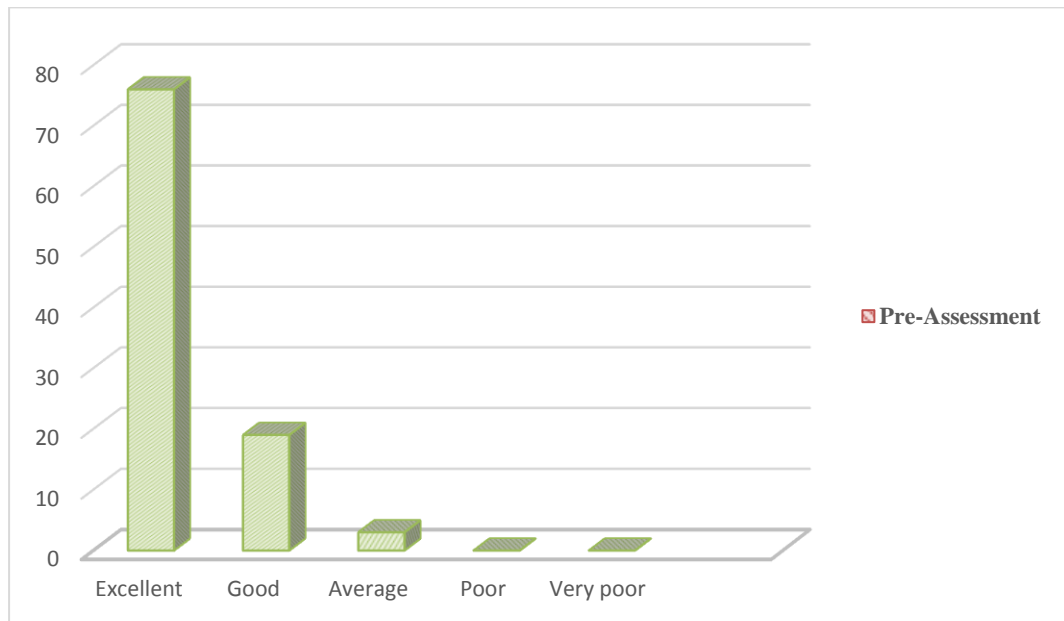


Figure 4.I

#### Graph for Students' Score in Pre-Assessment

From the above graphic it could be seen that the students' ability in vocabulary mastery were still low. Many students got bad score. Almost all of them got score beneath standard. Just little students have average score and there was no one students who got good score even less in very good score. It was caused by some problems than inhibit the students' to master the vocabulary. By knowing the result of students in vocabulary mastery, the researcher felt than it was need the researcher felt than it was needed an appropriate strategy to improve

the students' vocabulary mastery. So that, the students' abilities in vocabulary mastery would be better and their motivation would increase in mastering the vocabulary.

**Table 4.1**

The Score Distribution of Students' Vocabulary Mastery in Pre-Assessment

Score Interval	Category	Frequency	Percentages (%)
0-49	Very Poor	20	76,92%
50-59	Poor	5	19,23%
60-69	Average	1	3,84%
70-79	Good	0	0%
80-100	Excellent	0	0%

Based on the table of data above, showed the score obtained by the students in the classroom. There were 20 students or (76,92%) got very poor score, there were 5 students or (19,23%) who got poor score, there were 1 students or (3,84%) got average, and there were no students got good and excellent in pre-assessment.

## **2. first cycle ( cycle 1)**

The researcher gave test in the end of cycle. It has been found that the means of students score increasing from pre-assessment until cycle 1. The following chart and table :



Figure 4.2  
Graph fo Students' Score in Cycle I

Considering with the result above, the researcher had to improve English teaching material or instrument again that would be used in teaching learning process in next cycle. Beside that, the researcher should manage the condition of the classroom well and motivate students to be better in the next cycle.



**Table 4.2**

The Score Distribution of Vocabulary Mastery in Cycle I

Score Interval	Category	Frequency (Students)	Percentages (%)
0-49	Very poor	11	42,30%
50-59	Poor	7	26,92%
60-69	Average	5	19,23%
70-79	Good	3	11,53%
80-100	Excellent	0	0%

Based on the table of data above, showed the score obtained by the students in the classroom. There were 11 students or (42,30%) got very poor score, there were 7 students or (26,92%) who got poor score, there were 5 students or (19,23%) got average, there were 3 students got good or (11,53%) and there were no excellent in cycle 1.

### 3. Second cycle ( cycle II )

The researcher gave test in the end of cycle. It has been found that the means of students score increasing from cycle I until cycle II. The following chart and table :

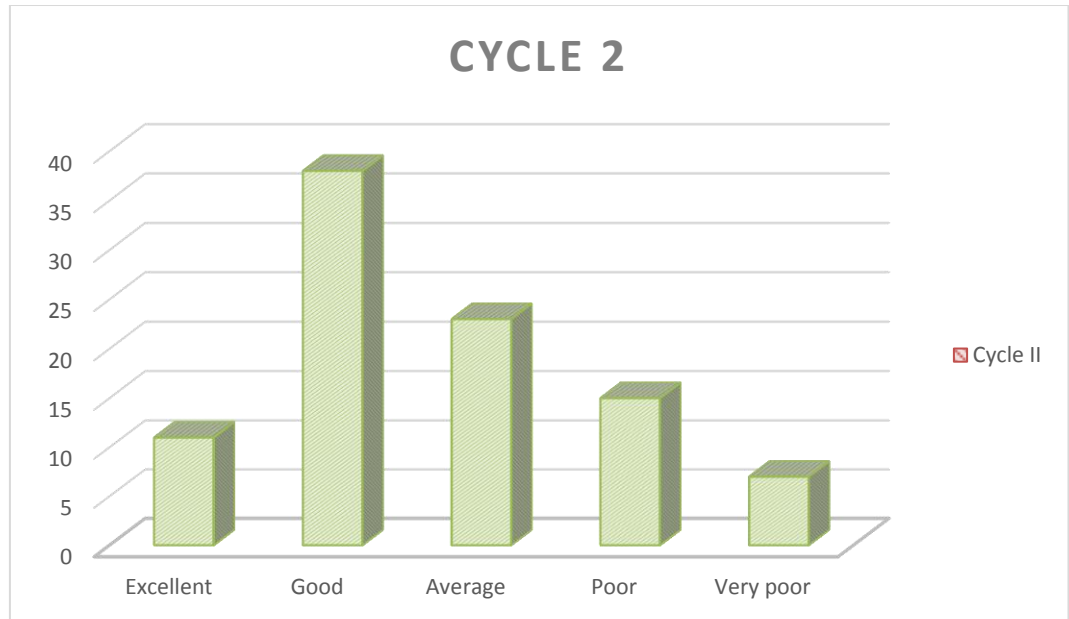


Figure 4.3  
Graph for Students' Score in Cycle II

Based on the result above, the researcher and English teacher saw that there were significant improvement in students vocabulary mastery where almost of students could manage their problems well during in vocabulary mastery activity and some of them to get good score.

**Table 4.3**

The Score Distribution in Vocabulary Mastery in Cycle II

Score Interval	Category	Frequency (Students)	Percentages (%)
0-49	Very poor	2	7,69%
50-59	Poor	4	15,38%
60-69	Average	6	23,07%
70-79	Good	10	38,46%
80-100	Excellent	3	11,53%

Based on the table of data above, showed the score obtained by the students in the classroom. There were 2 students or (7, 69%) got very poor score, there were 4 students or (15,38%) who got poor score, there were 6 students or (23,07%) got average, and there were 10 students or (38,46%) got good and 3 students or (11,53%) in excellent.

#### 4. Third cycle ( cycle III )

The researcher gave test in the end of cycle. It has been found that the means of students score increasing from cycle II until cycle III. The following chart and table :

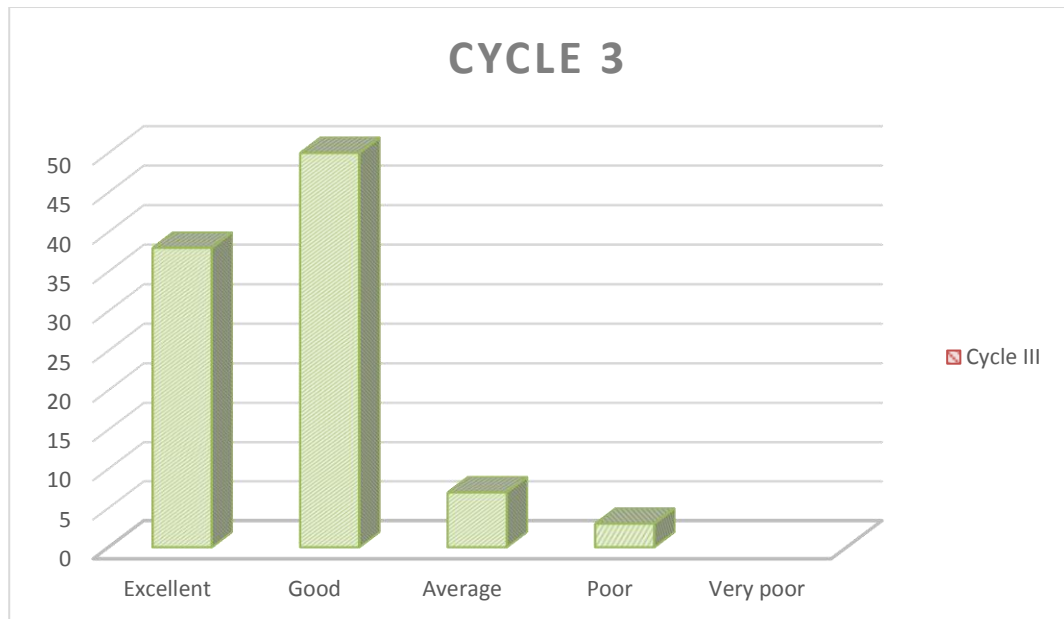


Figure 4.4  
Graph for students' Score in Cycle III

Based on the result above, the researcher and English teacher saw there were significant improvement in students vocabulary mastery where almost of students could manage their problems well during in vocabulary mastery activity and some of them to get excellent score.

**Table 4.4**  
The Score Distribution in Vocabulary Mastery in Cycle II

Score Interval	Category	Frequency (Students)	Percentages (%)
0-49	Very poor	0	0%
50-59	Poor	1	3,84%
60-69	Average	2	7,69%
70-79	Good	13	50%
80-100	Excellent	10	38,46%

Based on the table of data above, showed the score obtained by the students in the classroom. There were no students or got very poor score, there were 1 students or (3,84%) who got poor score, there were 2 students or (7,69%) got average, and there were 13 students or (50%) got good and 10 students or (38,46%) in excellent.

Based on analysis teacher observation checklist of cycle III by using linking words game, students pain attention to the teacher when explained material gave active and focus and the researcher felt happy teaching learning process using linking words game. So, the researcher decided to stop the action.

## **b. Qualitative data**

### **1. First cycle ( cycle I )**

Cycle one was done based on the result of the pre-assessment. In this cycle, the researcher applied the teaching vocabulary mastery by using linking words game. The researcher explained about the game and then die students were asked to do some exercises related to the topic. During the teaching and learning process, the collaborator observed the activities of the students in the lesson,

#### **1.1 Planning**

- 1) A lesson plan of linking words game for vocabulary mastery was prepared by the researcher.
- 2) Learning material/ resources for students were prepared by the researcher.
- 3) Some exercises that were done by the students were prepared by the researcher.
- 4) A learning observation sheet in cycle I was prepared by the researcher.
- 5) The evaluation test in cycle I was prepared by the researcher.

## 1.2 Acting

The implementation of cycle I was done on Saturday, August 25<sup>th</sup> 2018, Monday, August 27<sup>th</sup> 2018. The researcher applied the lesson plan in action I with the procedures below:

1. Pre learning activities
  - a) Teacher greeted to the students and checked the students' attendance.
  - b) Teacher checked students' background knowledge related to the topic.
2. While learning activities
  - a) Teacher explained about vocabulary by using linking words game
  - b) The teacher Introduce the last letter ( linking words game ) to the students.
  - c) The teacher divide the students into several groups
  - d) The teacher explained about the topic.
  - e) Teacher asked the students to make sentences by using new words have been discussed.
3. Post learning activities
  - a) The teacher gave time to learn and memorizing the word that have been discussed.
  - b) The teacher gave the test related to the topic

c) Teacher closed the lesson.

After implementing the linking words games in cycle 1, the test for this cycle was done. The test was conducted to know the students' vocabulary mastery after implementing linking words game. It was done on Friday, August 31<sup>th</sup> 2018.

### **1.3. Observation**

Observation was done by the English teacher as the collaborator. All the data and information needed were collected along the implementation of the cycle I.

Based on the observation sheet, it was known that students' activity in the classroom was still low. It could be seen that the students' score in the observation sheet which categorized as failure. In this cycle, only some students who paid attention toward the lesson during the class. There were few students who active in the classroom and critical toward the material discussed. Only some students took note during the lesson and done the assignment that were given by the teacher. Finally, the learning situation was very passive.

Based on the data, in the next cycle the researcher tried to make the students more active, discuss the material, take a note and so do the assignment.



#### **1.4. Reflecting and Evaluation**

Based on the data collected in cycle 1, the researcher found that the students' vocabulary mastery was average. The researcher knew that there was an improvement from the pre-assessment until cycle I, but it was not significant. The result of the observation sheet was very low. Based on the result, the researcher gave the action in the next cycle. The researcher tried to make the students' more active in the classroom and discuss materials. The researcher tried to put the active students in pair. So, the active students would help less active students during the learning activity.

#### **1. Second cycle ( cycle II )**

Cycle II was done as the follow up the cycle I. There was an improvement from the cycle I, the researcher was still not satisfied with the result of students' score. In cycle II, the procedures were done as follow:

##### **2.1. Planning**

- a) A lesson plan of linking words game for vocabulary mastery was prepared by the researcher.
- b) Learning material/ resources for students were prepared by the researcher

- c) Some exercises that were done by the students were prepared by the researcher.
- d) A learning observation sheet in cycle I was prepared by the researcher.
- e) The evaluation test in cycle I was prepared by the researcher.

## **2.2. Acting**

The implementation of cycle II was done in Wednesday, September 5<sup>th</sup> 2018, Thursday, September 6<sup>nd</sup> 2018 and Tuesday, September 11<sup>nd</sup> 2018. In this step, the researcher applied the lesson plan. The procedures of acting II as follow:

1. Pre learning activities
  - a) Teacher greeted to the students and checked the students' attendance.
  - b) Teacher students' memories about the last meeting lesson.
2. While learning activities
  - a) Teacher explained about vocabulary by using linking words game
  - b) The teacher Introduce the last letter ( linking words game ) to the students.
  - c) The teacher divide the students into several groups
  - d) The teacher explained about the topic.
  - e) Teacher asked the students to make sentences by using new words have been discussed.

### 3. Post learning activities

- a) The teacher gave time to learn and memorizing the words that have been discussed.
- b) the teacher gave the test related to the topic
- c) Teacher closed the lesson.

After implementing the linking words game in cycle II, the test for this cycle was done. The test was conducted to know the students' vocabulary mastery after implementing linking words game. It was done on Friday, September 14<sup>th</sup> 2018.

### **2.3. Observation**

Based on the observation sheet, it was known that the students' activity in the classroom was good. It could be seen that the students' score in the observation sheet was 13 which categorized as good. In this cycle, all students' paid attention toward the lesson during the class. The Students became active participants in the classroom and become more critical toward discuss the material. In this cycle, students also took note during the lesson and done the assignment that are given by the teacher. Finally, the learning situation was active.

Based on the data, in the next cycle the researcher tried to make the students more active, discuss the material, take a note and so do the assignment.

#### **2.4. Reflecting and Evaluation**

Based on the data collected in cycle II, the researcher found that there was a significant improvement in students' score. As said before that the students' vocabulary mastery was good. And the result of the observation sheet was good, students also took some notes during the lesson and did the assignment. The teaching and learning situation in the classroom was active.

### **2. Third cycle ( cycle III)**

Cycle III was done as the follow up the cycle II. There was an improvement from the cycle II, the researcher was still not satisfied with the result of students' score. In cycle III, the procedures were done as follow:

#### **3.1. Planning**

- a) A lesson plan of linking words game for vocabulary mastery was prepared by the researcher.
- b) Learning material/ resources for students were prepared by the researcher
- c) Some exercises that were done by the students were prepared by the researcher.

- d) A learning observation sheet in cycle I was prepared by the researcher
- e) The evaluation test in cycle I was prepared by the researcher,

### **3.2. Acting**

The implementation of cycle II was done in tuesday, September 18<sup>th</sup> 2018, Thursday, September 20<sup>th</sup> 2018 and Saturday, September 22<sup>th</sup> 2018. In this step, the researcher applied the lesson plan. The procedures of acting II as follows:

#### 1. Pre learning activities

- a) Teacher greeted to the students and checked the students' attendance.
- b) Teacher students' memories about the last meeting lesson

#### 2. While learning activities

- a) Teacher explained about vocabulary by using linking words game
- b) The teacher Introduce the last letter ( linking words game ) to the students.
- c) The teacher divide the students into several groups
- d) The teacher explained about the topic.

e) Teacher asked the students to make sentences by using new words have been discussed.

4. Post learning activities

a) The teacher gave time to learn and memorizing the words that have been discussed.

b) the teacher gave the test related to the topic

c) Teacher asked the students to give a conclusion about the lesson.

d) Teacher closed the lesson.

After implementing the linking words game in cycle III, the test for this cycle was done. The test was conducted to know the students' vocabulary mastery after implementing linking words game. It was done on September 27<sup>th</sup> Thursday 2018.

### **3.3. Observation**

Based on the observation sheet, it was known that the students' activity in the classroom was good. It could be seen that the students' score in the observation sheet was 13 which categorized as good. In this cycle, all students' paid attention toward the lesson during the class. The Students' became active participants in the classroom and become more critical toward discuss the material. In this cycle, students also took note

during the lesson and done the assignment that are given by the teacher. Finally, the learning situation was active.

Based on the data, it was good progress and the researcher felt that it was enough to give the treatment.

#### **3.4. Reflecting and Evaluation**

Based on the data collected in cycle III, the researcher found that there was a significant improvement in students' score. As said before that the students' vocabulary mastery was good. And the result of the observation sheet was good, students also took some notes during the lesson and did the assignment. The teaching and learning situation in the classroom was active.

## B. The Analysis of the Pre-assessment, Cycle I, Cycle II, and Cycle III

In analyzing the pre-assessment and evaluation in cycle III, the score were compared to see whether the action had an improvement or not.

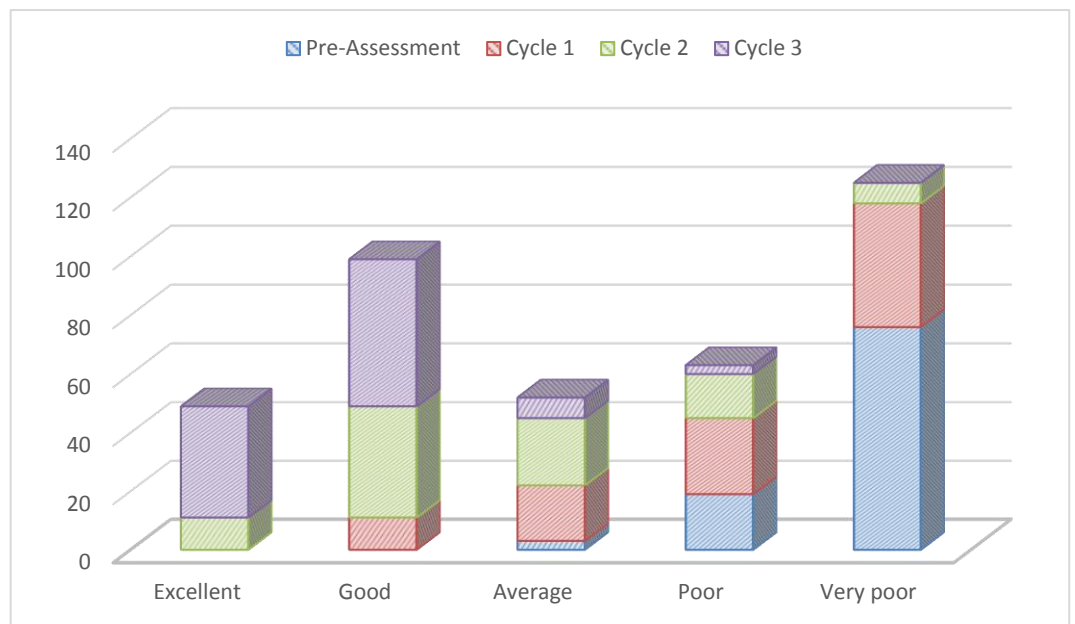
**Table 4.5**

### The Qualification of Students' Improvement in Vocabulary Mastery

Cycle	The Qualification of Students' Improvement in Vocabulary Mastery by Using Linking Words Game				
	Very poor	Poor	Average	Good	Excellent
Pre-Assessment	76,92%	19,23%	3,84%	0%	0%
	20 student	5 student	1 students	0 students	0 students
Cycle I	42,30%	26,92%	19,23%	11,53%	0%
	11 students	7 students	5 students	3 students	0 student
Cycle II	7,69%	15,38%	23,07%	38,46%	11,53%
	2 student	4 student	6 students	10 students	3 student
Cycle III	0%	3,84%	7,69%	50%	38,46%
	0 students	1 students	2 students	13 students	10 students



Based on figure above, we saw the percentage of the students' vocabulary mastery test were improved in each cycle. It could be seen from the following figure:



Figur 4.5 The Comparison of Students Vocabulary Score among Pre-Assessment, Cycle 1, Cycle II, Cycle III

Based on the figure above, it could be seen improvement of the students in vocabulary mastery. After giving the action, the students abilities in vocabulary were improved. It cold been seen in the percentages, in last cycle only one student got poor level and one student got very poor level.

### C. Discussion

The result of this research showed that students' vocabulary mastery improved after the acting was given to the students'. The result of this research also indicated that using linking words game could be useful to improve students' ability in vocabulary mastery.

The students' vocabulary mastery in the pre-assessment before linking words game was low. The result of pre-assessment showed that students' vocabulary ability in vocabulary mastery consisted of 0% in good and excellent, 3,84% in average (achieved by 1 students), and 19,23% in poor (achieved by 5 students) and 76,92% in very poor (achieved by 20 students). The calculation showed that the average score of students vocabulary mastery before given the acting which was in low categorized. In order to improve the students' vocabulary mastery, the researcher applied linking words game in teaching and learning activity in the classroom. In linking words game can suggesting the students to be more unic, creative, imaginative, clever and smarter. As stated by Steven J,Molinsky, linking words game strategy is teaching game which is designed to create a comfortable and pleasant situations in a controlled environment to be able to get in subconscious mind. During the acting stage, the linking words game was explained to the students. Some *examples* and exercises were given to the students to make more understand how to use linking words game.

The result of cycle 1 showed that students' vocabulary mastery consisted 0% in excellent, 11,53% in good (achieved by 3 students), 19,23% in average (achieved by 5 students), 26,92% in poor (achieved by 7 students), and 42,30% in very poor (achieved by 11 students). The calculation showed that the students' that was still good categorized. Even though the students' average in cycle 1 was at low level, it actually

improved in this cycle, the researcher also found that students' activity in the classroom was still low. It can be seen that the students' score in the observation sheet was 11 which categorized as very poor. In this cycle, only some students who paid attention toward the lesson during the class. There few students who active in the classroom and critical toward the material discussed. Only some students who took note during the lesson and done the assignment that were given by the teacher. Finally, the learning situation was very passive.

The researcher tried to find an effective way to help the less active students. Before doing the next cycle, the researcher informed to the students that there would be a reward for active students, and also a punishment this rule, it was expected could motivated the students to be more active in the next cycle.

The result of the second cycle showed a good improvement. The result of cycle II was consisted of 11,53% in excellent (achieved by 3 students), 38,46% in good (achieved by 10 students), 23,07% in average (achieved by 6 students), 15,38% in poor (achieved by 4 students), and 7,69% in very poor (achieved by 2 student). The calculation showed that students' vocabulary mastery in evaluation of cycle II that was categorized good. In this cycle, the researcher also found that the students' activity in the classroom was good. It could be seen that the students' score in the observation sheet was 10 which categorized was good. In this cycle, all students paid attention toward the lesson during the class. Students became

more critical toward discuss the material. In this cycle also took note during the lesson and done the assignment that were given by the teacher. Finally, an effective the learning situation as active.

The result of the third cycle showed a very good improvement. The result of cycle III was consisted 38,46% in excellent (achieved by 10 students), 50% in good (achieved by 13 students), 7,69% in average (achieved by 2 students), and 3,84% in poor (achieved by 1 student) and 0% in very poor. The calculation showed that students' vocabulary mastery in evaluation of cycle III that was categorized very good. In this cycle, the researcher also found that the students' activity in the classroom was very good. It could be seen that the students' score in the observation sheet was 10 which categorized was excellent. In this cycle, all students paid attention toward the lesson during the class. Students became more critical toward discuss the material. In this cycle also took note during the lesson and done the assignment that were given by the teacher. Finally, the learning situation as active.

Based on the result above, it seemed that linking words game was an effective strategy to improve students' vocabulary mastery. By linking words game, The students' became more unic, creative, imaginative, clever and smarter. As stated by Steven J.Molinsky, linking words game is teaching game which is designed to create a comfortable and pleasant situations in a controlled environment to be able to get in subconscious mind.

This game help the students to improve vocabulary mastery. So that they could understand the material properly. Beside that linking words game could decrease the problem of the student in vocabulary mastery, such as difficult word, bored, less motivation, lack grammar, less concentration, etc. They also did not have to waste the memorize vocabulary. Here, the students would not busy on their dictionary in a vocabulary activity and it could make the vocabulary activity more active. From the discussion of the research findings above, the researcher concluded that linking words game was a good game to improve students' vocabulary mastery.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The result of this research showed that linking words game is effective to improve students' vocabulary mastery. It motivated students' activeness respons and attention. The students' discussion on the material and teaming situation in the classroom is effective. It means that the game helped the students improve vocabulary so that they could understand the material properly. They also did not have to waste memorize vocabulary. Beside that linking words game can decrease the problems of the students' in vocabulary mastery such as difficult word bored, less motivation lack grammar, less concentration. Finally, linking words game could improve the students vocabulary mastery score so that the students has achieved the minimum standard of passing grade.

#### **B. Suggestion**

Based on the research finding and conclusion above, the writer would like to suggest as follows, the first, for the English Teacher, the teachers have a crucial influence to be successful in learning English. The teacher should be more creative to create a new strategy in learning English especially vocabulary. The old method as write down a new words and

students memorize is not enough. Teachers also give students motivation to learn English seriously. They need additional instrument to make students more understand the subject easily. Second, for the students, the students should develop their awareness in learning English, while English as a subject in final examination. They have to be more active during the lesson. Students need more rehearsal in English subject in order to make them familiar with English words. They also become braver to present their idea in front of class after the session of discussion. Third for other researcher, hopefully, the other researcher can take several advantages from this research. Based on description above, the researcher would like to suggest to the other researcher that the result of this action research can be used as additional reference for next research.

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