

**IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT  
TROUGH WORD GAMES  
(A Classroom Action Research at the Fifth Grade of Tarbiyatul  
Islamiyah Islamic Elementary School Lengkong Batangan Pati in  
the Academic Year of 2015/2016)**

**THESIS**

Submitted in Partial Fulfilment of the Requirement for Gaining the  
Degree of Bachelor in English Language Education



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**RATIFICATION**

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Word Games (A Classroom Action Research at the 5<sup>th</sup>  
Grade of MI Tarbiyatul Islamiyah Lengkong in the  
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had been ratified by the board of examiner of Islamic Education and  
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*Assalamu'alaikum Wr. Wb.*

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*Wassalamu'alaikum Wr. Wb.*

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## ABSTRACT

Title : **IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT TROUGH WORD GAMES (An Experimental Research at the Fifth Grade of Tarbiyatul Islamiyah Islamic Elementary School Lengkong Batangan Pati in the Academic Year of 2015/2016)**

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The background of this study is based on phenomenon that students of V A class of MI Tarbiyatul Islamiyah in the academic year of 2015/2016 the teacher still use conventional methods to teach her students and students' achievement is still low and it needs to be improved. The use of Word Games as media in teaching vocabulary is expected to motivate students in learning process. They will be more interested and fun in learning English.

The purpose of this study can be started as follow:

1. To describe the improving students' vocabulary achievement using Word Games is implemented at 5<sup>th</sup> grade students of MI Tarbiyatul Islamiyah Lengkong
2. To find out improvement of students' vocabulary achievement after being taught using Word Games at 5<sup>th</sup> students grade of MI Tarbiyatul Islamiyah Lengkong.

The result of this study shows that in the pre cycle the students' average score is 55.6. In the first cycle the students' average score is 59.4. In the second cycle the students' average score is 78.3. From pre cycle, first cycle and second cycle. The average of students score is always increasing. It means that there is an improvement of students' vocabulary achievement after being taught using Word Games. In conclusion, Word Games are effective to improve students' vocabulary achievement.

The use of Word Games as media to improve students' vocabulary achievement is also able to make students interested and motivated in learning process. The games can make them more

interested. So, the use of Word Games as media is very effective in improving students' vocabulary achievement.

## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of God, the Most Beneficent, the Most Merciful. I do thank to Allah who has given me blessings, insight, and strength to study and finish this research. Peace and blessings of Allah be upon the prophet Muhammad, his family and his companions.

The researcher realizes that she could not complete this thesis without support, cooperation, help and encouragement from many people. I wish, however, to give my sincerest gratitude and appreciation to all people until this thesis can be completely finished. Therefore, I would like to extent my appreciation to all of them, especially to:

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Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be beneficial to everyone especially in developing English Teaching and Learning process. Amen.

Semarang, 10<sup>th</sup> June 2016

The researcher

Nur Fahmiati  
NIM 103411039



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# CHAPTER I

## INTRODUCTION

Chapter 1 presents the introduction of the study. It consist of background of the study, research questions, reasons for choosing the topic, objective of the study, significance of the study and limitation of the study.

### A. Background of the Study

Allah create human in the world with various nations, ethnics, and customs. Even so the language, one country and another country have different language. Allah states about the variety of language in surah Ar-Rum verse 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمُوتِ وَالْأَرْضِ وَاخْتِلَافُ السِّنِّتِ وَاللُّوِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَلَمِينَ ٢٢

“And among His Signs is the creation of the heavens and the earth, and the Variations in your languages and your colours: verily in that are signs for those who know.”(Ar-Rum: 22)<sup>1</sup>

“the variations in languages and colours may be viewed from the geographical aspect or from the aspect of periods of time. All mankind were created of a single pair of parents; yet they have spread to different countries and climates and developed different languages and different shades complexions. And yet their basic unity remains unaltered. They feel in the same way, and are equally under God’s care. Then there are the variations in time. Old languages die out and new ones are evolved. New conditions of life and thought are constantly evolving new words and expressions,

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<sup>1</sup> Ali, Abdullah Yusuf, *The Holy Qur’an Text and Translation*, (Kuala Lumpur: islamic book trust, 2005), P.493.

new syntactical structures, and new modes of pronunciation. Even old races die, and new races are born”<sup>2</sup>.

In surah above, Allah shows us the signs of His authority through differences of tongue. Tongue means a language. There are no people who have the same language in the world. It is influenced by the location. People who live in difference location have difference language. They have to cooperate with one another to complete the necessities in their life.

Language is a system of arbitrary conventionalized, vocal, written and gestural symbols that enable members of a given community to communicate intelligibly with one another.<sup>3</sup> Language is used to express idea, thought, and feelings to other people. People in a society use language, which is mutually understood to communicate with others.<sup>4</sup> Nowadays language as a tool of communication and social control. Without language we cannot communicate, express our feeling and share with other people around the world.

Since English is used as a means of communication among nation in the world we have to master it well. Although English is not the largest number of native or first language speakers, it is

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<sup>2</sup> Ali, Abdullah Yusuf, *THE HOLY QUR'AN (Text, Translation and Commentary)*, (New Delhi: Goodword Books, 2003), P.1056.

<sup>3</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Pearson Education, 2005), 4<sup>th</sup> Ed., p. 5.

<sup>4</sup> Ramelan. *English Phonetic*. (Semarang: IKIP Semarang Press, 2003). P.1

widely used by many people all over the world as their second language.<sup>5</sup> English is a one of international language is used in many countries over the world including Indonesia. In Indonesia, English is the first foreign language which has played important roles in the development of Indonesia; it is used as a means of communication when Indonesia wants to cooperate with other countries. It is also used as a national development. It is apparent that English in Indonesia is very important.

As the most important foreign language in Indonesia, English becomes one of the compulsory subjects taught in education institute. English is also considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary. The government always made effort to improve the quality of English teaching. By improving the teachers' quality and other components involved in educational process, the English teaching in Indonesia improved time to time.

Teaching English in elementary school is useful. As we know that young students especially students in elementary school have big memory to memorize everything they learn. Thus, in elementary school, English is taught as an additional subject. As elementary school is the place for students to learn English for the

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<sup>5</sup> Harmer, J. *The Practice of English Language Teaching*. (New York: Longman, 2001). P.1



first time, the students just learn the basic vocabulary. As stated in verse 24 of Surah Ibrahim that learning vocabulary is very important to learn a new language.

أَلَمْ تَرَ كَيْفَ ضَرَبَ اللَّهُ مَثَلًا كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ أَصْلُهَا ثَابِتٌ  
وَفُرْعَاهَا فِي السَّمَاءِ

“See you not how Allah sets forth a parable? A goodly Word like a goodly tree, whose root is firmly fixed, and its branches (reach) to the heavens.”(Ibrahim: 24)<sup>6</sup>

“Goodly Word is usually interpreted as the Devine Word, the Devine Message, the True Religion. It may also be interpreted in a more general sense as a word of truth, a word of goodness or kindness, which follows from a true appreciation of Religion. For religion includes our duty to God and our duty to man. The “evil word” is opposite of this: false religion, blasphemy, false speech, or preaching or teaching unkindness and wrong-doing. The Word, in mystic language, is the root of the Deed, and is identified with the Deed”.<sup>7</sup>

Actually this verse can be put in language teaching context which states that learning vocabulary is very important. “A good word” can be inferred with collecting and reaching vocabulary to produce language accurately and appropriately. Vocabulary is the one of the English components, which has to be mastered and acquired by students in learning a new

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<sup>6</sup> Ali, Abdullah Yusuf, *The Holy Qur'an Text and Translation*, (Kuala Lumpur: islamic book trust, 2005), P.297.

<sup>7</sup> Ali, Abdullah Yusuf, *THE HOLY QUR'AN (Text, Translation and Commentary)*, (New Delhi: Goodword Books, 2003), P.626.

language.<sup>8</sup> Vocabulary is very important to be mastered first since it is an essential means in conducting communication. Based on the reason above, the focus should be on the vocabulary in the elementary school. It can help them understand the basis of studying English and prepare to study English in higher level.

Vocabulary is major concern in elementary schools materials because vocabulary is an essential means in conducting communication. Students who want to improve their English should master the vocabulary. Vocabulary is one of the important aspects in learning English. The mastery of it would be very helpful when one was learning foreign language having a great mastery on it; it would also facilitate him to comprehend the subject learnt in which it was in English. Vocabulary is used in any situation; it is in the form of spoken or written language. We should have an adequate vocabulary to improve the four language skills. Without grammar very little can be conveyed. Without vocabulary nothing can be conveyed.<sup>9</sup> As the writer concluded that the quality of one's language skill depends on the quality and the quantity of vocabulary mastered, the more vocabulary he mastered, the easier to develop four language skills

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<sup>8</sup> Frank, M. *Modern English*. (New Jersey: Prentice Hall, Inc. 1972).  
P. 6

<sup>9</sup>Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), P. 13.

(listening, speaking, reading and writing) and learn English as second language generally.

Mastery of vocabulary is not an easy thing for students, especially for young learners, because young learners have limited ability in learning and memorizing the vocabulary. It is not an easy task for teacher to teach vocabulary, because of the limitation of students' ability. So the teacher needs to apply appropriate technique in the classroom. Beside appropriate technique teacher also must use interesting medium in learning activities.

Teaching learning process should be varied to make students feel fun during the process. In language learning, they need more than instruction and common from their teacher. This is challenge for the teacher to be able to motivate the students to pay attention. Hamalik says that "media can be used to motivate students in learning".<sup>10</sup> The teachers' creativity in using teaching aid will increase the probability that the students will learn more and the knowledge will retain better in their mind. The researcher hopes that by using such kind of teaching aid, our students' will not be bored and learn English with full motivation. A good teacher has some media and he will select the efficient one in order the learners to be more interested in the lesson.

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<sup>10</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003), 1st Ed. P. 15.

In teaching a language, a teacher might realize that teacher could not apply only one or two strategies to all levels. In reverse, teacher was required to be able to recognize the characters of the students and to select an appropriate strategy to them. It was not different from teaching English to elementary school students, the teacher was supposed to know that the students was so closed with something fun and enjoyable. So whenever the teacher taught, teacher had to be selective in choosing a strategy to introduce a learning material. A good teaching strategy would automatically facilitate to get students' interest in learning process. Students in elementary school are still young learners. In this research, the researcher focuses on the students on fifth graders at Tarbiyatul Islamiyah Elementary School Lengkong.

Usually students in young learners think that English is difficult. To improve students' vocabulary achievement, teacher should be more creative and keep the students away from feeling bored. The teacher must be able to organize the students in teaching learning process. If the teacher cannot teach the students properly, the students will not enjoy their learning. Consequently, the teaching learning will fail.

As it is found in Tarbiyatul Islamiyah Elementary School Lengkong, the teacher has some problems in teaching learning process. For example, the students are bored, afraid to learn, and still passive in the English class. It makes the students' achievement in learning vocabulary low. Their difficulties in

learning vocabulary make their achievement fall below the standard.

The problem that may occur in teaching learning process may bring negative impact to the students; afraid to learn, passive, and bored. It makes the teaching learning process become unusual. If the teacher is not attractive, the students get difficulty in studying English. Besides, they also cannot respond the explanation of teacher. The students' mastery of vocabulary will be interested if the teacher uses suitable medium. If the media is used by the teacher are not appropriate, the students are bored and passive in learning process.

The writer looked that teacher of English subject on fifth graders at in Tarbiyatul Islamiyah Elementary School Lengkong still use conventional methods, the teacher only translates the words just monotone, so the students will easy to get bored and they will say that English is difficult. The teacher must be able to use strategies and technique in teaching and learning process.

Learning vocabulary can be done through many ways, such as: dictionary, picture, guessing, reading, game etc. To make effective techniques in teaching vocabulary especially common nouns, the teacher should create various teaching techniques to increase the motivation of students; one of them is using game "word games". Using game "word games" to improve students' vocabulary achievement is appropriate technique to apply in class

because word games is one kind of medium that can help teacher draw students' interest and arouse their motivation in the teaching learning process more effective.

Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students. Second, games usually involve friendly completion and they keep learners interested.<sup>11</sup>

The facts above underline my intention to present teaching vocabulary to fifth graders of Islamic Elementary School by using "word games". The students play the words that are taught by the teacher. So, the teacher should place a higher a priority on having fun in this teaching. The students are interested in game while they learn something through it.

So, the writer wants to do research on "The Effectiveness of Word Games to Improve Students' Vocabulary Achievement to the 5<sup>th</sup> Grade Students of Islamic Elementary School" A Classroom Action Research at the Fifth Grade Students of Tarbiyatul Islamiyah Islamic Elementary School Lengkong Batangan Pati in the Academic Year of 2015/2016.

## **B. Reason for Choosing the Topic**

Some reasons for choosing the topic are as follows:

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<sup>11</sup> Nguyen Thi Thanh Huyen and Khat Thi Thu Nga, 'Learning Vocabulary through Games', <http://www.teflgames.com/why.html>, on 11st January 2011.

1. Teaching vocabulary to the elementary school is not simple and easy case because teachers should be creative and able to select the appropriate technique and media.
2. Many teachers think that using media in teaching vocabulary is not widely available, expensive, and waste much time. So, they teach through the media of learning vocabulary that are not suitable, and even some times without the media.
3. There are a lot of types of teaching media. In this study, the writer will discuss the visual media that is game. In this case, the writer is going to use word games in order to make the teaching learning process will be more interesting and helpful.

### **C. Research Questions**

The problems can be stated as follows:

1. How is the implementation of Word Games to teach vocabulary to the 5<sup>th</sup> grade of Tarbiyatul Islamiyah Elementary School Lengkong in Academic Years 2015/2016?
2. How can Word Games improve students' vocabulary achievement to the 5<sup>th</sup> grade of Tarbiyatul Islamiyah Elementary School Lengkong in Academic Years 2015/2016?

### **D. Objective and Significance of the Study**

The objectives of the study as follows:

1. To find out the implementation of word games to teach vocabulary to the 5<sup>th</sup> grade of Tarbiyatul Islamiyah Elementary School Lengkong.
2. To find out the effectiveness of word games to teach vocabulary to the 5<sup>th</sup> grade of Tarbiyatul Islamiyah Elementary School Lengkong.

This research hopefully can provide the additional information about the use of word clap game in classroom activities, and provide information about the effectiveness of the game to improve students' vocabulary. The writer also hopes that this research will be useful for students, teacher, and writer.

1. For the Students

Hopefully the result will be beneficial for the students, so that the students can enjoy studying English by using games. Teaching vocabularies by using word games will make students relax and fun, because this method their learning vocabulary easily without significant difficulties. This can make students' vocabulary getting better.

2. For the Teacher

Especially those who teach at Tarbiyatul Islamiyah Elementary School Lengkong. in making be motivated to learn English and teaching vocabulary. It is expected that the study can enrich the teacher's strategy in teaching vocabulary. This research will provide supports to English teachers to develop the teaching aids for English teaching. They may improve the traditional



methods in teaching and learning vocabularies. They may also use the new methods for making students enjoy in learning, so they are not confused anymore in choosing the appropriate methods for students' need. This method can help the teachers to improve students' interest in learning vocabularies.

### 3. For the Researcher

It is expected that it will be useful knowledge for the writer when she start her profession as a teacher in the future time.

## **E. Limitation of Study**

The scope of English study is so broad. The research may not be able to reach all the aspects to be studied as a whole. Particularly in English learning context, there are so many components that may become the concern of the study such as the students, the textbook used, the materials, the process of teaching and learning, etc. Thus, the boundary of this study specifies on the teaching vocabulary using word games is more effective than teaching vocabulary without using word games to 5<sup>th</sup> grade students of Tarbiyatul Islamiyah Elementary School Lengkong in the academic year 2015/2016.

## CHAPTER II

### THEORETICAL REVIEW

Chapter II consists of review of theoretical studies that discuss general concept of elementary school that include its definition and characteristic of students' Elementary school. Then, discuss general concept of games and word games that include definition of games and word games, its types, and its procedures. It also discusses general concept vocabulary that include definition of vocabulary, ways to improve vocabulary, and teaching vocabulary in elementary school. Moreover this chapter is also explains about review of previous studies.

#### **A. Review of Theoretical Study**

1. Teaching and Learning English at Elementary School
  - a. The Definition of Elementary School

Now, English is not only taught at High School but also Elementary School. According to Kasihani, there are two function of English subject. *First*, English subject as vehicle to the students' development in the field of science, technology and culture. *Second*, English as one of local content subject function to improve students' competence based on their region.<sup>1</sup> Besides, the earlier the students learn English the more knowledge and skill in English they

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<sup>1</sup> Kasihani K. E. Suyanto, *English For Young Learners*, (Jakarta: PT. Bumi Aksara, 2007), P.4

will have and the society or people in certain district the necessity of English to be taught at Elementary School students. Moreover, the function of language learning is to be able to communicate with that language in their real life.

There are some experts who define the Elementary School students. Before we conduct the definition, we know that the Elementary school students are categorized beginners or young learners. Piaget defines that “young learners are the students who learn English as a local content subject at Elementary School that they are between six to twelve years old”.<sup>2</sup> Philips explains that “young learners mean children from the first year of formal school (five or six years old) to eleven of twelve years of age”.<sup>3</sup> Based on the definitions, it can be concluded that young learners are the students who learn English at Elementary School students that they are between six to twelve years old.

According to Kasihani, young learners are divided into two groups: younger group (6-8 years old) and older group (9-12 years old). Based on the level of class, Kasihani divides young learners into two groups: lower

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<sup>2</sup> Suyanto, *English For Young Learners*, P. 14

<sup>3</sup> Sarah Philips, *Young Learners*, (New York: Oxford university press, 1993), P. 3

class (students are in the 1, 2 and 3 classes), and upper class (students are in the 4, 5 and 6 classes).<sup>4</sup> Besides, according to Scott and Ytreberg in Kasihani, they divide young learners in to level one (5-7 years old) and level two (8-9 years old).<sup>5</sup> Based on this explanation, the researcher concludes that elementary school students are categorized at level beginner level.

There are three basic level distinctions of the English students. They are beginner, intermediate and advance.

There are three basic level distinctions of the English students. They are beginner, intermediate and advance.

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<sup>4</sup>Kasihani K. E. Suyanto, *English For Young Learners*, (Jakarta: PT. Bumi Aksara, 2007), P.15

<sup>5</sup>Suyanto, *English For Young Learners*, P. 5

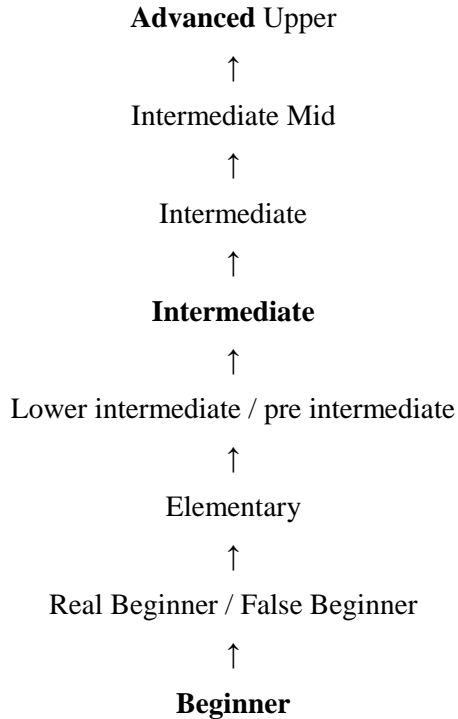


Figure 2.1: Representing different students' levels<sup>6</sup>

Based on the figure above, the researcher concludes that the Indonesian elementary school students especially for 5<sup>th</sup> grade of elementary school are categorized in to beginners in the Elementary level. They are not in false beginners' level. False beginners; level are like adult who can't really use any English but actually

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<sup>6</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (England: Person education Lt, 2001), 4<sup>th</sup> Ed, P.95

know quite a lot of which can be quickly activated.<sup>7</sup> The categorized of the grade 5 of elementary School students as the beginners in the Elementary level appear with the reason that the most of Indonesian elementary School students have been taught English since they are the fourth years.<sup>8</sup> So, it is crucial for the teachers to teach vocabulary first that links the four language skills namely listening, speaking, reading and writing.

b. The Characteristic of Students' Elementary School

Teaching elementary school students is different from teaching adults, because they have different characteristics. According to Brumfit started that the characteristics of young learners are:

- 1) Children respond the language well through concrete things (visual things) rather than abstract things,
- 2) Children need physical movements and real activities to stimulate their thinking,
- 3) Children will be enthusiastic if they are taught using fun activities or being involved in activities,
- 4) Children love to play, and learn best when they are enjoying themselves,
- 5) Children learn well through something that is close to their culture, and

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<sup>7</sup> Harmer, *The Practice of English Language Teaching*, P.95

<sup>8</sup> Suyanto, *English For Young Learners*, P. 5

6) Children like to work together.<sup>9</sup>

Children of Elementary school are children at the age 7 up to 12, they are in the smart age and often show that they know and are proud of it.

The writer wants to add several characteristics based on Mary and Jane opinion's in teaching children between seven and twelve. They are:

- 1) Are learning to read and write in their own language
- 2) Are developing as thinkers
- 3) Understand the difference between the real and the imaginary
- 4) Can plan and organize how best to carry out an activity
- 5) Can work with other and learn from others
- 6) Can be reliable and take responsibility for class activities and routines

You as teacher can help them with:

- 1) Encourage them to read in English (stories, comics, reading games)
- 2) Encourage them to work meaning out for themselves
- 3) Explain things about language, but only very simple things
- 4) Use wider range of language input as their model for language use

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<sup>9</sup> Brumfit, [Http://peni.staff.uns.ac.id/2008/10/10/young-learner-characteristics/](http://peni.staff.uns.ac.id/2008/10/10/young-learner-characteristics/), accessed 29<sup>th</sup> March 2016

- 5) Encourage creative writing and help them to experiment with language
- 6) Explain your intentions and ask them to help with organization of activities.<sup>10</sup>

From the explanation above, the writer concludes that the elementary school students still need a specific guide from their teacher and people around them especially their parents in order to follow the lesson well. In addition, they get bored easily during the class activity, so teacher should make the class interesting.

## 2. Teaching Vocabulary

### a. The Definition of Vocabulary

Vocabulary is one of the language components which have to be mastered by students of all level of school in Indonesia in learning a new language. They will get difficulties in using English if they are lack of vocabulary. As we know the language learners want to be success in studying language. Furthermore, they must be mastery most vocabularies. If students did not have more vocabulary, they cannot communicate effectively of express their ideas both oral and written form.

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<sup>10</sup> Mary Slattery and Jane Willis, *English For Primary Teachers*, (New York: Oxford University Press, 2003), P. 5



Vocabulary is a listing of the words used in some enterprise.<sup>11</sup>

According to the *Oxford Dictionary*, vocabulary is the total of words you know in particular language.<sup>12</sup>

According the definitions above, the researcher concluded that vocabulary is a stock of words in language, written or spoken with the meaning that considered as cultural meaning used by group or individual community because it uses of the people to communicate and interact to other people.

Learning is the process of changing behavior; it is headed to behavior well and headed to bad behavior. Learning is the development of new associations as a result of experience.

#### b. Ways to Improve Vocabulary

Building up our vocabulary is arguably the most important part of a language learning process. If we do not have a base vocabulary to work with, we cannot study grammar, we have absolutely no use for spelling or pronunciation exercises and writing or reading is definitely out of the question. That is why it is crucial to have a

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<sup>11</sup> <http://wordnet-princeton.edu/vocablary>, accessed 28<sup>th</sup> March 2016

<sup>12</sup> AS Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), P. 1337

good vocabulary work-up at the beginner of our studies but also to keep building it up as we go.

Here are a few ways for us to improve vocabulary:

1) Translated Text

This is great method to use in the beginning of our studies, when we cannot handle reading (and understanding) a text solely in the foreign language we are emphasizing on. Translated texts act as a natural dictionary as they will involuntary form connections as we read the two versions of the same text. The downside however is that if the texts are too ambiguous or too complicated, we risk misunderstanding entire phrases or mistakenly attributing meanings to certain words. That is why it is extremely important that the translated text we're working with is well written and does not have any slang, confusing words, words with different meanings and so forth. We should also look for the most basic translated texts at first. Do not worry if you find it silly to translate "It is hot during the summer", it is a starting point and we will not be better off skipping it.

2) Vocabulary Games

Vocabulary games are a great way to enhance our word base, but they should usually be used only as an additional method for this purpose. The fact with

vocabulary games is that they cannot teach us the same amount of new words as say translated texts or other methods that deal with improving your vocabulary, but they can be a fun alternative to take during those study breaks. Also, remember that everything we learn while relaxing and having fun is assimilated a lot easier and for a longer period of time.

### 3) Foreign Language Media

Media is obviously a strong source of vocabulary gain and the fun fact about it is that you will not be shedding a sweat learning the new words, as they will come naturally. Every bit of radio, TV, stationary add, computer game or any other type of media we can watch or hear in the foreign language we are studying should be treated as an opportunity to improve vocabulary. Obviously, some languages will be harder to learn through this method, whereas other will be extremely easy English. If you find a good learning source, we could use foreign language media as main method of vocabulary increase, but if these sources are scare, we shouldn't rely solely on it.<sup>13</sup>

In this research, the writer uses “Vocabulary Game” to teach vocabulary using word games.

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<sup>13</sup> <http://www.ncbi.nlm.nih.gov/pubmed/16080348>, accessed 28<sup>th</sup> March 2016

c. Teaching Vocabulary at Elementary School

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential part of the course. The best way to avoid this is for the teacher and course designer to have set guiding principles that can be applied in a variety of teaching and learning situations.<sup>14</sup>

These can then be applied in course where there are parts of the course deliberately set aside for vocabulary development or in course where vocabulary is dealt with as it occurs in skill-focused or content focused lessons.

There are several principles for teaching vocabulary as follows:<sup>15</sup>

1) Focus on the Most Useful Vocabulary First of Circumstances

Other has much more limited use. The vocabulary will be given by the teacher to the students is the vocabulary that will be needed in their activity. For example, the teacher gives some

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<sup>14</sup> David Nunan, *Practical English Language Teaching*, 1<sup>st</sup> Edition, (America: McGraw-Hill Companies, 2003), P. 135

<sup>15</sup> Nunan, *Practical English Language Teaching*, 1<sup>st</sup> Ed, P.136

vocabulary relate to the objects in the classroom, the objects in the kitchen, etc. Some words can be used in a wide variety.

2) Focus on the Vocabulary in the Most Appropriate Way

The first principle looked at what words to teach and learn. This principle looks at how they should be taught and learned with appropriate method. For example, the teacher uses total physical response, silent way, direct method, etc. which are appropriate with the theme of subject.

3) Give Attention to High Frequency Words Across the Four Stands of A Course

High frequency vocabulary needs to occur in all four stands of a course. It should get deliberate attention through teaching and study and should be met in used in communicating messages in listening, speaking, reading and writing. High frequency vocabulary should also be fluently accessible for receptive use. For example, the teacher gives frequency word in speaking. The teacher asks the students to mention they use to take a bath.

#### 4) Encourage Learners to Reflect On and Take Responsibility for Learning

So far, we have looked at principle that relates to choose what vocabulary to teach and the conditions needed for learning it. There is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning. So that, the teacher should be creative in their teaching, for example, they can select specific words they will focus on each day. They can pre-select the words or they can have their students decide what words will be studied. For example, if students are going to study about fruits, they could learn a different variety each day, or teacher could ask each student to bring a new words relating to the fruits on the next attendance.<sup>16</sup>

### 3. Games

#### a. General Concept of Game

There is a common perception that all learning should be serious and solemn in nature. Actually, it is not really learning. This is misconception. Learning should be full of fun, hilarity and laughter. It is possible to learn a language as well as enjoy oneself at the same time. Games

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<sup>16</sup> Nunan, *Practical English Language Teaching*, 1<sup>st</sup> Ed, P.136

play an important role in teaching and learning process. They can often help the students understand something presented better than telling them verbally.

The enjoyment of games is not restricted by age. Some individuals, regardless of age, maybe less interested in games and the role of the player. It is generally accepted that young learners and adults are very willing to play games.

There are some characteristic of games such as below:

- 1) Clear, achievable goals, rules, measurable outcomes and rewards
- 2) Appropriate challenge, gradually increasing difficulty
- 3) Interaction and feedback
- 4) A safe environment to explore and in which to make mistakes
- 5) Collaboration and/or competition
- 6) A narrative or fantasy setting.<sup>17</sup>

b. Types of Games

Games usually use variety of techniques which are important in language teaching. The simplest games are shorting, ordering or arranging games. These are usually played in pairs or small groups.

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<sup>17</sup> Wikipedia, “Using Game to Enhance LEARNING AND Teaching”, <http://www.slideshare.net/nicwhitto/using-games-to-enhance-learning-and-teaching>. On 11st January 2016

According to Hadfield, there are eight types of game as follows:<sup>18</sup>

- 1) Guessing games are familiar variant of games. The player with the information deliberately with holds it, while others guess what it might be.
- 2) Search games are another variant, involving the whole class. In those games, everyone in the class has one piece of information players must all or a large amount of the information available to fill in a chart or picture or to solve a problem.
- 3) Matching games are based on a different principle, but they also involve a transfer or information. These involve matching corresponding pairs of cards of pictures, and may be played as a whole class activity.
- 4) Labeling games involve matching labels to items in pictures.
- 5) Exchanging games are based on the “barter” principle. Players have certain article, cards or ideas which they wish to exchange for others. The aim of the game is to make an exchange which is satisfactory to both sides.
- 6) Role play games are given the name and some characteristics of a fictional character.

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<sup>18</sup><http://goergejacobs.net/MIArticles/Games%20for%20Language%20Teaching.doc>, accessed 16<sup>th</sup> January 2016



7) Board games and Card games are familiar game types, where the aim is to be the first round the board, or to collect the most cards, or to get rid of the cards and squares on the board are used as stimulus to provoke a communication exchange.

From the types of game, word games is conclude of search games and exchanging games. The Advantages of games:

- 1) The students could be more interested in learning the material
- 2) The teacher did not need to explain too many materials.<sup>19</sup>
- 3) Games are a welcome break from the usual routine of the language class.
- 4) They are motivating and challenging
- 5) Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning
- 6) Games provide language practice in the various skills
- 7) They encourage students to interact and communicate
- 8) They create a meaningful context for language use.<sup>20</sup>

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<sup>19</sup> Nova Pravita Rusdiana, “The Advantages and Disadvantages of using games in teaching vocabulary to the grades of top school the Faculty of Letters and Fine Arts”, (The Library of University of Sebelas Maret)

<sup>20</sup>Lee Su Kim, 'Creative Games for the Language Class', <http://www.teflgames.com/why.html>, On 11st January 2016

#### 4. Word Games

##### a. Definition of Word Game

Word games are spoken or board games often designed to test ability with language or to explore its properties. Word games are generally engaged as a source of entertainment, but have been found to serve an educational purpose as well. For instance, young children can find enjoyment playing modestly competitive games such as Hangman, while naturally developing important language skills like spelling. Solving crossword puzzles, which requires familiarity with a larger vocabulary, is a pastime that mature adults have long credited with keeping their minds sharp.<sup>21</sup>

Word games are a great way for kids (and adults) to "play" with words as they build vocabulary and spelling skills. Here are some good software choices and online sources that will feed your need for addictive word games like Crosswords, Jumble, Word Searches, and more.<sup>22</sup>

The researcher conclude that word game is a learning game which entertain and competitive to develop

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<sup>21</sup>“Word game from Wikipedia, the free Encyclopedia” [https://en.wikipedia.org/wiki/Word\\_game](https://en.wikipedia.org/wiki/Word_game). accessed 6<sup>th</sup> March 2016

<sup>22</sup> “Article: The Word on Word Game” <http://www.edutainingkids.com/articles/artwordgames.html>. accessed 6<sup>th</sup> March 2016

language skill. By word game, play with word as they build vocabulary and speaking skills.

Word game can be of several different types<sup>23</sup>:

1) Letter Arrangement Games

The goal is to form words out of given letters. Example: anagram, up-word, jumble word, etc.

2) Paper and Pencil Puzzle/games

The Example of paper and pencil puzzle/games are crossword puzzle, hang man, word search, etc.

3) Structured Games

Games focusing on the semantics of words. Example: taboo, fictionary, charades, etc.

4) Linguistic Recreation

These are games based on words and letters. Example: Shiritori, word chain, kangaroo word, etc.

In this case, from many types of word games, the researcher decided unused all of the word game, but choose some word games that interest, simple, fun, easy and convinient to apply for fifth grade students. The researcher choose *word chain*, *shiritori*, *word search*, and *word clap* as media to do this research.

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<sup>23</sup> “Word game from Wikipedia, the free Encyclopedia” [https://en.wikipedia.org/wiki/Word\\_game](https://en.wikipedia.org/wiki/Word_game). accessed 6<sup>th</sup> March 2016

b. How to Apply Word Games

1) How to Apply Word Chain

- a) The students divided in groups, for each group they are stand up in a long line one by one.
- b) The teacher whisper a simple sentence to the first student in line and that student have to continue or whisper that simple sentence to the next student. The whispering cannot listen by the next student and cannot write the sentence.
- c) The last student in line have to write that sentence on the whiteboard.
- d) The teacher correct and check the sentence that ware written by students for each group. The group that can write the sentence closed to the teacher sentence is the winner.<sup>24</sup>

2) How to Apply Shiritori

- a) The students sit on each their bench and they will get opportunity consecutively.
- b) The teacher start the games by mention one word, and that word had to continue by student consecutively. The next word are begin by the last letter of word before.

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<sup>24</sup> Desy Danarti, *50 Games For Fun(belajar bahasa Inggris dengan lebih menyenangkan)*,(Yogyakarta: CV. Andi OFFSET, 2008), P.42

Example: CITY – YELLOW – WONDERFUL – LOVE – EAGLE – EARTH ...and so on. Don't repeat word that was mentioned.

c) The students that success mention word, they free from the game. The students that failed mention the word, they have continue the game until all of students' success mention the word.<sup>25</sup>

### 3) How to Apply Word Search

a) The teacher divides the students into four groups and to choose volunteer to be headman in each group

b) The teacher divides sheets of Word Find Puzzle to each group

c) The teacher asks the head man to in front of the class to give some clue or scrambled clue to his group one by one

d) After the question was answered, each headman must write down in the black board

e) The teacher discusses the students' answer

f) The teacher asks the students to pronounced their answer word by word together<sup>26</sup>

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<sup>25</sup> Desy Danarti, *50 Games For Fun(belajar bahasa Inggris dengan lebih menyenangkan)*,(Yogyakarta: CV. Andi OFFSET, 2008), P.46

<sup>26</sup> Lie Pu Hwa, *Refresh Your Vocabulary(fun learning English vocabulary)*, (Yogyakarta: CV. Andi OFFSET, 2009), P.22-23

#### 4) How to Apply Word Clap

- a) Teacher prepares the theme.
- b) Teacher led the game.
- c) Teacher explains the rule of playing this game.
- d) Students stand or sit in a circle and follow teacher's lead, maintain a four-beat rhythm, clapping their hands on their thighs three times (one-two-three...) and then both hands together (four!).
- e) Students have to mention a word from a pre-selected lexical set (for example, fruit and vegetable) or every fourth beat.
- f) Students who either repeat the word already mentioned, or break the rhythm or say nothing are out.
- g) The game ends when there is only one student left as the winner.<sup>27</sup>

#### c. Advantage and Disadvantage

##### 1) Advantage and Disadvantage of Word Chain

- a) Advantage
  - i. Give training for students grow their cooperative with their friend
  - ii. Increase their memorize ability

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<sup>27</sup> Scott Thornbury, *How to teach Vocabulary*, (Harlow, England: Long Man, 2002), P.102

- iii. Increase their ability to spell and write vocabulary correctly
  - b) Disadvantage
    - i. The game cannot be applied successfully when the Teacher cannot handle the class.
    - ii. Misunderstanding and miscommunicating if the students did not concentrate and serious.
- 2) Advantage and Disadvantage of Shiritori
- a) Advantage
    - i. Increase students concentrate
    - ii. Increase students memorize vocabulary
    - iii. Increase students spell vocabulary
    - iv. Students enjoyable, fun and competitive in this game
  - b) Disadvantage

This game will be rather crowded and make bored if that game is used in long time or repeated in one time.
- 3) Advantage and Disadvantage of Word Search
- a) Advantage
    - i. Portable and inexpensive entertainment - no batteries required
    - ii. Improve word power and vocabulary
    - iii. A great way to learn English or practice other languages

- iv. An appealing learning method for a range of learning styles
  - v. The appeal of a solvable problem in a complicated life<sup>28</sup>
  - vi. Students are able to learn how to solve problem in which they are involved
  - vii. Students are satisfied where they find and sense a new ideas and concepts are formulated.
  - viii. Game can created a big interest through realistic participation, because this game involves the students directly.
- b) Disadvantage
- i. They are interested in the game, not in the subject matter the game represent.
  - ii. The game requires only a few people to play.
- 4) Advantage and Disadvantage of Word Clap
- a) Advantage
- i. The game is very interesting for the students to increase their vocabulary, because they can recall the vocabulary easily with clapping their hands.

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<sup>28</sup> Douglas P.Lyle, “Benefit of solving Puzzle”, <http://m.dummies.com/how-to/content/benefits-of-solving-puzzle.html>. accessed 2<sup>nd</sup> May 2016.



- ii. This game is easy to be applied in the classroom.
  - iii. This game is simple and cheap, because there was no fee for the teacher to buy some utilities to be applied in a class. Just claps the hands and say the words.
  - iv. This game can be applied not only for Junior High School students, but also for Elementary students, and Senior High Students.
  - v. This game can be applied not only for formal education, but also for non-formal education. Anywhere and anytime.<sup>29</sup>
- b) Disadvantage
- i. The class will be rather crowded when this game applied, because the sound of the claps is rather hard.
  - ii. The game cannot be applied successfully when the Teacher did not comprehend the rhythm.

## **B. Review of Previous Research**

In this part the writer describes some previous researches which are relevant to this thesis. First, thesis under title, The Effectiveness of Word Find Puzzle To Teach Common Noun For

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<sup>29</sup> Febriana Eka Setyaningsih, *The Use of Word Clap Game to Improve Student' Vocabulary Mastery, thesis(Semarang:UNNES, 2015) P.11.*

5<sup>th</sup> Grades Of Elementary School (An Experimental Study to The 5<sup>th</sup> Grades of SDN 03 Tengengewetan Siwalan Pekalongan In the Academic Year of 2010/2011) by Ainatus Sholikhah (Student Number: 063411001). She use word find puzzle as a media. Word find is one of word game. The result of her research is using word find puzzle is more effective than without using word find puzzle in teaching common noun. It is showed of the mean of experimental class is higher than control class. The hypothesis is accepted.<sup>30</sup>

Second, thesis under title “The Effectiveness of Using Card game in Teaching Vocabulary to Beginners (An Experimental Study at the Year fourth the students of SDN Kepohkencono 01 Puncakwangi Pati the Academic Year 2007/2008)”, by Hanik Mas’udah (NIM: 2201403584) of English Department, Language and Art Faculty, State University of Semarang 2008. In this research shows that using bingo game is effective for teaching English nouns to beginner than conventional method, because the experimental group get higher result that the control group.<sup>31</sup>

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<sup>30</sup> Ainatus Sholikhah, “The Effectiveness of Word Find Puzzle To Teach Common Noun For 5<sup>th</sup> Grades Of Elementary School (An Experimental Study to The 5<sup>th</sup> Grades of SDN 03 Tengengewetan Siwalan Pekalongan In the Academic Year of 2010/2011)”, *thesis* (Semarang: IAIN Walisongo, 2011).

<sup>31</sup> Hanik Mas’udah “The Effectiveness of Using Card game in Teaching Vocabulary to Beginners (An Experimental Study at the Year

### C. Hypothesis

Hypothesis is the assumption that possibly true or possibly wrong.<sup>32</sup> It is provisional truth determined by researcher that should be tested and proved.<sup>33</sup> Hypothesis is the provisional answer to the problem of the research, theoretically it was considered possibly or highest the level of his truth.

The hypothesis of this research is: “Word Games is effective to improve students’ vocabulary achievement to the 5<sup>th</sup> grade students of MI Tarbiyatul Islamiyah Lengkong in the academic year 2015/2016.

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fourth the students of SDN Kepohkencono 01 Puncakwangi Pati the Academic Year 2007/2008)”, *thesis* (State University of Semarang of UNNES: 2008).

<sup>32</sup>Sugiyanto, *Analisis Statistika Sosial*, (Jawa Timur: Bayumedia Publishing, 2004), p. 136.

<sup>33</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta,2006), p. 116.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter deals with all of the research methods. It contains some subchapters. They are research design, setting of study, timeline, research subject, collaborator, research procedure, variable, indicator, sample, technique of collecting data, technique of analysing data and indicator achievement.

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

In this study, the researcher used Classroom Action Research. Action research is widely used in education especially by teachers who use it to improve their teaching. Classroom Action Research is a research of an action happens in a classroom (educational situation) to solve the problems during the teaching activities. It is related to the teacher as the subject of teaching process.

According to Suyadi Classroom Action Research means an action research which is doing in the class.<sup>1</sup> While Arikunto stated that the definition of Classroom Action Research is an activity to observe an object by using way, rule or method to find an accurate data about something which is can improve the object that had been observed.<sup>2</sup>

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<sup>1</sup> Suyadi, *Panduan Penelitian Tindakan Kelas*, (Jogjakarta: Diva Press, 2010), P. 17.

<sup>2</sup> Suyadi, *Panduan Penelitian Tindakan Kelas*, P. 18.

The purpose of Classroom Action Research is to improve teaching learning process and improve the situation and place where the research is conducted. According to Kemmis and Mc Taggart (1988), there are four steps in Classroom Action Research.<sup>3</sup>

### 1. Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in specific area of the research context. This is a forward looking phase where you consider what kind of investigation is possible within the realities and constraints of your teaching situation and what potential improvements you think are possible.

Planning is a plan to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research.

### 2. Action

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are „critically informed“ as you question your assumptions about the current situation and plan new and

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<sup>3</sup>Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), P.8.

alternative ways of doing things. This section discuss about the steps and activities that would be taken by the researcher.

### 3. Observation

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use „open-eyed“ and „open-minded“ tools to collect information about what is happening. In this step, a researcher has to observe all events or activities during the research.

### 4. Reflection

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of CAR to improve the situation even more, or to share the „story“ of your research with others as part of your ongoing professional development.

Classroom action research has three main characteristics, they are:

1. Reflective inquiry. Classroom action research departs from the real learning problems daily faced by faculty and students. So classroom action research activities based on the execution of tasks and taking action to solve problems.

2. Collaborative. Efforts to improve the learning process and cannot be done alone by researchers outside the classroom (teachers), but he had to collaborate with teachers.
3. Reflective. In contrast to the formal research approaches, which often prioritize experimental empirical approaches, classroom action research more emphasis on the process of reflection and outcomes.<sup>4</sup>

## **B. Setting of Study and Time Line**

The researcher conducted a CAR at the 5<sup>th</sup> grade of MI Tarbiyatul Islamiyah Lengkong in the academic year of 2015/2016. It is located at Lengkong village, Batangan-Pati. The researcher chooses this place because the location is not far from the researcher to reach. The students are heterogeneous, it means that the students have different intelligence.

In collecting data, the researcher needs three weeks and done some steps as follows:

1. The researcher asked permission to the head master to do research and gets familiar with the situation of school. (1<sup>st</sup> week)
2. The researcher conducted preliminary research. (1<sup>st</sup> week)
3. The researcher conducted cycle 1. (2<sup>nd</sup> week)

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<sup>4</sup> Suharsimi Arikunto, et.al, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2008), P. 110-111

4. The researcher conducted cycle 2. (3<sup>rd</sup> week)

### **C. Research Subject and Collaborator**

The subject of the research was the 5<sup>th</sup> grade students at MI Tarbiyatul Islamiyah Lengkong in the academic year 2015/2016. There were two classes, class V A and V B. the researcher used the class V A at MI Tarbiyatul Islamiyah in the academic year 2015/2016 as a participant of research that consist of 12 students.

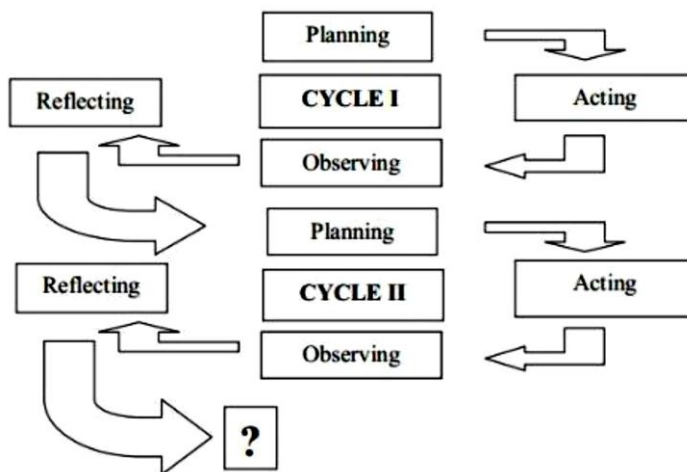
The collaborators in this research is especially Mrs. Himatul Aliyah as an English teacher of class VA MI Tarbiyatul Islamiyah Lengkong. The school's stakeholder such as the principal who has given permission to researcher to do a research also became the research collaborator. The researcher asked their help to organize the students, analyse the data, and motivate the students.

### **D. Research Procedure**

In this classroom action research, the writer planned to conduct two cycles through Word Games in teaching vocabulary, which is each cycle consists of four stages, they are: planning, acting, observing, and reflecting. The four stages of the classroom action cycle were conducted



integrated like spiral. The scheme or model of classroom action research was as follow:<sup>5</sup>



#### 1. Procedure of the Pre-Cycle

The first step in making classroom action research was the researcher used pre-test to assess the students' vocabulary mastery. In this activity the teacher taught students with conventional method. The teacher explained lesson material; kind, meaning, spelling, and pronouncing. Then, the teacher gave the example of question related the material. After that, the teacher asked to the students to answer multiple choice questions related lesson material.

After the researcher gets the data from the pre-test and the observation, researcher analysed the result to

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<sup>5</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT Rineka Cipta, 2010), P. 16.

determine the effectiveness of Word Games to improve student's vocabulary achievement. After recognizing the possible cause of problems faced by students, the next is designing a plan which is the reflection problem.

## 2. The First Cycle

| No. | Steps     | Researchers' activity as collaborator  | Teachers' activity  |
|-----|-----------|--|---|
| 1.  | Planning  | <ul style="list-style-type: none"> <li>- Researcher and teacher discussed the implementation of Word Games</li> <li>- Arranging a lesson plan based on the teaching material.</li> <li>- Preparing the teaching material.</li> <li>- Preparing the test instrument.</li> <li>- Preparing the observation checklist.</li> </ul> | <ul style="list-style-type: none"> <li>- Preparing the teaching material</li> </ul>   |
| 2.  | Acting    | <ul style="list-style-type: none"> <li>- Researcher and the teacher enter the classroom together</li> <li>- Researcher introduced Word Find</li> <li>- Researcher explain how students do Word Find in a group.</li> </ul>   | <ul style="list-style-type: none"> <li>- Teacher greeted and checked the students' attendance.</li> <li>- Teacher explain the lesson material.</li> <li>- Teacher asked students about their problem in previous lesson.</li> </ul> |
| 3.  | Observing | <ul style="list-style-type: none"> <li>- The researcher used observation checklist to</li> </ul>   | <ul style="list-style-type: none"> <li>- Teacher helped to observe students during Word Find</li> </ul>   |

|    |            |   |  |
|----|------------|---|--|
|    |            | <p>observed students' activity.</p> <ul style="list-style-type: none"> <li>- Observe students respond toward Word Find was implemented.</li> </ul>  | was implemented  |
| 4. | Reflecting | <ul style="list-style-type: none"> <li>- Researcher analysed the weakness and strengthen of implementation Word Find</li> <li>- Researcher made reflection and conclude the result of the first cycle.</li> </ul> | <ul style="list-style-type: none"> <li>- The teacher and researcher discuss about teaching and learning process that had been done to find the weakness and how to improve it in the next meeting.</li> <li>- The teacher and researcher evaluate the teaching learning process and analyse the result of observation checklist to find out the improvement of students' vocabulary achievement taught by using Word Find</li> </ul> |

### 3. The Second Cycle

| No. | Steps    | Researchers' activity as collaborator  | Teachers' activity  |
|-----|----------|--|---|
| 1.  | Planning | <ul style="list-style-type: none"> <li>- Researcher and teacher discussed the implementation of Word Games</li> <li>- Arranging a lesson plan based on the teaching material.</li> </ul> | <ul style="list-style-type: none"> <li>- Preparing the teaching material</li> </ul> |

|    |            |   |  |
|----|------------|---|--|
|    |            | <ul style="list-style-type: none"> <li>- Preparing the teaching material.</li> <li>- Preparing the test instrument.</li> <li>- Preparing the observation checklist.</li> </ul>  |  |
| 2. | Acting     | <ul style="list-style-type: none"> <li>- Researcher and the teacher enter the classroom together</li> <li>- Researcher introduced Word Clap</li> <li>- Researcher explain how students do Word Clap in a group.</li> </ul>                | <ul style="list-style-type: none"> <li>- Teacher greeted and checked the students' attendance.</li> <li>- Teacher reviewed the previous lesson.</li> </ul>   |
| 3. | Observing  | <ul style="list-style-type: none"> <li>- The researcher used observation checklist to observed students' activity.</li> <li>- Observe students respond toward Word Clap was implemented.</li> </ul>                                       | <ul style="list-style-type: none"> <li>- Teacher helped to observe students during Word Clap was implemented</li> </ul>  |
| 4. | Reflecting | <ul style="list-style-type: none"> <li>- The researcher and teacher discuss about teaching learning process that had been done. The result of observation was analysed, so it could be seen the effectiveness of Word Games to</li> </ul> | <ul style="list-style-type: none"> <li>- The teacher and researcher evaluate the teaching learning process and analyse the result of observation checklist to find out the the effectiveness of Word Games to improve students'</li> </ul> |

|  |  |                                |   |
|--|--|--------------------------------|---|
|  |  | improve students' achievement. | achievement.<br>- The teacher and researcher reflected the activities that have been done. The result of the analysis could be used as review that Word Games could improve students' vocabulary achievement. |
|--|--|--------------------------------|---|

### **E. Variable and Indicator of Research**

Variable refers to the object of research that becomes research focus. The variable of this research refers to the teaching learning method using Word Games (independent variable). The indicators of using Word Games are as follows.

#### **1. Class Presentation**

In this phase, the students' attentions become one important element that should be done by the students while the teacher gives the explanation.

#### **2. Team Game**

In this phase, the cooperation ability of the students in team in explaining the given material is needed where they should help to one another for getting understanding to reach the team success.

The students' achievement on Vocabulary (dependent variable) with the indicator that the students are able to improve vocabulary achievement by using Word Games

## F. Technique of Data Collection

Instrument that are used to collect the data as follows:

### 1. Observation

Observation is the activity of giving total concern to research object of the sense. The purpose of the observation is to explain the situation in class activities, individual involvement in some activities and the relation between situation, activity and individual. In conducting the observation, the researcher will use the observation scheme to make it more systematic, containing list of activity or event which may happen. In this research, the observation is used to know how the students can improve their vocabulary achievement through Word games.

Table 1  
Form of Observation Check List

| INDICATORS                         | YES | NO |
|------------------------------------|-----|----|
| Paying Attention                   |     |    |
| Asking Questions                   |     |    |
| Responding to Question             |     |    |
| Accomplishing Task                 |     |    |
| Being Enthusiastic an English Game |     |    |

Table of observation check list will be used to record the students' activity linked to their behaviour and attitude during the implementation of Word Games. This observation check list will be used in pre-cycle, cycle I and

cycle II where a collaborator will help researcher to record the students' activity.

## 2. Documentation

Documentation is done to get information explicitly. Document is note of past event. It needed to record students' activity and teacher in teaching learning process such as photo or video.<sup>6</sup> Documentation that done in this research were picture of teaching learning process in the classroom, observation notes, lesson plan, students' score and students' task.

## 3. Test

Test is a stimulus that given to someone in order to get answer or score.<sup>7</sup> The test used in this research was written form. The kind of the tests were multiple choice. This kind of test was chosen because it kind of test that easy to do and describe. There were 15 multiple choices. The score of the students from the tests were used to know the improvement of the students' achievement after being taught by Word Games.

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<sup>6</sup> Rosma Hartiny, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras, 2010), P. 93.

<sup>7</sup> Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, P. 78

## G. Technique of Data Analysis

After the researcher collected the data, the next step that must be done is analysing the data. Data analysis used to answer the question of research or to examine the hypothesis that has been formulated.

### 1. Observation

Data from observation included list of the observation teacher's activities and students' activities in during the research will be analysed by using this formula:

$$P = \frac{x}{x_i} \times 100\%$$

P = percentage of score

X = total score

Xi = maximum score<sup>8</sup>

The rubric used to describe the data is:

| Category  | Percentage |
|-----------|------------|
| Poor      | 0% - 20%   |
| Fair      | 21% - 40%  |
| Average   | 41% - 60%  |
| Good      | 61% - 80%  |
| Excellent | 81% - 100% |

### 2. Test

Test is given in every cycle to know the improvement of achievement of the students. The mean is arithmetical

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<sup>8</sup> Rosma Hartiny, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras, 2010), P. 94.



average which is obtained by adding the sum of score and dividing the number of the students. The formula is:<sup>9</sup>

$$M = \frac{\sum x}{n}$$

M = mean

$\sum x$  = total of score

n = total of students

The formula above is used to find the mean of singular data. From the result, the researcher analyzed to find the improvement of students.

## H. Indicators of Achievement

This study was said to success if the research objectives' indicators were reached. In this research, the researcher formulated the research objectives' indicators as below:

1. Students' vocabulary achievement is improving after students are taught by Word Games.
2. Word Games can improve students' vocabulary achievement.
3. Students' vocabulary achievement with the minimum standard of score (KKM), which is 7.0.

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<sup>9</sup> Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali, 2010), P. 81

## **CHAPTER IV**

### **RESEARCH FINDING AND ANALYSIS**

This chapter discusses about the collected data. In this chapter, researcher explains the detail to the findings of the collected data from beginning up to the end of the research. The findings are taken from the results of cycle I and cycle II. However, before the results of cycle I and cycle II being reported, the researcher would like to present the result of pre-test. Pre-test is a test done before research action of cycle I conducted. It is needed to indicate the comparison of students' mastery in lesson between before and after the treatment of the implementation of Word Games.

#### **A. Description of Research Finding**

The research held in MI Tarbiyatul Islamiyah Lengkong. Abdul Shobib, S.Pd is a headmaster there. The school location is in the environment of Al-Muwahidin Mosque Lengkong. This research was carried out through two cycles and three meetings. The researcher was teaching the students in every cycles. In the end of cycle, the researcher gave multiple choice test for them. The English teacher in MI Tarbiyatul Islamiyah is Himatul Aliyah, S. Pd. She was an observer during the researcher taught the students. The class that is used by the researcher to run this research is V A with 12 students.

## B. The Data Analysis

### 1. Analysis of Pre-Cycle

This activity was done on Monday, April 25<sup>th</sup>, 2016. In this step Mrs. Himatul Aliyah as the English teacher used conventional way in teaching vocabulary. This is done to know students base score of vocabulary mastery. In this activity, the teacher taught the students as usual and used whiteboard in teaching learning process. The whiteboard were only used to write the vocabulary and meaning, but there were no technique or game during teaching learning process.

In this meeting, the teacher was doing teaching learning process. But, many students did not pay attention to the teacher. They tended make noisy in classroom, such as talking with other friend, reading another book which is not English book, and sleepy. There were only some students that pay attention to the teacher. The data can be seen below:

Table 2  
The result of observation check list from Pre-Cycle

| INDICATORS                         | Total of Students |       |    |       |
|------------------------------------|-------------------|-------|----|-------|
|                                    | YES               | %     | NO | %     |
| Paying Attention                   | 4                 | 33.3% | 8  | 66.7% |
| Asking Questions                   | 1                 | 8.3%  | 11 | 91.7% |
| Responding to Question             | 1                 | 8.3%  | 11 | 91.7% |
| Accomplishing Task                 | 9                 | 75.0% | 3  | 25%   |
| Being Enthusiastic an English Game | 0                 | 0.0%  | 0  | 0.00% |

$$P = \frac{15}{60} \times 100\%$$

$$= 25\%$$

From the description above, it can be concluded that students' participation and their achievement about material are fair during English lesson. To improve students' achievement and to make them not bored in learning English, the researcher and English teacher decided to implement Word Games in order to improve students' vocabulary achievement.

Table 3  
Students' score in Pre-Cycle

| NO            | CODE | SCORE |
|---------------|------|-------|
| 1             | A-1  | 76    |
| 2             | A-2  | 72    |
| 3             | A-3  | 40    |
| 4             | A-4  | 28    |
| 5             | A-5  | 72    |
| 6             | A-6  | 20    |
| 7             | A-7  | 72    |
| 8             | A-8  | 72    |
| 9             | A-9  | 16    |
| 10            | A-10 | 44    |
| 11            | A-11 | 80    |
| 12            | A-12 | 76    |
| Total         |      | 668   |
| Maximal Score |      | 80    |
| Minimal Score |      | 16    |
| Mean          |      | 55.6  |

The average score of the students in the pre-cycle is 55.6. It can be categorized as less. KKM in MI tarbiyatul Islamiyah is 70. Based on the criterion of KKM, the students' result in the pre-cycle can be said that it was unsuccessful because the average score is lower than 70. So, the researcher and Mrs. Himatul Aliyah concluded that the treatment in each cycle was necessary to improve students' vocabulary achievement.

## 2. Analysis of First Cycle

The cycle 1 test was conducted on May 2<sup>nd</sup>, 2016. The cycle 1 was about teaching and learning process and writing test. The material was weather and clothes.

Table 4  
The result of observation check list from First Cycle

| INDICATORS                         | Total of Students |       |    |       |
|------------------------------------|-------------------|-------|----|-------|
|                                    | YES               | %     | NO | %     |
| Paying Attention                   | 9                 | 75.0% | 3  | 25.0% |
| Asking Questions                   | 5                 | 41.7% | 7  | 58.3% |
| Responding to Question             | 6                 | 50.0% | 6  | 50.0% |
| Accomplishing Task                 | 10                | 83.3% | 2  | 16.7% |
| Being Enthusiastic an English Game | 9                 | 75.0% | 3  | 25.0% |

$$\begin{aligned}
 P &= \frac{39}{60} \times 100\% \\
 &= 65\%
 \end{aligned}$$

For the researcher, the introduction or explanation the material was good. The instruction and managing the classroom from the researcher were good. There was improvement from the previous cycle. The researcher also gave motivation for the students in order to increase their confident towards English. So, the students can active in teaching-learning process. For the students, there were improvement from some aspects. They started to concern towards teachers' explanation. Their seriousness and enthusiasm in learning process was good enough. They starting to attend teachers' explanation although still some students who enjoyed with themselves activity.

Table 5  
Students' score in the First Cycle

| NO            | CODE | SCORE  |
|---------------|------|--------|
| 1             | A-1  | 86.7   |
| 2             | A-2  | 93.3   |
| 3             | A-3  | 26.7   |
| 4             | A-4  | 26.7   |
| 5             | A-5  | 73.3   |
| 6             | A-6  | 20.0   |
| 7             | A-7  | 80.0   |
| 8             | A-8  | 80.0   |
| 9             | A-9  | 6.7    |
| 10            | A-10 | 46.7   |
| 11            | A-11 | 93.3   |
| 12            | A-12 | 80.0   |
| Total         |      | 713.33 |
| Maximal Score |      | 93.0   |
| Minimal Score |      | 20.0   |
| <b>Mean</b>   |      | 59.4   |

The average of students' score in the first cycle is 59.4. The Criterion Minimum Score in MI Tarbiyatul Islamiyah was 70. It means that the next cycle could be continued.

### 3. Analysis of the Second Cycle

The second cycle test was conducted on May 9<sup>th</sup>, 2016. The cycle 2 was about teaching and learning process and oral test. The material was clothes, weather, and healthy.

During teaching-learning process, the researcher was helped by Mrs. Himatul Aliyah. She observed all of activity in the second cycle, especially during Word Games was run. From her observation, she got the students more enjoy with play this game. They looked fun and confident when they introduced and mentioned vocabulary to their friends. When the game run, firstly, the researcher made class in a circle. After this, the researcher mention one word. So, the students tried to concentrate and continue the word in circle. They looked serious to mention a word correctly. They also concerned with their friends' word.

The students' improvement is also supported by the researchers' improvement. The instruction and manage the classroom were better than before. It can be seen from the most of students understand with the researchers'

explanation. Their enthusiasm can be seen from they always answer the researchers' question. They also asked to start the game. These description can be proved from the table below.

Table 6

The result of observation check list from Second Cycle

| INDICATORS                         | Total of Students |       |    |       |
|------------------------------------|-------------------|-------|----|-------|
|                                    | YES               | %     | NO | %     |
| Paying Attention                   | 11                | 91.7% | 1  | 8.3%  |
| Asking Questions                   | 8                 | 66.7% | 4  | 33.3% |
| Responding to Question             | 9                 | 50.0% | 3  | 50.0% |
| Accomplishing Task                 | 11                | 91.7% | 1  | 8.3%  |
| Being Enthusiastic an English Game | 10                | 83.3% | 2  | 16.7% |

$$P = \frac{49}{60} \times 100\%$$

$$= 81.7\%$$

Table 7

Students' score in the Second Cycle

| NO | CODE | SCORE |
|----|------|-------|
| 1  | A-1  | 93.3  |
| 2  | A-2  | 93.3  |
| 3  | A-3  | 73.3  |
| 4  | A-4  | 80.0  |
| 5  | A-5  | 46.7  |
| 6  | A-6  | 80.0  |
| 7  | A-7  | 86.7  |
| 8  | A-8  | 53.3  |



|               |      |             |
|---------------|------|-------------|
| 9             | A-9  | 73.3        |
| 10            | A-10 | 93.3        |
| 11            | A-11 | 86.7        |
| 12            | A-12 | 80.0        |
| Total         |      | 939.9       |
| Minimum Score |      | 53.3        |
| Maximum Score |      | 93.3        |
| <b>Mean</b>   |      | <b>78.3</b> |

So, the mean of the students in the second cycle is 78.3. It means that the score in the second cycle can be categorized as good because the result in this cycle is more than 70 as stated of KKM in this school. The score showed improving than previous cycle.

The result of the test from the pre cycle until second cycle briefly can be seen from the tale below.

Table 8  
The Result from the Pre-Cycle until Second Cycle

| NO | CODE | Pre-Cycle | First cycle | Second cycle |
|----|------|-----------|-------------|--------------|
| 1  | A-1  | 76        | 86.7        | 93.3         |
| 2  | A-2  | 72        | 93.3        | 93.3         |
| 3  | A-3  | 40        | 26.7        | 73.3         |
| 4  | A-4  | 28        | 26.7        | 80.0         |
| 5  | A-5  | 72        | 73.3        | 46.7         |
| 6  | A-6  | 20        | 20.0        | 80.0         |
| 7  | A-7  | 72        | 80.0        | 86.7         |
| 8  | A-8  | 72        | 80.0        | 53.3         |
| 9  | A-9  | 16        | 6.7         | 73.3         |
| 10 | A-10 | 44        | 46.7        | 93.3         |
| 11 | A-11 | 80        | 93.3        | 86.7         |

|               |      |      |        |       |
|---------------|------|------|--------|-------|
| 12            | A-12 | 76   | 80.0   | 80.0  |
|               |      |      |        |       |
| Total         |      | 668  | 713.33 | 939.9 |
| Maximal Score |      | 80   | 93.0   | 93.3  |
| Minimal Score |      | 16   | 20.0   | 53.3  |
| Mean          |      | 55.6 | 59.4   | 78.3  |

From the table above, it can be seen that there are improving result from each cycle. From pre-cycle, it shows that students' achievement is 55.6. It means that their achievement were poor because the standardized from KKM is 70. In the first cycle, the students' achievement is 59.4. There was improving result after the researcher taught by using Word Games. It is under from standardized KKM. It can be said that the result is still poor. But, in second cycle, it shows that the students' achievement is 78.3. There was improving achievement than previous cycle. It means that Word Games can improve students' vocabulary achievement. So, this CAR effectiveness of Word Games to improve students' vocabulary achievement to the 5<sup>th</sup> grade students at MI Tarbiyatul Islamiyah Lengkong is success. It is appropriate to the indicator of achievement, the students' result of the test more than 75% and the students' average score more than 75. The improvement not only in teaching learning but also in the result of the test.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The researcher wants to conclude the result of the research, and wants to suggest to the reader especially to the students and teachers in relation with the result of this research. The researcher hopes it would be useful for the readers to improve the quality of English teaching especially teaching vocabulary with the 5<sup>th</sup> grade students of Elementary School.

#### **A. Conclusion**

The research conclusion is presented according to the data which have been analysed in the previous chapter. From all the data analysis about using Word Games to improve students' vocabulary achievement to the V A grades students of MI Tarbiyatul Islamiyah Lengkong can be concluded that:

1. This research shows that the implementation of Word Games can improve students' vocabulary achievement.
2. The improvement of students' vocabulary achievement after being taught using Word Games can be seen from the result of each cycle. The result in cycle one was 59.4 and cycle two was 78.3. Word Games was also interesting to the students. It can be seen in result of observation checklist in the first cycle was 65% and the second cycle was 81.7%. It means that majority of students participated in the class enthusiastically.

## **B. Suggestion**

The teacher must create enjoyable, fun and interesting atmosphere in teaching and learning English at Elementary School. The enjoyment is the one of basic modal that has to be noticed in order to get students' attention in learning. So, the students are interested in learning. The teacher can create an entertainment or enjoyment situation by giving Word Games in delivering materials. Students do not only pay attention to the material but also they able to corporate and actively to increase their vocabulary in interesting and different way by using Word Games. If the students have high interest to that way (using Word Games), it would not be difficult for the teacher to deliver the lesson. In addition, the students also will be easily to open their minds on understanding the material.

The researcher hopes that the school institution can support teachers to create enjoyable, fun and interesting atmosphere in learning such as Word Games as learning technique in learning of recount reading. So, this research can improve students' English vocabulary.

This thesis is served to the readers. The researcher realizes that it still less perfect. The researcher hopes any suggestions and critics to make it perfect. The researcher hopes that it can be useful to the readers. Aamiin.

### **C. Closing**

Praise to be Allah SWT that has been giving protection and power so that this thesis can be finished. The researcher realized that this paper is far from being perfect, so that, constructive critics and advices are really expected. Hopefully, this thesis will be useful for the reader especially for the teachers.

## Appendix 1 List of Students V A

List of students' V A

| No. | Nama                      | Code |
|-----|---------------------------|------|
| 1   | Alfina Syafa`atur Rohmah  | A-1  |
| 2   | Haidar Yahya Alawi        | A-2  |
| 3   | Laili Nur Aulia Rahma     | A-3  |
| 4   | Lusiani Nur Khasanah      | A-4  |
| 5   | Melani Pramswari Putri    | A-5  |
| 6   | Miftakhul Muhaimin        | A-6  |
| 7   | Muhammad Arif Kholil Wafa | A-7  |
| 8   | Nasywa Zaida Salsabila    | A-8  |
| 9   | Sindy Clara Gita          | A-9  |
| 10  | Sirojul Muhlasin          | A-10 |
| 11  | Zulfikri Rohmansyah       | A-11 |
| 12  | Muhammad Alif Makruf      | A-12 |

## Appendix 2

### LESSON PLAN

**SCHOOL** : MI Tarbiyatul Islamiyah Lengkong  
**CLASS/SEMESTER** : V/ II  
**SUBJECT** : English  
**THEME** : Clothes, Weather and Good Hygiene  
**SKILL** : Listening  
**ALLOCATED TIME** : 2x35 minutes

#### **I. Competency Standard**

5. Understanding the simple instruction using action in class context.

#### **II. Basic Competence**

5.2. Understanding the simple instruction verbally

#### **III. Indicator**

- Understand about clothes, weather and good hygiene.
- Know kind of clothes, weather and good hygiene.
- Mention kind of clothes, weather, and good hygiene.
- Pronounce the word about clothes, weather, and good hygiene.

#### **IV. Learning Aim**

By the end of the lesson, the students will have been able to know, mention and pronounce word related clothes, weather and good hygiene.

#### **V. Students Character Achievement**

- a. Accurate
- b. Respect
- c. Friendly
- d. Trustworthiness
- e. Cooperate

#### **VI. Learning Material**

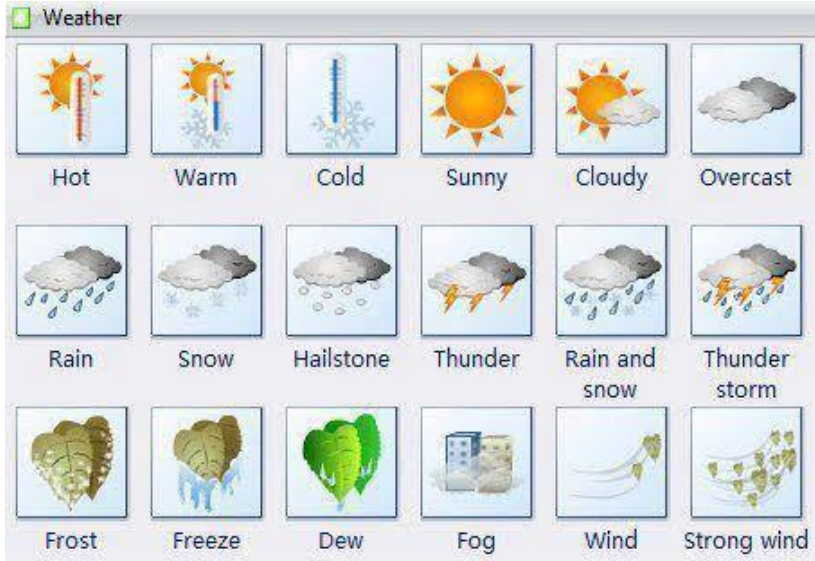
- CLOTHES



# Clothes

|  |  |  |  |   |
|--|--|--|--|---|
|   |   |   |   |   |
| dress  | skirt  | blouse   | cardigan   | jumper/ pullover /sweater   |
|   |   |   |   |   |
| shirt and tie  | trousers   | jeans  | t-shirt  | sweat-shirt   |
|   |   |   |   |   |
| jacket   | raincoat   | coat   | cagoule  | anorak  |
|   |   |   |   |   |
| woollen hat  | gloves   | scarf  | hat  | cap   |
|   |   |   |   |   |
| belt   | bermudas   | shorts   | shoes  | slippers  |
|  |  |  |  |  |
| trainers   | swimsuit   | swimming trunks  | track suit   | socks   |

- WEATHER



- GOOD HYGIENE

Personal Care

|  |  |   |   |  |   |
|--|--|---|---|--|---|
| <br>I       | <br>you     |   | <br>help         | <br>yes    | <br>no         |
| <br>wash    | <br>hygiene | <br>toothbrush | <br>shower       | <br>clean   | <br>every day   |
| <br>brush   | <br>soap    | <br>comb       | <br>tissue       | <br>dirty   | <br>sinky       |
| <br>shampoo | <br>clothes | <br>deodorant  | <br>toilet paper | <br>night   | <br>happy       |
| <br>wipe    | <br>shampoo | <br>lotion     | <br>razor        | <br>morning | <br>embarrassed |

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## VII. Learning Activities

| Activities   | Time       | Interaction Pattern         | Samples of Instruction   |
|--|------------|-----------------------------|--|
| <p>a. <b>BKOF</b><br/>(building knowledge of Field)</p> <ul style="list-style-type: none"> <li>- The teacher greets the students.</li> <li>- Teacher checks the students' attendance.</li> <li>- Teacher opens the lesson.</li> <li>- Teacher gives some elicitation.</li> </ul> | 5 minutes  | T – SS                      | <p><i>Assalamu 'alaikum</i><br/><i>Wr. Wb.</i></p> <ul style="list-style-type: none"> <li>- <i>Good morning, class? How are you today?</i></li> <li>- <i>Who is absent today?</i></li> <li>- <i>Let's open our activity today by reciting Basmallah together.</i></li> <li>- <i>Class. How many weather in our country?</i></li> </ul> |
| <p>b. <b>MOT</b><br/>(modeling of text)</p> <ul style="list-style-type: none"> <li>- The teacher explains vocabulary related weather, clothes and good hygiene.</li> <li>- The teacher ask the students pronounce</li> </ul>   | 60 minutes | <p>T - SS</p> <p>T - SS</p> | <ul style="list-style-type: none"> <li>- <i>Well, I will show you some vocabularies related clothes, weather, and good hygiene.</i></li> <li>- <i>For CLOTHES there are t-shirt, jacket, etc. for WEATHER there are spring, autumn, etc.</i></li> <li>- <i>Now, I will teach</i></li> </ul>  |



|  |  |  |  |
|--|--|--|--|
| <p>set (for example, fruit and vegetable) or every fourth beat. Students who either repeat the word already mentioned, or break the rhythm or say nothing are out.</p> <p>c. <b>ICOT</b><br/>(independent construction of text)</p> <ul style="list-style-type: none"> <li>- The teacher checking students understanding</li> <br/> <li>- The teacher reviews the materials.</li> <br/> <li>- The Teacher asks students things dealing with the material.</li> <br/> <li>- Teacher closes the lesson.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>- <i>Have you understood our material today?</i></li> <li>- <i>How many theme that we learnt this day?</i></li> <li>- <i>What are they? Please, mention it</i></li> <br/> <li>- <i>Oke, from what we have learnt today, we learn and know many vocabularies.</i></li> <li>- <i>Please mention vocabulary about good hygiene!</i></li> <br/> <li>- <i>I think it's enough for today. See you next week.</i></li> </ul> |
|--|--|--|--|

## VIII. Learning Method

Communicative Teaching Learning

## IX. Sources Learning

- <https://learnenglish.britishcouncil.org/en/word-games/archived-word-games>
- KTSP Mata Pelajaran Bahasa Inggris Kurikulum SD/MI, SMP/MTs, SMA/MA

## X. Media Learning

- Paper of find word

## XI. Assessment

- a. Form : Spoken test
- b. Techniques : The students are mentioned and shared their words by whispering, read aloud words, and pronounce words .
- c. Aspects :
  1. Content : 30%
  2. Organization : 20%
  3. Vocabulary : 20 %
  4. Language use : 25%
  5. Mechanics : 5%
- d. Scoring Guidance :

|         | VALUE     | LEVEL | CRITERIA  |
|---------|-----------|-------|---|
| CONTENT | Excellent | 30    | Knowledgeable, relevant to assigned topic                               |
|         | Good      | 25    | Some knowledge of subject, mostly relevant to the topic, but not detail |
|         | Fair      | 20    | Limited knowledge of subject, in adequate development of topic          |
|         | Poor      | 15    | Does not show knowledge   |

|                     |           |    |   |
|---------------------|-----------|----|---|
|                     |           |    | of subject, or not enough to evaluate   |
| <b>ORGANIZATION</b> | Excellent | 20 | Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing                         |
|                     | Good      | 15 | Somewhat choppy, loosely organized but main idea standout, limited support, logical but incomplete sequencing |
|                     | Fair      | 10 | Not fluent, ideas confused or disconnected, lack logical sequencing and development                           |
|                     | Poor      | 5  | Does not communicate, no organization, or not enough to evaluate  |
| <b>VOCABULARY</b>   | Excellent | 20 | Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register           |
|                     | Good      | 15 | Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured                  |
|                     | Fair      | 10 | Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured                |
|                     | Poor      | 5  | Essentially translation, little knowledge of  |



|                     |           |    |   |
|---------------------|-----------|----|---|
|                     |           |    | English vocabulary, idioms, word form, or not enough to evaluate  |
| <b>LANGUAGE USE</b> | Excellent | 25 | Few errors of agreement, tense, number, word order/function, article, pronoun, propositions   |
|                     | Good      | 20 | Minor problems in complex construction, several errors of agreement, tense, number, word order/function, article, pronoun, propositions, but meaning seldom obscured          |
|                     | Fair      | 10 | Major problems in simple/complex construction, frequent errors of agreement, tense, number, word order/function, article, pronoun, propositions, meaning confused or obscured |
|                     | Poor      | 5  | Virtually no mastery of sentence construction rules, dominated by errors  |
| <b>MECHANICS</b>    | Excellent | 5  | Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing   |
|                     | Good      | 4  | occasional errors of spelling, punctuation,   |

|  |                      |            |  |
|--|----------------------|------------|--|
|  |                      |            | capitalization, paragraphing but meaning not obscured  |
|  | Fair                 | 3          | Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused |
|  | Poor                 | 2          | No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing      |
|  | <b>Maximum Score</b> | <b>100</b> |  |

Rubric of assessment

| No | Technique of assessment | Form instrument               | Criteria                  |
|----|-------------------------|-------------------------------|---------------------------|
| 1. | Written test            | Answer questions related text | For each true answer : 10 |

Approved by:

English Teacher



**Himatul Aliyah, S.Pd**  
NIY.

Praktikan

**Nur Fahmiati**  
NIM. 103411039

## Appendix 3

### INSTRUMENTS FOR Tryout Test

Silang jawaban yang benar!

1. England have four seasons, they are \_\_\_\_\_
- a Summer, autumn, spring, rainy
  - b Summer, autumn, spring, winter
  - c Summer, autumn, spring, dry



2. There are two season in Indonesia. They are \_\_\_\_\_
- a Wet and snowy
  - b Rainy and dry
  - c Summer and winter



3. We can see water falling from the sky at \_\_\_\_\_
- a Rainy
  - b Sunny
  - c Summer



4. We can see snow in the \_\_\_\_\_
- a Autumn
  - b Winter
  - c Spring



5. Let's play football. The weather is \_\_\_\_\_
- a Snowy
  - b Sunny
  - c Rainy



6. What is the weather today? We use umbrella.
- a It is sunny
  - b It is windy

c It is rainy



7. We can see flowers sprout at....

- a. Winter
- b. Rainy
- c. Autumn



8. The farmer can produce salt at.....season

- a. Dry
- b. Sunny
- c. Spring



9. Don't forget to bring \_\_\_\_\_ in dry season

- a. Jacket
- b. Gloves
- c. Hat



10. \_\_\_\_ is used to clean our body

- a. Soap
- b. Brush
- c. Tissue



11. Before you eat. You have to \_\_\_\_\_

- a. Wash your hand
- b. Tooth brush
- c. Sleep



12. If you have toothache, please go to \_\_\_\_\_

- a. Florist
- b. Mechanist
- c. Dentist



13. My father uses a bottle of..... to wash his hair

- a. Soap
- b. Toothbrush
- c. Shampoo



14. After wake up, \_\_\_\_\_ your bedroom
- a Make dirty
  - b Clean
  - c Sleep



15. We \_\_\_\_\_ every day to keep our teeth.
- a Eat
  - b Sleep
  - c Tooth brush



16. The woman wears a \_\_\_\_\_ around her waist.
- a Belt
  - b Dress
  - c Hat



17. My daughter wears a \_\_\_\_\_ in the summer.
- a T-shirt
  - b Shirt
  - c Tank top



18. The woman has a \_\_\_\_\_ on her head.
- a Hat
  - b Scarf
  - c Dress



19. The woman is wearing a \_\_\_\_\_.
- a Sweater
  - b Blouse
  - c Shirt



20. I am buying my brother a \_\_\_\_\_ on his birthday.

- a Jeans
- b Pants
- c Suit



21. This morning I put on my jacket and \_\_\_\_\_

- a Shorts
- b Pants
- c Skirt



22. On rainy days, my son puts on his \_\_\_\_\_.

- a Suit
- b Rain coat
- c Jacket



23. In winter I wear a \_\_\_\_\_ on my head.

- a Scarf
- b Hat
- c Toque



24. We go to school wear.....

- a Raincoat
- b Uniform
- c Suit



25. Don't forget to bring ..... if you want to swim

- a Trousers
- b Swimsuit
- c Slippers



## Appendix 4

### INSTRUMENTS FOR Pre Test

Silang jawaban yang benar!

1. The woman wears a black \_\_\_\_\_ around her waist.  
a Belt  
b Dress  
c Hat



2. The woman has a purple \_\_\_\_\_ on her head.  
a Hat  
b Scarf  
c Dress



3. The woman is wearing a green \_\_\_\_\_.  
a Sweater  
b Blouse  
c Shirt



4. This morning I put on my purple jacket and grey \_\_\_\_\_.  
a Shorts  
b Pants  
c Skirt



5. On rainy days, my son puts on his grey \_\_\_\_\_.  
a Suit  
b Rain coat  
c Jacket



6. In winter I wear a \_\_\_\_\_ on my head.  
a Scarf  
b Hat  
c Toque



7. What is the weather today? We use umbrella.  
a It is sunny  
b It is windy  
c It is rainy



8. England have four seasons, they are \_\_\_\_\_.  
a Summer, autumn, spring, rainy  
b Summer, autumn, spring, winter  
c Summer, autumn, spring, dry



9. We can see water falling from the sky at \_\_\_\_\_.  
a Rainy  
b Sunny  
c Summer



10. Don't forget to bring \_\_\_\_\_ in dry season

- a Jacket
- b Gloves
- c Hat



11. \_\_\_\_\_ is used to clean our body

- a Soap
- b Brush
- c Tissue



12. Before you eat. You have to \_\_\_\_\_

- a Wash your hand
- b Tooth brush
- c Sleep



13. If you have toothache, please go to \_\_\_\_\_

- a Florist
- b Mechanist
- c Dentist



14. After wake up, \_\_\_\_\_ your bedroom

- a Make dirty
- b Clean
- c Sleep



15. We \_\_\_\_\_ every day to keep our teeth

- a Eat
- b Sleep
- c Tooth brush





## Appendix 5

### INSTRUMENTS FOR Post Test

Silang jawaban yang benar!

1. England have four seasons, they are \_\_\_\_\_
  - a Summer, autumn, spring, rainy
  - b Summer, autumn, spring, winter
  - c Summer, autumn, spring, dry
  - d
2. We can see water falling from the sky at \_\_\_\_\_
  - a Rainy
  - b Sunny
  - c Summer
3. What is the weather today? We use umbrella.
  - a It is sunny
  - b It is windy
  - c It is rainy
4. Don't forget to bring \_\_\_\_\_ in dry season
  - a Jacket
  - b Gloves
  - c Hat
5. \_\_\_\_\_ is used to clean our body
  - a Soap
  - b Brush
  - c Tissue
6. Before you eat. You have to \_\_\_\_\_
  - a Wash your hand
  - b Tooth brush
  - c Sleep
7. If you have toothache, please go to \_\_\_\_\_
  - a Florist
  - b Mechanist
  - c Dentist
8. After wake up, \_\_\_\_\_ your bedroom
  - a Make dirty
  - b Clean
  - c Sleep
9. We \_\_\_\_\_ every day to keep our teeth
  - a Eat
  - b Sleep
  - c Tooth brush
10. The woman wears a \_\_\_\_\_ around her waist.
  - a Belt
  - b Dress
  - c Hat



11. The woman has a \_\_\_\_\_ on her head.

- a Hat
- b Scarf
- c Dress



12. The woman is wearing a \_\_\_\_\_.

- a Sweater
- b Blouse
- c Shirt



13. This morning I put on my jacket and \_\_\_\_\_

- a Shorts
- b Pants
- c Skirt



14. On rainy days, my son puts on his \_\_\_\_\_.

- a Suit
- b Rain coat
- c Jacket



15. In winter I wear a \_\_\_\_\_ on my head.

- a Scarf
- b Hat
- c Toque



## Appendix 6

### Answer Key of Try-out Test, Pre-test, and Post-test

#### Try-out Test

|      |       |       |       |       |
|------|-------|-------|-------|-------|
| 1. B | 6. C  | 11. A | 16. A | 21. B |
| 2. B | 7. C  | 12. C | 17. C | 22. B |
| 3. A | 8. A  | 13. C | 18. B | 23. B |
| 4. B | 9. C  | 14. B | 19. B | 24. B |
| 5. B | 10. A | 15. C | 20. C | 25. B |

#### Pre-test

|      |       |       |
|------|-------|-------|
| 1. A | 6. B  | 11. A |
| 2. B | 7. C  | 12. A |
| 3. B | 8. B  | 13. C |
| 4. B | 9. A  | 14. B |
| 5. B | 10. C | 15. C |

#### Post-test

|      |       |       |
|------|-------|-------|
| 1. B | 6. A  | 11. B |
| 2. A | 7. C  | 12. B |
| 3. C | 8. B  | 13. B |
| 4. C | 9. C  | 14. B |
| 5. A | 10. A | 15. B |

## Appendix 7

### Documentation of Research





## Appendix 8

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Weather Word Search

Find the related words.



U S P R E C I P I T A T I O N C I R U S M A D  
 L U Z U J C O N D E N S A T I O N E A  
 N R T R A N S P I R A T I O N S E T E  
 R R L I G H T N I N G L S T S N I E O  
 N I J W T E M P E R A T U R E N W O E  
 C C A P P S S Q F W R Y S D R O L R N  
 B X H U H M S O W Q Z T T S W O M O A  
 A E J N R A Z S I D Q I V U K S O L C  
 R F U I A O I P N A U D D T L N Z O I  
 O T C M L T R L D P C I U A F O A G R  
 M V U B T B M A C C T M F R X M E I R  
 E E C O O H R O B X I U R T B D C S U  
 T Y C S R H U A S O W H S S C R F T H  
 E F U T N T E N I P R O Q F S O V Q J  
 R F M R A H G D D N H E P P N U I B O  
 O X U A D E X O D E B E A Z O G B T W  
 X D L T O T O D R G R O R L W H R E K  
 Z H U U P O V X O P M R W E I T D M L  
 F X S S E Q Y F X P F F O J Y S Z J A

|              |               |               |            |                 |
|--------------|---------------|---------------|------------|-----------------|
| Temperature  | Stratus       | Snow          | Drought    | Cumulus         |
| Wind         | Barometer     | Lightning     | Atmosphere | Aurora Borealis |
| Thunder      | Transpiration | Precipitation | Monsoon    | Hail            |
| Cirrus       | Fog           | Rainbow       | Dew        | Condensation    |
| Nimbostratus | Tornado       | Meteorologist | Hurricane  | Humidity        |

# Appendix 9

## Clothes Word Search

Find the words in the puzzle.  
Use the pictures as clues.  
Write the words below the pictures.

Name: \_\_\_\_\_

Class: \_\_\_\_\_



|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| O | S | X | K | J | T | V |   |   |   |   |   |   |
| R | H | W | L | P | R | M |   |   |   |   |   |   |
| W | O | A | M | J | D | W |   |   |   |   |   |   |
| L | R | I | Y | C | G | X |   |   |   |   |   |   |
| T | P | C | L | X |   |   |   |   |   |   |   |   |
| S | W | E | A | T | E | R | H | A | T | U | A | P |
| D | R | E | S | S | O | D | B | W | R | E | A | G |
| J | E | A | N | S | Y | U | N | T | Y |   |   |   |
| S | K | I | R | T | O | S | V |   |   |   |   |   |
| C | K | E | Y | O | G | G | V | Y |   |   |   |   |
| S | A | N | D | A | L | G | B |   |   |   |   |   |
| E | M | D | D | H | W |   |   |   |   |   |   |   |
| S | H | O | E | S | B |   |   |   |   |   |   |   |
| J | H | D | N |   |   |   |   |   |   |   |   |   |
| A | H | H | E |   |   |   |   |   |   |   |   |   |
| B | C | Y | C | A | K |   |   |   |   |   |   |   |
| S | L | K | K | G | E |   |   |   |   |   |   |   |
| S | H | O | E | K | E | N | Q |   |   |   |   |   |
| I | U | T | R | A | A |   |   |   |   |   |   |   |
| P | S | Y | S | S | L |   |   |   |   |   |   |   |
| S | E | L | S | H | E |   |   |   |   |   |   |   |
| O | K | C | J | I | K |   |   |   |   |   |   |   |
| C | E | R | N |   |   |   |   |   |   |   |   |   |
| K | C | K | I | T | E | P | G |   |   |   |   |   |
| J | I | S | G | E | G | K | D |   |   |   |   |   |





## Appendix 10

### **HYGIENE WORD SEARCH**



#### **WORD LIST**



Bath  
Brush Teeth  
Clean  
Dentist  
Deodorant  
Floss  
Healthy



Laundry  
Sanitizer  
Shampoo  
Shower  
Soap  
Trim Nails  
Wash Hands



**Tip:** You should wash your hands for around 15 seconds. A fun way to time this is to sing Happy Birthday or the ABCs twice before rinsing them.

For more activity pages visit [www.onafterschool.ca](http://www.onafterschool.ca)  
ON After School is a project of the Leisure Information network







YAYASAN PENDIDIKAN TARBİYATUL ISLAMİYAH  
MADRASAH IBTIDAIYAH  
"TARBİYATUL ISLAMİYAH"  
Kompleks Masjid Desa Lengkong Kec. Batangan Kab. Pati ☒ 59186

**SURAT KETERANGAN**  
Nomor: 24/MI.TARIS/V/2016

Yang bertanda tangan di bawah ini:

Nama : Ah. Shobib, S.Pd.I  
NIP. : ---  
Jabatan : Kepala Madrasah  
Unit Organisasi : MI Tarbiyatul Islamiyah  
Alamat : Desa Lengkong, Kecamatan Batangan, Kabupaten Pati  
menerangkan dengan sesungguhnya bahwa:  
Nama : Nur Fahmiati  
NIM : 103411039  
Jurusan : Pendidikan Bahasa Inggris

Mahasiswa tersebut benar-benar telah melakukan penelitian di MI Tarbiyatul Islamiyah Lengkong Batangan Pati, guna memperoleh data dalam penelitian skripsi dengan judul:  
**"The Effectiveness of Word Games to Teach Vocabulary to The 5<sup>th</sup> Grade of Islamic Elementary School (an experimental research at the 5<sup>th</sup> grade student of Tarbiyatul Islamiyah islamic elementary school Lengkong Batangan Pati in the academic year 2015/2016"**.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Lengkong, 14 Mei 2016

Kepala Madrasah  
  
Ah. Shobib, S.Pd.I





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka (Kampus 2) Ngaliyan Telp. 024-7601295 Fax. 7615387 Semarang  
50185

Nomor :In.06.3/I4/PP.00.9/4289/2014

Semarang, 01 April 2015

Lamp. : -

Hlm : **Penunjukan Pembimbing Skripsi**

Kepada Yth:  
Muhammad Nafi Annury, M.Pd.  
di Semarang

*Assalamu 'aikum Wr. Wb.*

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul mahasiswa:

Nama : Nur Fahmiati

NIM : 103411039

Judul : **THE EFFECTIVENESS OF WORD GAMES TO TEACH VOCABULARY TO THE 5<sup>th</sup> GRADE OF ISLAMIC ELEMENTARY SCHOOL**

Dan menunjuk saudara:

Muhammad Nafi Annury, M.Pd.

(sebagai pembimbing )

Demikian penunjukan pembimbing skripsi ini disampaikan dan atas kerja sama yang diberikan kami ucapkan terima kasih.

*Wassalamu 'alaikum Wr.Wb*

A.n. Dekan,

Mengetahui

Dekan Jurusan pendidikan Bahasa Inggris



Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo sebagai laporan
2. Mahasiswa yang bersangkutan
3. Arsip

## CURRICULUM VITAE

Name : Nur Fahmiati

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Original Address : Ds.Lengkong 03/02 Batangan-Pati

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Education : 1. RA Tarbiyatul Islamiyah Lengkong  
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3. MTs Tarbiyatul Islamiyah Lengkong  
4. MAN Rembang  
5. Student of Education and Teacher Traing  
Faculty Walisongo Islamic State  
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