

**THE EFFECTIVENESS OF USING CATCH THE VOCABULARIES'
GAME IN MASTERING STUDENTS' VOCABULARY AT TENTH
GRADE ACCOUNTING 1 STUDENTS OF
SMK NEGERI 1 SINJAI**



A THESIS

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ABSTRAK

Suryaningsih. *The Effectiveness of Using Catch the Vocabularies' Game in Mastering Students' Vocabulary at Tenth Grade Accounting 1 Students of SMK Negeri 1 Sinjai.* Skripsi. Sinjai: Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Muhammadiyah Sinjai. Penelitian ini bertujuan untuk mengetahui: penguasaan kosakata siswa sebelum dan setelah penerapan permainan *Catch the Vocabularies* dan untuk mengukur sejauh mana keefektifan permainan di kelas X Akuntansi 1. Penelitian ini merupakan penelitian pra-eksperimen *one group pre-test post-test*. Teknik pengumpulan data adalah tes dan dokumentasi. Ada dua macam tes, yaitu *pre-test* dan *post-test*. Subjek penelitian ini hanya satu kelas, yaitu kelas X Akuntansi 1 SMK Negeri 1 Sinjai. Dengan jumlah 17 siswa. Data diuji menggunakan rumus t-test dengan membandingkan rata-rata skor *pre-test* dan *post-test*. Hasil penelitian menunjukkan bahwa, pertama, profil siswa berbeda sebelum dan sesudah menerapkan permainan *Catch the Vocabularies*. Rata-rata *pre-test* adalah 63,41 sedangkan rata-rata *post-test* 85,76. Dengan persentase 41% siswa pada tingkat Sangat Baik meningkat menjadi 70% setelah implementasi game. Juga didapatkan hasil dari n-gain, peningkatan kosakata siswa setelah *pre-test* dan *post-test* mendapat 0,61 (61%) pada kategori sedang. Kedua, hasil uji t-test t_o 4.644 lebih tinggi dari t tabel t_t 1.74 dengan derajat kebebasan (df) 16. Oleh karena itu, terdapat perbedaan yang signifikan setelah penerapan permainan *Catch the Vocabularies*'. Disimpulkan bahwa penggunaan permainan *Catch the Vocabularies*' efektif untuk mengajarkan penguasaan kosakata siswa pada siswa kelas X Akuntansi 1 SMK Negeri 1 Sinjai.

Kata kunci: Kosakata, *Catch the Vocabularies*, Permainan

ABSTRACT

Suryaningsih. The Effectiveness of Using Catch the Vocabularies' Game in Mastering Students' Vocabulary at Tenth Grade Accounting 1 Students of SMK Negeri 1 Sinjai. Thesis. Sinjai: English Education Study Program, Faculty of Tarbiyah and Teacher Training, Islamic Institute of Muhammadiyah Sinjai. The objective of the research was to find out the students' vocabulary mastery before and after implementing Catch the Vocabularies Game and to measure how far the effectiveness of the game at X Accounting 1. This research was pre-experimental one group pre-test post-test design. The techniques of collecting data were test and documentation. There were two kind of test, those were pre-test and post-test. The subject of this research only one class of the tenth grade Accounting 1 students at SMK Negeri 1 Sinjai. It considered 17 students. The data was tested using t-test formula by comparing the mean score pre-test and post-test. The result of the research showed that, first, the students' profile were different before and after implementing Catch the Vocabularies game. The mean of pre-test was 63.41 while the mean of post-test 85.76. With the percentage 41% students at Excellent level increased to 70% after implementation the game. Also the resulted from n-gain, improvement students' vocabulary after pre-test and post-test got 0.61 (61%) on medium category. Second, the result showed that t-test t_o 4.644 was higher than t-table t_t 1.74 with the degree of freedom (df) 16. Therefore, there was a significant difference after implementing Catch the Vocabularies' game. It concluded that the use of catch the vocabularies' game is effective to teach students' vocabulary mastery at tenth grade Accounting 1 students of SMK Negeri 1 Sinjai.

Keywords: Vocabulary, Catch the Vocabularies, Game

المستخلص

سوريانينحسيه. فعليه استخدام لعبة "قبض على المفردات" في إتقان مفردات الطلاب في الصف العاشر محاسبة الأولى طلاب المدرسة العالية المتخصصة الحكومية الأول سنحائي. البحث. سنحائي: قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين جامعة محمدية الإسلامية بسنحائي.

هدف البحث إلى تحديد: إتقان الطلاب للمفردات قبل وبعد تطبيق لعبة "قبض على المفردات" وقياس فعالية اللعبة في فئة X محاسبة ١. كان هذا البحث عبارة عن اختبار قبلي لخمسة واحدة قبل التحريرية. تقنيات جمع البيانات هي الاختبارات والتوثيق. هناك نوعان من الاختبارات، وهما الاختبار القبلي والاختبار البعدي. موضوع هذا البحث فئة واحدة فقط وهي فئة X محاسبة الأولى طلاب المدرسة العالية المتخصصة الحكومية الأول سنحائي. بإجمالي ١٧ طالباً. تم اختبار البيانات باستخدام صيغة t -test من خلال مقارنة متوسط درجات الاختبار القبلي والبعدي. أظهرت النتائج أولاً أن ملفات تعريف الطلاب كانت مختلفة قبل وبعد تطبيق لعبة "قبض على المفردات". كان متوسط الاختبار القبلي ٦٣.٤١ بينما كان متوسط ما بعد الاختبار ٨٥.٧٦. حيث ارتفعت نسبة الطلاب في المستوى جيد جداً ٤١٪ إلى ٧٠٪ بعد تنفيذ اللعبة. كما تم الحصول عليها من مكاسب n ، حيث حصلت الزيادة في مفردات الطلاب بعد الاختبار القبلي والبعدي على ٠.٦١ (٦١٪) في الفئة المتوسطة. ثانياً، نتائج اختبار 4 644.٤٠ أعلى من جدول ٢٤١.74 مع ١٦ درجة حرية (df)، لذلك هناك فرق كبير بعد تنفيذ لعبة "قبض على المفردات". وخلص إلى أن استخدام لعبة "قبض على المفردات" كان فعالاً لتعليم الطلاب إتقان المفردات في الصف العاشر محاسبة الأولى طلاب المدرسة العالية المتخصصة الحكومية الأول سنحائي.

الكلمات الأساسية: المفردات، إتقان بالمفردات، اللعبة

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Sinjai, August 18th, 2021

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Research

Language has become an important part of human life. According to Felicia “language is often used in everyday communication, whether spoken or written.” Based on this quote, language is an important tool for communication between societies. It is difficult to communicate with other people without language. In Indonesia, where languages are spoken, language discussions are not new. For example, in sets of education. Every school in Indonesia, especially for language lessons, is compulsory for every Indonesian speaking citizen. In addition, special attention is paid to learning foreign languages for every generation. Of all the foreign languages in the world, the most foreign language to be learned is English. English is becoming an international language. Therefore, it is desirable that every student and even people speak this foreign language. Knowing English is very important. Because all tools use English, as well as work, and even things related to school studies. This is why the Indonesian government includes learning English in every school.

Learning English at school becomes a challenge for every teacher to order to give basic English learning to students who can acquire this foreign language. English is neither a native language, nor is it the first language learned by every learner. Learning a second language will be difficult for all students. It is very difficult to remember and pronounce from both pronunciation vocabulary, dialects, and even English vocabulary. Apart from these factors, many students learn a foreign language because the English learning gained at school is ineffective, and the lack of learning media makes it possible to learn English for only a moment and forget it because it was never studied again. For example in SMK 1, which later will be the object of this research. The result of observation, the difficulty the researchers found was the lack of students' ability to remember English material. Another reason is that students have to learn not only English in school, but also many subjects that students have to master, and students who are not accustomed to using English are being asked Feeling embarrassed when speaking English. Finally, the most common factor is the teacher's ability. If you use the same method to teach English materials, the students will only remember for a

while, and will not stay in the students' memory for a long time. Finally, the most common factor is a teacher's ability to teach English material using the same methods, then students who learn only remember for a brief moment and do not remain in the students' memories for a long time because the learning environment does not present anything that can make students more interested in English.

Based on the problems above, the researcher wants to present an English learning with a different method, which later can make students who learn to remember the English learning that students have learned. The researcher wants to do learning where students can learn while playing. English materials need to be presented as attractive as possible. Therefore, playing games between lessons can make students not too tense and feel bored when getting English material. Lee in Nguyen "lists several main advantages when games are used in the classroom, including "a welcome break from the usual routine of the language class",

"motivating and challenging" "effort of learning", and "language practice in the various skills."¹

Therefore, the researcher made a game called "Catch the Vocabularies Game". From this game, it is hoped that the vocabulary of students can improve. The reason why the researcher recommended this game is because this game can attract students' attention and their involvement during learning. The second reason is because this game can improve cooperation between students in the class. Then this game can hone the speed of students and they get a pleasant learning atmosphere, not boring and can learn English without feeling pressured.

This game is almost same with the fly swatter game. The only difference is the tool. On the fly swatter game using a bat or in Indonesian it is called "*alat pemukul lalat*". From the results of research that has been done on Afiatul Muadah's thesis with the title Improving Students 'Vocabulary Mastery by Using Fly Swatter Game. The results of this study explained that the use of fly swatter games can improve students'

¹Nguyen Thi Thanh Huyen And Khuat Thi Thu Nga, *The Effectiveness Of Learning Vocabulary Through Games*, Asian Efl Journal, 2003, P. 5

vocabulary mastery. Based on this, the researcher expected that the use of catch the vocabularies game can improve students' vocabulary mastery, with the title of the research is "The Effectiveness of Using Catch the Vocabularies' Game in Mastering Students' Vocabulary at Tenth Grade Accounting 1 Students of SMK Negeri 1 Sinjai".

B. Research Question

Based on the background of the study above, the problem was formulated as follow: "Is the Use of Catch the Vocabularies Game Effective in Mastering Students' Vocabulary at Tenth Grade Accounting 1 Students of SMK Negeri 1 Sinjai?"

C. Objective of the Research

Based on the formulation of the problem, the objective of research can be stand to find out "The Effectiveness of Using Catch the Vocabularies Games in Mastering Students' Vocabulary at Tenth Grade Accounting 1 Students of SMK Negeri 1 Sinjai."

D. Significance of the Research

The result of the study expected to be usefulfor:

- a. For the Teachers: From this research, the teacher can make this game learning media in increasing student vocabulary.

- b. For the Students: From this research, the students can have a positive impact on students in increasing their vocabulary.
- c. For the Readers: For readers hopefully this can be part of the reference when doing research.
- d. For the Researcher: The result on this research, hope will be useful knowledge for the researcher when they start their profession as a teacher in the future time.

CHAPTER II

THEORITICAL REVIEW

A. Literature Review

This section explains about the definition of vocabulary, the types of vocabulary, and the importance of vocabulary. Also definition of games and the advantages using game and how to play “catch the vocabularies game”.

1. Vocabulary

a. Definition of Vocabulary

According to some experts, there are many definitions of vocabulary. Schmitt in Lidya “Vocabulary is one of the most important aspects of learning a foreign language”.² According to Hornby in Hasan “Vocabulary is the body of a word known to a person in the subject of a particular book. Vocabulary is the total number of words that make up a language. Vocabulary is a list of words that have that meaning. Yes, especially with foreign language

²Lidya Efiza Dwi, *Improving Students` Vocabulary Mastery Through Pictionary Board Game*, Journal Education, 2017, Vol.9, P.3

textbooks”.³According to Hiebert and Kamil in Anggun “Vocabulary is the knowledge of meaning of words”. Then according to Takac in Anggun “Vocabulary could be defined as a ‘dictionary’ or a set of words.” Bogards and Laufer in Anggun stated “vocabulary is an essential part of language learning”. Furthermore, Diamond and Gutlohn in Anggun define “vocabulary as knowledge of words and word meaning”.⁴

Urdang and Flexner in Ida Ayu define vocabulary as the stock of the words used by or known to a particular person or group person, a list of collection the words or phrase of a language. Said in Hasan points out that vocabulary is one of the important aspects in mastering English because the ability of the students to read and to comprehend the subject is relatively determined by their vocabulary.⁵

³Hasan, *Improving Students English Vocabulary By Using Tic Tact Toe Game*. Journal Education, 2018, Vol.2, P.78

⁴Anggun Kurnia Ningrum, et al, *Improving Students' Vocabulary Using Riddles Game*, (Pontianak : 2019), Vol. 2, P.181

⁵Hasan., *Improving Students English Vocabulary By Using Tic Tact Toe Game*, Journal Education, 2018, Vol.2, P.79

According to Hornby in Ida Ayu, Vocabulary is the total number of words, which make up language. He believes that a number of meaningful words or a phrase builds a language. Someone who is skillful in the four English skills (speaking, listening, writing and reading) must have rich and extended mastery of vocabulary items, words and phrases, which constitute of the bulk of the language.⁶

From the definition above, the researcher concluded that vocabulary is a collection of several words used by the speaker in conversation or other things.

b. Types of Vocabulary

Harmer in Hasan divided vocabulary into two types, they are:

- 1) Vocabulary that students have learnt is referred to as active vocabulary.
- 2) Passive vocabulary refers to terms that students will identify but not be able to generate when they encounter them.

⁶Ida Ayu Made Sri Widiastuti. *Improving English Vocabulary Ability Through Word Search Game*, Jurnal Santiaji Pendidikan, 2011, Vo.1, P.54

- 3) Oral vocabulary refers to the words that a person uses when verbally and actively expressing thoughts.
- 4) Words often employed in writing are referred to as writing vocabulary.
- 5) A person's listening vocabulary refers to the words that they can understand when they hear them.
- 6) Reading vocabulary refers to words, which someone can recognize them when he finds them in written form.⁷

According to Nation in Atikah, there are four different ways to display vocabulary. Listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary are the four types of vocabulary. Reading vocabulary is made up of words that people come across when reading. While listening vocabulary refers to the words that people hear and comprehend when conversing with others or listening to the radio or television. The words people employ in their daily lives and conversations make up their speaking vocabulary. The final category is writing

⁷Hasan., *Improving Students English Vocabulary By Using Tic Tact Toe Game*, Journal Education, 2018, Vol.2, P.80

vocabulary, which includes words used in essays, reports, letters, and books.⁸

Haycraft in Anggun separated two types of vocabulary: receptive vocabulary and production vocabulary. Receptive vocabulary is a word that students recognize and understand when it occurs in context, but they cannot be generated correctly by themselves. Productive vocabulary, on the other hand, is a word that students can understand, pronounce correctly, and constructively use when speaking and writing.⁹

In relation to kinds of vocabulary, Nation in Erna states that there are four kinds of vocabulary in the text:¹⁰

- 1) Words that occur frequently. These words account for over 80% of the text's running words;

⁸Atikah Gyan Pradita, *Improving Students Vocabulary By Using Ball Game*, Thesis, Banda Aceh: Uin, 2018, P.8

⁹Anggun Kurnia Ningrum, et al, *Improving Students' Vocabulary Using Riddles Game*, (Pontianak : 2019), Vol.2, P.182

¹⁰Erna Watiningsih, *The Effectiveness Of Using Bingo Game In Teaching Vocabulary Of The Eighth Grade Students*, Thesis, Purwerejo: UMP, 2017, P.9

- 2) Academic words. These words typically make up roughly 9% of the text's running words;
- 3) Technical words. These words account for around 5% of the text's running words;
- 4) Low frequency words. These are moderately frequent words that did not make it onto the high frequency list. They account for more than 5% of the words in an academic text.

c. The Importance of Vocabulary

One of the linguistic parts, vocabulary, is integrated into communicative expression. Krashen in Nur Iman argues that “vocabulary is crucial. Vocabularies have grown partly as a result of the growth of communicative approaches to language teaching and partly as a result of the stimulation of comprehension-based methods like natural approaches. As a result, students must acquire vocabulary in order to master language skills and grasp what the speaker is saying”.¹¹

¹¹Nur Iman Sai, et al, *The Effect of Word Clap Game in Improving Students' Vocabulary Achievement*. Journal Of Language Education And Educational Technology, 2019, Vol. 4, P.30

Rivers in Nur Iman also also claims that having a sufficient vocabulary is necessary for effective language use. It is because we cannot apply structures and functions we've learnt for understandable communication if we don't have a large vocabulary. It comes to the conclusion that building a large vocabulary is a crucial part of learning a second language, particularly English.¹²

To show how important vocabulary is, Bromley in Imas stated that vocabulary holds some important roles in teaching learning process. They are as follows:¹³

1) Increasing fluency

Students with larger vocabularies read faster and more easily than those with fewer vocabularies.

2) Improving understanding

Vocabulary knowledge has a significant impact on comprehension.

¹²Nur Iman Sai, et al, *The Effect of Word Clap Game in Improving Students' Vocabulary Achievement*. Journal Of Language Education And Educational Technology, 2019, Vol. 4, P.30

¹³Imas Febriansyah, *Improving Students' Vocabulary Mastery Through Bingo Game*, Thesis, (Uny : 2015). P.11

Component examination of comprehension revealed that word meanings account for 74% of comprehension.

3) Improving performance

A large vocabulary indicates a large amount of conceptual knowledge, which facilitates academic learning. Students having a large vocabulary outperform those with small vocabularies on achievement tests.

4) Improving communication and thinking

Words can be used to analyze, deduce, evaluate, and reason. A large vocabulary enables for clear, effective, persuasive, and fascinating communication.

2. Game

a. Definition of Game

Hadfield in Syafrizal stated that game is also defined as an “activity with rules, a goal, and an element of fun”¹⁴ Also Webster and Mavies in Syafrizal who stated that “games are

¹⁴Syafrizal, et al, *The Influence Of Using Hay Day Game Toward Students Vocabulary Mastery*, Jakarta. Jurnal Bebasan, Vol. 1, P.15

universally enjoyed, and encourage real attention to the task, and intrinsic interest in the subject matter”.¹⁵

From the definition game an conclude that the game is an activity that is carried out either individually or in groups, has rules and goals and makes people who play it feel happy, enjoy, competitive and etc. from a game there will be winners or losers.

As we know that game can help to learning language. Toth in Syafrizal who stated that “games help to create a context in which children’s attention is focused on the completion of the task without necessarily realizing that language items are being practice”.¹⁶

b. The Advantages Using Game

There were numerous reasons why teachers used games in their students' classrooms, but the most essential factor was that teachers frequently used games since

¹⁵Syafrizal, et al, *The Influence Of Using Hay Day Game Toward Students Vocabulary Mastery*, Jakarta. JurnalBebasan, Vol. 1, P.15

¹⁶Syafrizal, et al, *The Influence Of Using Hay Day Game Toward Students Vocabulary Mastery*, Jakarta. Jurnal Bebasan, Vol. 1, P.15

games had numerous benefits for both teachers and students. Richard-Amanto in Hasan stated that “games can help to reduce anxiety, making it easier to acquire or enter information. They might provide shy pupils with additional opportunities to communicate their opinions and thoughts because they are highly inspiring and entertaining. They also allow students to gain fresh experiences in a foreign language that are not always possible in a traditional classroom setting.”

According to Salaka in Hasan, the following are some of the benefits of employing games in the classroom:¹⁷

- 1) Having games in the classroom helps to break up the monotony of learning the language.
- 2) Including a game in the classroom helps to transform a mostly material-focused pedagogy into a more student-centered lesson, which helps to not only

¹⁷Hasan, *Improving Students English Vocabulary By Using Tic Tact Toe Game*, Journal Education, 2018, Vol.2, P.83

reinforce the material through active practice, but also to make the material more meaningful to the students, allowing them to retain and regurgitate the language more effectively.

- 3) Games assist students in reducing their reliance on textbook phrasing, allowing them to integrate the language into their own language patterns.
- 4) Games allow pupils to review topics already learned rather than being overburdened with more material than they can handle.
- 5) Games are a completely student-centered activity in which the teacher just serves as a facilitator and all students in the class have the option to participate. We may infer that games are beneficial to both students and teachers, particularly because games can serve as an intermediary for teachers. However, certain games are obviously better suited for youngsters while others are better suited for adults,

so the teacher must decide which is best.

c. The Used of Game in Learning

Game is also appropriate to be used in teaching vocabulary. Applying game in classroom can be one of effective strategies in teaching vocabulary. Harmer in Nur states that game can make learners to be more enthusiastic in learning vocabulary. Bonet in Nur also explained that by a variety of odd words, puzzle and games can make learners motivate in learning vocabulary. The variety of teaching strategy in teaching learning process will help students feel better and help the teacher produces a conducive situation in teaching learning. To create conducive situation is not easy.¹⁸

d. Catch The Vocabularies Game

1) How to Apply Catch The Vocabularies Game

¹⁸Nur Hidayat, *Improving Students' Vocabulary Achievement Through Word Game*, Journal Of Educators Society, Surabaya : 2016, Vol.1, P.93

So this game, the researcher called it "catch the vocabularies game", because later students will ask to catch the vocabulary that had been provided. With the aim of the game, it can improve and make it easier for students to remember and master vocabulary. Apart from learning, students can also play. So, here's how to apply catch the vocabularies game:

- a) In this game, the teacher pastes the vocabulary that has been provided on the board.
- b) Then students are formed into several groups and asked to line up one by one in groups facing the blackboard or whiteboard.
- c) At each stage of the game, two groups compete with each other for vocabulary.
- d) The teacher mentions one vocabulary in either Indonesian or English, and students are asked to guess the vocabulary and match it

with the vocabulary that has been pasted on the blackboard or whiteboard.

- e) From the two groups, the group representatives who came in first place guessed and fought over (catching the vocabulary that was pasted on the blackboard or whiteboard) according to the vocabulary instructions asked by the teacher.
 - f) Group members who catch the requested vocabulary according to the teacher's instructions are entitled to get points for their group.
 - g) The group that manages to catch a lot of vocabulary will be the winner.
- 2) Advantage and Disadvantage of Catch the Vocabularies Game
- a) Advantage
 - i. Create students cooperative and competitive with their friends.

- ii. Increase student concentration.
 - iii. Increase their vocabulary.
- b) Disadvantage
- i. This game cannot be applied succesful if teacher cannot handle the class.
 - ii. Miss understanding and miss communicating if student did not concentrate and serious while playing this game.

B. Review of Previous Researches

In this part the researcher describe some previous researches which are relevant to the thesis proposal.

1. The first previous research is thesis “The Use Of World Clap Game To Improve Student Vocabulary Mastery (A Classroom Action Research at the Eighth Grade Students of SMP N 3 Ungaran in the Academic year of 2014/2015)” by Setyaningsih. The purpose in this research to find out how “Word Clap Game” can be used in teaching vocabulary at the eighth grade students of SMP N 3 Ungaran and to find out the improvement of the students’ achievement after being taught with “Word Clap

game. Also the researcher used two kinds of data in this research: qualitative and quantitative data. According to the analysis pre-test and pos-test the students' vocabulary mastery is improved by 12,7 (19,7%). The students' activity during the treatment shows that they appreciated the Word Clap game I used in the teaching and learning process. Based on the results, it can be concluded that Word Clap game can be used as a strategy to improve the students' vocabulary mastery. Moreover, the students' opinion about the game also indicates that it helps the students in learning vocabulary.¹⁹

2. The second previous research is thesis "Improving Students Vocabulary by Using Ball Game" by Atikah Gyan Pradipta. The purpose in this research, the researcher want to find out to what extent the using of Ball Game helped students improve their vocabulary mastery and to identify the students' opinion in learning vocabulary through Ball Game. To collected the data, the researcher used field research. The field research was used by applying some techniques namely, experimental teaching,

¹⁹Febriana Eka Setyaningsih, The Use Of World Clap Game To Improve Student Vocabulary Mastery, Thesis, 2015

test, and questionnaire. The resulted from this researcher, the ball game can improve the students' vocabulary mastery. Also the researcher got a good feedback from the students. The students had positive opinion about learning vocabulary through ball game which can be seen from the results of questionnaires analysis. The students agreed that ball game improves their vocabulary mastery and they also stated that using ball game is helpful, interesting and fun as a technique to learn vocabulary.²⁰

Based on the previous study above, the researcher saw the similarities of the two theses, namely the similarities in researching the success rate of students' mastery of English vocabulary by using learning media through games. For the research method that researchers used the pre-experimental quantitative method using one group pre-test post-test.

C. Hypothesis

Khotari in Hidayatul said that “hypothesis is a statement of the research assumption about the

²⁰Atikah Gyan Praadipa, *Improving Students' Vocabulary By Using Ball Game*, Thesis, 2018

relationship between two variables that the researcher plans to test within the framework of the researcher study”.²¹ Literally a hypothesis can be interpreted as a statement that is not yet a thesis; a temporary conclusion; something opinions that are not final, because the truth must be proven. Hypothesis is a provisional conjecture, a provisional thesis which must be proven through scientific investigation. Based on that explanation, the researcher conducted hypothesis as follow:

H_0 : The Use of Catch the vocabularies’ game is not effective to teach vocabulary mastery.

H_a : The Use of Catch the vocabularies’ game is effective to teach vocabulary mastery.

²¹Hidayatul Khairoh, The Effectiveness Of Using Scramble Game To Teach Vocabulary Mastery, Thesis, 2019, P.35

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Design of the Research

This research was conducted in pre-experimental using quantitative approach with one-group pre-test post-test design.

According to Sugiyono in Muhammad learning is measured before and after treatment. Thus the results of treatment can be known to be more accurate because it can compare with the situation before being treated.²²

According to Sugiyono in Dwi “there are three kinds of pre-experimental designs, that is one-shot case study, one-group pre-test-post-test design and intact group comparison”.²³ In this research, the one group pre-test-post-test design was used because it was in accordance with the research objectives to be achieved namely is the use of catch the vocabularies games

²²Muhammad Akhir, *Penerapan Strategi Belajar Reciprocal Teaching Terhadap Kemampuan Membaca Pada Siswa Sd*, Indonesian Journal Of Primary School, 2017, Vol.1 (2). P.33

²³Dwi Rahmawati, *The Effectiveness Of Using Guessing Game Technique Toward The Eight Grade Students’ Speaking Skilli*, Thesis, 2016, P.34

effective in mastery of vocabulary at tenth grade Accounting 1 students of SMK Negeri 1 Sinjai.

In this research, the researcher only compared score of pre-test and post-test, where the first was before using catch the vocabularies game or before giving treatment and the second was after catch the vocabularies game or after giving treatment. According to Sugiyono, the types of this research can be designed as follow:²⁴

Table.3.1 Research Design One Group Pre-test-post-test Design

Pre-test	Treatment	Post-test
O_1	X	O_2

Source: Sugiyono, 2017

Where :

O_1 :pre-test

X :treatment

O_2 :post-test

²⁴Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, dan R&D)*, (Cet. ; Bandung: Alfabet, 2017), P. 111

B. Variable Definition

Cresswell stated that variable is a characteristic or attribute of an individual or an organization that researcher can measure or observe and varies among individuals or organizations studied.²⁵ According to Sugiyono argued that a variable is defined as a symbol of a subject or object that has "variations" from one another or between one object and another. The variables in this study are divided into 2, namely as follows:²⁶

1. Independent Variable (X)

An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. So the independent variable was introduced to the experimental group that is "catch the vocabularies game".

2. Dependent Variable (Y)

A dependent variable is an attribute or characteristic that is dependent on or influenced by

²⁵Jhon W. Creswell, *Planning, Conducting, And Evaluating Quantitative And Qualitative Research (4th Ed)*, Educational Research, Boston: Pearson. 2012. P.112

²⁶Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, dan R&D)*, (Cet. ; Bandung: Alfabet, 2017), P.60-61.

the independent variable.²⁷ The dependent variable is the variable that is influenced or becomes the result of the independent variable (free). The dependent variable in this research is “the students’ vocabulary mastery of tenth grade Accounting 1”.

C. Place and Time of the Research

1. Place

This research conducted in SMK N 1 Sinjai. It is located at Jl. Tekukur no. 1 Sinjai, Biringere, North Sinjai, South Sulawesi.

2. Time

This research conducted start from the title research accepted until the result of the research are obtained.

D. Population and Sample of the research

1. Population

According to Creswell “Population is a group of individuals who have the same characteristic”.²⁸

²⁷Jhon W. Creswell, *Planning, Conducting, And Evaluating Quantitative And Qualitative Research (4th Ed)*, Educational Research, Boston: Pearson. 2012. P.115

²⁸Jhon W. Creswell, *Planning, Conducting, And Evaluating Quantitative And Qualitative Research (4th Ed)*, Educational Research, Boston: Pearson, 2012, P.142.

According to Sugiyono the population means generalization region consists of: objects or subjects that have certain qualities and characteristics are determined by investigators to be studied and then drawn conclusions.²⁹

Also Arikunto said that the population is all subject research.³⁰ In this research, the population were include all the students at tenth grade Accounting 1 students of SMK Negeri 1 Sinjai with 31 students, consisting 20 female students and 11 male students.

2. Sample

According to Creswell “sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population”.³¹ In this research, the researcher used sampling technique named total sampling. According to Sugiyono “total sampling is a sampling technique when all members of the population used as a

²⁹Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan Rd*, Bandung: Alfabeta. 2010. P.80.

³⁰Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2013 P. 173.

³¹Jhon W. Creswell, *Planning, Conducting, And Evaluating Quantitative And Qualitative Research (4th Ed)*, Educational Research, Boston: Pearson, 2012, P.142.

sample.”³² The reason the researcher chose total sampling is because the population was less than 100. The number of samples in this research were 31 students, consisting 20 female students and 11 male students.

E. Research Procedure

The experimental research procedure was carried out with the following steps:³³

1. The research preparation stage is divided into:
 - a. Determination of research design
 - b. Preparation of literature studies
 - c. Making learning media, research instruments and other equipment
2. The final stage of the research:
 - a. Processing and analysis of data
 - b. Conclusions

F. Technique of Data Collection

1. Test

According to Arikunto “test is a series of question or other instruments which are used to

³²Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta, 2007, P.63

³³Putu Ade Andre Payadnya dan Gusti Agung, *Panduan Penelitian Eksperimen Beserta Analisis Statistik dengan SPSS*, (Cet I; Yogyakarta: Deepublish, 2018), P.18-19.

measure the individual or group skill, knowledge, intelligence, capability or talent”.³⁴ There were two tests in this research, namely pre-test and post-test. The main purpose of pre-test is to determine the extent the students’ vocabulary mastery before the treatment. While post-test want to know how far the students’ vocabulary before and after treatment. The test gave in this study amounted to 20 items in the form of pre-test and post-test.

2. Documentation

According to Arikunto “documentation is to find a variable such as the note, transcript, newspaper, magazine, and so on”.³⁵ Documentation can be prove that the researcher have done some research at the school and see the activities that are carried out together with students.

³⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2013, P. 193.

³⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta :Rineka Cipta, 2013, P. 193

G. Instrument of the Research

Arikunto said that “instrument is the tool for the research that uses a method”.³⁶ According to Cresswell “an instrument is a tool for measuring, observing, or documenting quantitative data”.³⁷ The researcher used test and documentation for instrument in this research.

There were two test in this research, namely pre-test and post-test. The test vocabulary tested in the form of pre test and post test. The pre-test gave to the students before the researcher do a treatment. While post test gave to the students after the researcher did a post test and got the treatment. The treatment is taught vocabulary to the student by using catch the vocabularies game as media.

H. Technique of Data Analysis

1. Scoring the students' test

The researcher scored the result of students' pre-test and post-test. The scoring is as follow:

³⁶Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta :RinekaCipta, 2013, P. 192

³⁷Jhon W. Creswell, *Planning, Conducting, And Evaluating Quantitative And Qualitative Research (4th Ed)*, Educational Research, Boston: Pearson, 2012, P.151

Table 3.2 Students' Test Scoring

Score	Description
5	if students write down the correct vocabulary
4	if students write down the vocabulary with one letter missing
3	if students write down the vocabulary with more than one letters missing
2	if students write down vocabulary with letters are reversed or there are additional letters in the vocabulary
1	if students write down the wrong vocabulary
0	if students did not write anything or blank answer

From the table above, each number value would be adjusted to the answer that wrote by students and the value gave according to the table above.

In addition, the researcher ranged the classification of students' vocabulary classified as follows:

Table 3.3 Evaluation Criteria

No	Score	Classification
1.	80 - 100	Excellent
2.	70 – 79	Good
3.	60 – 69	Fair
4.	50 – 59	Enough
5.	< 50	Poor

2. Calculating the result of the test

After the students' test was scored, the researcher calculated the data using t-test to determine whether there was significant difference before and after the treatment. But before hypothesis testing is carried out, a prerequisite test is conducted first. The prerequisite test before testing this hypothesis is to test the normality data.

a. Normality Test

Normality test is intended to find out whether the data comes from populations that are normally distributed or not. The normality test used the software Statistical Package for Social Sciences (SPSS) 25 application program. According to Sugiyono and Susanto in Dewi, “the implementation of the normality test using the Kolmogorov-Smirnov test with the applicable criteria, namely if the results of

significance > 0.05 which means the residual is normal.”³⁸

b. Hypothesis Testing

After the data obtained were normally distributed. Then the researcher tested the hypothesis by used a parametric statistical test, namely the paired samples T-test by used SPSS 25. According to Sugiyono in Wahyu “paired sample test is a parametric statistical test to test the comparison of the average paired or correlated samples”.³⁹ To interpret the t-test, the significance value of α (0.05) must first be determined and then make a comparison between the value t_{obtained} with $t_{\text{table}} = \alpha: n-1$ if $t_{\text{obtained}} \geq t_{\text{table}}$ is significantly different then H_0 is rejected and if $t_{\text{obtained}} \leq t_{\text{table}}$ is not different significantly, H_0 is accepted. Decision taking criteria t_{obtained} with t_{table} :

³⁸Dewi Gina Sari Yumna, *Hubungan Antara Persepsi Peserta Didik Tentang Kinerja Guru Dengan Prestasi Belajar Sejarah Kelas X SMK Negeri 7 Yogyakarta*, Historical Studies Journal, 2021, V.3, No.1, P.18

³⁹Wahyu Hidayat, et al, *Pengaruh Penerapan Pembelajaran Kooperatif Think-Talk-Write Terhadap Kemampuan Komunika i Matematik Siswa SMP Kelas VII Berdasarkan Gender*, Jurnal Pembelajaran Matematika Inovatif, IKIP Siliwangi, 2019, V.2, No.1, P.3

1. If $t_{\text{obtained}} \leq t_{\text{table}}$ H_a is rejected and H_0 is accepted, this mean the use of Catch the vocabularies' game is not effective to teach vocabulary mastery at tenth grade Accounting 1 students of SMK Negeri 1 Sinjai.
2. If $t_{\text{obtained}} \geq t_{\text{table}}$ H_0 is rejected and H_a is accepted, this mean the use of Catch the vocabularies' game is effective to teach vocabulary mastery at tenth grade Accounting 1 students of SMK Negeri 1 Sinjai.

c. N-Gain

Gain is the difference between the pretest and posttest scores. To show the quality of improving science process skills and students' cognitive learning outcomes, the normalized average gain formula is used. N-gain (normalized gain) is used to measure the increase in science process skills and cognitive learning outcomes between before and after learning.⁴⁰

⁴⁰Rostina, Sundayana. 2014. *Statistika Penelitian Pendidikan*. Bandung: Alfabeta, 2014, P.151

According to Hake, R. R. In Muhammad, the normalized gain (N-Gain) is formulated in the form of an equation as follows:⁴¹

$$g = \frac{\text{Post test score} - \text{Pre test score}}{\text{Maximum score} - \text{Pretest score}}$$

The normalized gain categories presented in the table below:

Table 3.4 Normalized Gain Criteria

Gain Value	Criteria Interpretation
$(g) > 0.70$	High
$0.30 < (g) \leq 0.70$	Medium
$(g) \leq 0.3$	Low

Source : Hake, R.R 2002

⁴¹Muhammad Taufik Karim. Penggunaan Multimedia Berbasis Video Untuk Meningkatkan Pemahaman Siswa Dalam Mata Pelajaran Gambar Teknik Dasar Pada Kompetensi Kejuruan Teknik Mesin, Skripsi, Bandung, 2016, P.31

CHAPTER IV

RESULT OF THE RESEARCH

A. General Description of Research Location

1. Brief Story of SMK Negeri 1 Sinjai

This research has been done at tenth grade Accounting 1 students of SMK Negeri 1 Sinjai. SMK Negeri 1 is located on Jalan Tekukur No. 1 Sinjai, Biringere, North Sinjai. This school was founded on 5 July 1969 on an area of 12,239 m² with the establishment decree number 120/UK.3/1969 under the name SMEA Negeri Sinjai. This school is the oldest vocational high school in Sinjai which is currently named SMK Negeri 1 Sinjai. Academic year 2012/2013, SMK Negeri 1 Sinjai fostered 1163 students with 37 study groups divided into five skill programs, namely Accounting 12 study groups, office administration skills program 12 study groups, marketing skills program 4 study groups, fashion skills program boutique 3 study groups, and computer technology program network 6 study groups, with details of level 1 as many as 12 groups, level 2 as many as 13 study groups, and level 3 as

many as 12 study groups. Each classroom accommodates an average of 36 students.

SMK Negeri 1 Sinjai now has adequate teachers as educators and school administration staff. The number of teachers is 95 people, with details of 60 civil servant teachers and 35 non-civil servant teachers while the number of administrative staff is 14 people consisting of 6 civil servant and 8 non-civil servant. This school has sufficient laboratory facilities and infrastructure : 1 Accounting laboratory, 1 office administration laboratory, 1 language laboratory, 1 computer laboratory, 1 entrepreneurship laboratory, 1 network computer technology laboratory, 1 boutique fashion laboratory, 1 business center room and 1 bond room alumni. The school also has 32 study rooms, 1 principal's room, 1 vice principal's room, 1 teacher's room, 1 BK room, 1 library building, 1 multimedia room, 1 mosque, 1 student council room, 1 principal's toilet room, 1 employee toilet room, 2 teacher toilet rooms, 6 student toilet rooms, 3 canteens and 1 student cooperative shop and 1

teacher and employee cooperative shop as well as a sports field, and ceremonial field.

B. Result and Discussion of the Research

1. Result of the Research

a. Pre-Test Analysis

Pre-test was hold to know about the students' vocabulary mastery before the treatment. In this research, pre-test was given to students. The researcher took X Accounting 1 as a sample in this research. The pre-test was done on Wednesday, June 15th, 2021. To clarify the activity in pre-test section, the researcher set the procedure in class as follows:

- 1) The researcher as the teacher started the class with greeting and introducing myself in front of students.
- 2) The teacher checked the attendance list of students' presence.
- 3) The teacher convey the reasons why choose this class to be the research sample.
- 4) The teacher shared the test sheet to the students.

- 5) The teacher explained the rules of each number of questions for the students before doing the test.
- 6) The students submitted their test sheet as soon as they finished it.
- 7) The teacher scored the pre-test.

The pretest in this study was only carried out in one session, where the sheet consisted of 20 numbers and every student gave answers on the question paper. The scoring was as follow:

Table 4.1 Guideline of Scoring

Score	Description
5	if students write down the correct vocabulary
4	if students write down the vocabulary with one letter missing/one letter wrong
3	if students write down the vocabulary with two letters missing/two letters wrong
2	if students write down

Score	Description
	the vocabulary with 3-5 letters missing/3-5 letters wrong
1	if students write down the wrong vocabulary or answer
0	if students donot write anything or blank answer

From the table above, it can be seen that each number had the same score, five points for each number if answered correctly and students can get four, three, two, one also zero depends on how students wrote their answers.

After the pre-test was done, the researcher checked and gave score for the test. Then, the researcher could display the result of pre-test as follows:

Table 4.2 Result of Pre-test

No	Name	Score
1.	AR	45
2.	AR	26
3.	DA	95
4.	DF	97
5.	JM	20
6.	KA	34
7.	MSK	96
8.	NSR	94
9.	NSY	96
10.	NFH	61
11.	NHZ	21
12.	RAQ	78
13.	RR	87
14.	SHL	36
15.	SFS	61
16.	WH	94
17.	ZDS	37
Total		1078
N		17
Mean (M)		63.41

Based on the table above, there were 17 students had done the pre-test. The highest score was 97 while the lowest was 34, and the mean from the pre-test was 63.41.

By knowing the students' score, the researcher could evaluate the

students' performance based on the evaluation criteria as explained in the previous chapter.

Here are the interpretations:

Table 4.3 Interpretation of Pre-test

Frequency	Percentage	Category
7	41%	Excellent
1	5.8%	Good
1	5.8%	Fair
1	5.8%	Enough
7	41%	Poor

b. Treatment

In this research, the researcher administered the treatment twice. The researcher gave catch the vocabularies game at class X Accounting 1. Here are the teaching procedures of treatment conducted by the researcher:

- 1) At the first treatment, the researcher gave a text about daily activity to students.
- 2) Before explaining about the material itself, the researcher asked students to tell the daily activities they usually do in front of other students.
- 3) After several students told their activities, then the researcher discussed and related it

to the material that would be discussed with the students.

- 4) The researcher explained the material of daily activity from the definition, structure of the text, social functions, and language feature. After that, the researcher gave some examples.
- 5) The researcher gave texts about daily activity, then appointed several students and asked them to read text.
- 6) After reading the text, teacher asked students to translate the text and write down difficult vocabulary that students did not know.
- 7) Researcher and students translate the text together and discuss the meaning of the text.
- 8) The students played catch the vocabularies game. The way to play the game was follow:
 - a) In this game, the researcher pasted the vocabulary that has been provided on the board.

- b) Then students are formed into several groups and asked to line up one by one in groups facing the whiteboard.
- c) At each stage of the game, two groups compete with each other for vocabulary.
- d) The researcher mentioned one vocabulary in either Indonesian or English, and students are asked to guess the vocabulary and match it with the vocabulary that has been pasted on the whiteboard.
- e) From the two groups, the group representatives who came in first place guessed and fought over (catching the vocabulary that was pasted on the blackboard or whiteboard) according to the vocabulary instructions asked by the researcher.
- f) Group members who catch the requested vocabulary according to the researcher's instructions are entitled to get points for their group.

- g) The group that managed to catch a lot of vocabulary would be the winner.
- 9) After played the game, the researcher discussed the activities that had been carried out and mentioned what vocabulary words were difficult when playing the game.
- 10) The researcher concluded and closed the class.
- c. Post-Test Analysis

Post-test gave after the students had finished the treatment. The distribution table of the post-test result could be seen as follows:

Table 4.4 Result of Post-Test

No	Name	Score
1.	AF	72
2.	AR	65
3.	DA	98
4.	DF	100
5.	JM	77
6.	KA	80
7.	MSK	98
8.	NSR	89
9.	NSY	98
10.	NFH	90
11.	NHZ	68
12.	RAA	100
13.	RR	96

No	Name	Score
14.	SHL	57
15.	SFS	96
16.	WH	94
17.	ZDS	80
Total		1458
N		17
Mean (M)		85.76

Based on the table above, there were 17 students had done the post-test. The highest score was 100 while the lowest was 57, and the mean from the pre-test was 85.76.

By knowing the students' score, the researcher could evaluate the students' performance based on the evaluation criteria as explained in the previous chapter. Here are the interpretations:

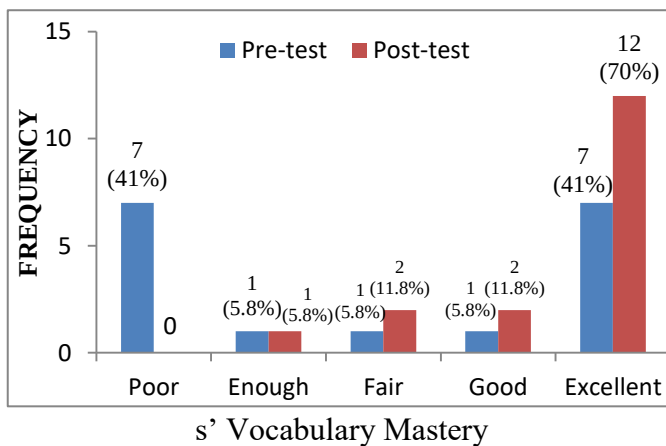
Table 4.5 Interpretation of Post-test

Frequency	Percentage	Category
12	70%	Excellent
2	11.8%	Good
2	11.8%	Fair
1	5.8%	Enough
-	-	Poor

From the table above, it showed that from 17 students had done post-test, more than half of them are at excellent level. There were 12 students there. Then there were 6 students at good level and 2 at fair level. And the last, there was 1 student at enough level. There were no students at poor level. The results of the post test showed an increase after the treatment was applied to students. Where at the pre-test only 40% experienced an increase to 70% in the excellent level.

To sum up, the interpretation of the students' vocabulary mastery pre-test and post-test could be seen in the chart below:

Chart 4.1 Student



Based on the chart above, the number of students' performance result on post-test increased at excellent category than before the researcher gave the treatment or pre-test. The post test results also showed that there were no more students who occupied at poor level.

2. The Use of Catch the Vocabularies' Game to Improve Students' Vocabulary Mastery

In this research, the researcher used t-test to analyze, to calculate, and to compare score result from pre-test and post-test. Also see the results N-gain is there an improvement before treatment and after treatment.

a. Normality Test

**Table 4.6 Result Analysis in Measuring Normality
Test of Students' Pre-test and Post-Test
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		17
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.27250065
Most Extreme Differences	Absolute	.138
	Positive	.084
	Negative	-.138
Test Statistic		.138
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

From the table above using normality test of Kolmogorov-Smirnov by SPSS 25, it was found that the significant value was 0.200. It can be stated that the data from pre-test and post-test were categorized normal since the result significant was higher $0.200 > 0.05$. For the distribution of normal data can be seen as the chart below:

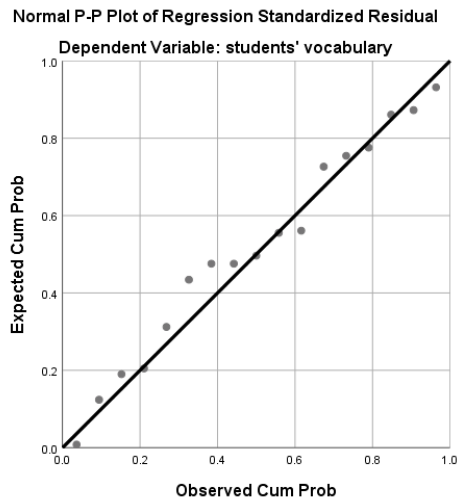


Chart 4.2 Normality Test

Based on the chart above the distribution of data on the probability

normality test plot showed the points are around the line or following the diagonal line. It means that the data is normal. After knowing the data is normally distributed. Then, it can be continued to calculate the hypothesis test.

b. Result of Hypothesis Testing

Table 4.7 Result of Paired Sample Test

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Post test -	22.3	19.846	4.8133	12.149	32.556	4.64	16	.000
	Pre Test	5294	10	9	02	86	4		

In hypothesis testing, the researcher analyzed the improvement students' vocabulary by used catch the vocabularies game. Based on the table above, it can be seen $t_{Obtained}$ is 4.644. The researcher gave interpretation to t_o . First, the researcher considered the df . Where $df = N - 1$ ($17 - 1$) = 16. From the df the researcher got t_{table} with the level significance of 5% was t_t 1.74 and

t_o was 4.644. The result is $4.644 > 1.74$. It means that t_o was higher than t_t .

The researcher concluded that the students' vocabulary mastery got improvement. As explained in the previous chapter, from the results that researcher found if $t_o > t_t$ ($17.78 > 1.74$) then H_0 is rejected and H_a is accepted, this mean the use of catch the vocabularies' game is effective to teach students' vocabulary mastery at tenth grade Accounting 1 students of SMK Negeri 1 Sinjai.

c. Result of N-Gain

This test used gain to see the difference post-test and pre-test scores to determine the improvement in students' vocabulary.

$$g = \frac{\text{Post test score} - \text{Pre test score}}{\text{Maximum score} - \text{Pretest score}}$$

$$g = \frac{1458 - 1078}{1700 - 1078}$$

$$g = \frac{380}{622}$$

$$g = 0,61$$

Based on the N-gain criteria, the researcher found that value of g: 0.61 (61%). It

means $0.30 < 0.61 \leq 0.70$ on medium category. Based on this, the researcher concluded after give treatment “catch the vocabularies’ game” students’ vocabulary increased by 60%.

3. Discussion of the Research

From the result above, the researcher wanted to convey that the use of catch the vocabularies’ game is effective to teach students’ vocabulary mastery at tenth grade Accounting 1 students of SMK Negeri 1 Sinjai. From the results of the research, starting with giving a pre-test that the initial population should 31, because pandemic situation, the researcher had some difficulty collecting all the students from the initial sample. So in this research 17 students took the test. The 17 students, at the beginning of the pre-test, it was seen that there were still many students who did not know the basic vocabulary that the researcher gave. The result is that there are 7 students who occupy the lowest level or pool level with percentage 41%, only 7 students who occupy the excellent level with percentage 41%, and the rest 1 student at the good

level (5.8%), 1 at the fair level (5.8%), also 1 at enough level (5.8%).

After the pre-test is done, the treatment is given. Namely catch the vocabularies' game. After giving treatment, a post-test was given. The final result showed an increasing difference compared to before the treatment. Students' vocabulary increases. From the results, there are 12 students at the excellent level with percentage 70%, 2 students at the good level with percentage 11.8%, 2 students at the fair level with percentage 11.8%, 1 student at the enough level with percentage 5.8%, and no more students occupying the poor level. Learning achievement improvement, after tested and gave treatment the results using N-gain were 0.61 (60%) with medium category. Even though it was not in the high category, there were an increase in students' vocabulary mastery through catch the vocabularies game. Last, on hypothesis testing, from the results that researcher found if $t_0 > t_t$ ($17.78 > 1.74$) then H_0 is rejected and H_a is accepted.

From the result above, the researcher concluded that the use of catch the vocabularies'

game can help to improve students' vocabulary mastery and catch the vocabularies' game is effective to teach students' vocabulary mastery at tenth grade Accounting 1 students of SMK Negeri 1 Sinjai. This research is also supported by previous research that the use of the game is almost similar to the game that the researcher used. Thesis entitled Improving Students' Vocabulary Mastery by Using Fly Swatter Game by Asfiatul Muadah, were the research results show students' vocabulary also increased through the use of games in learning.⁴²

⁴²Asfiatul Muadah. Improving Students' Vocabulary Mastery by Using Fly Swatter Game, Thesis, State Institute For Islamic Studies (IAIN), 2019

CHAPTER V

CONCLUSION

A. Conclusion

The conclusion of this research is catch the vocabularies' game is effective to teach students' vocabulary mastery at tenth grade Accounting 1 students of SMK Negeri 1 Sinjai. From the results of the research, starting from the pre-test, the application of treatment, and the post-test which showed the results that through the use of the catch the vocabularies' game, students' vocabulary increased. From the results showed that there is significant improvement, which before the treatment was given there were many students who occupied the poor level which was seen from the results of the pre-test and increased after the treatment, the results of the post test showed that there were no more students occupied the poor level. Also obtained 61% increase in students' vocabulary after treatment were applied by using catch the vocabularies' game.

B. Suggestions

Based on these final results, would like to propose some suggestions:

1. For the Teachers

The teachers can use catch the vocabularies' game to improve students' vocabulary mastery. Using this game in teaching-learning process had so much fun and is really interesting for the students. Students can playing while learning. Moreover, catch the vocabularies' game is really easy to be applied and it can motivate the students in learning English.

2. For the Students

The students can apply and practice catch the vocabularies' game by following the steps because it will help them to solve their problems in vocabulary and to improve their vocabulary mastery. Hopefully through the game it can be an alternative for students to remember vocabulary not only for a moment, but also for a long time.

3. For the Other Research

The result of the research only confirms the hypotheses, but it does not prove that something is absolutely true at all time. Moreover, this research needs improvement of thought for further studies. In addition, the finding of the research hopefully will

be employed as starting point of the future research on similar topics.

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LAMPIRAN-LAMPIRAN

APPENDIX 1

RESEARCH SCEDULE

No	Activity	Date
1.	Submitted a research permit (letter) to the school	Saturday, june 11, 20211
2.	Met English teacher and students X Accounting 1	Tuesday, June 15, 2021
3.	Pre-test	Wednesday, June 16, 2021
4.	Giving material about daily activity 1 and tratment “catch the vocabularies game”	Thursday, June 17, 2021
5.	Giving material about daily activty 2 and tratment “catch the vocabularies game”	Saturday, June 19, 2021
6.	Post-test	Monday, June 21, 2021
7.	Took the letter after doing research at school	Tuesday, July 13, 2021

APPENDIX 2

RESEARCH INSTRUMENT GRIDS

Test Scoring

Score	Description
5	if students write down the correct vocabulary
4	if students write down the vocabulary with one letter missing/one letter wrong
3	if students write down the vocabulary with two letters missing/two letters wrong
2	if students write down the vocabulary with 3-5 letters missing/3-5 letters wrong
1	if students write down the wrong vocabulary or answer
0	if students do not write anything or blank answer

In addition, the researcher ranged the criteria of students' vocabulary classified as follows:

No	Score	Classification
1.	80 - 100	Excellent
2.	70 - 79	Good
3.	60 - 69	Fair
4.	50 - 59	Enough
5.	< 50	Poor

APPENDIX 3
RESEARCH INSTRUMENT

PRE-TEST

Name	:	
Number	:	
Class	:	

Fill in the empty table below !

No.	Vocabulary	Meaning
1.	Headmaster	
2.		Guru
3.	Student	
4.	Whiteboard	
5.		Kursi
6.		Meja

No.	Vocabulary	Meaning
7.		Pensil
8.	Eraser	
9.	Flag	
10.	Canteen	
11.		Perpustakaan
12.	Exam	
13.	Dictionary	
14.		Kelas
15.		Teman sekelas
16.	Smart	
17.	Diligent	
18.	Lazy	
19.	Ink	

No.	Vocabulary	Meaning
20.		Pekerjaan rumah (PR)

POST-TEST

Name	:	
Number	:	
Class	:	

Fill in the empty table below !

No.	Vocabulary	Meaning
1.	Uniform	
2.	Meat	
3.	Event	
4.		Diskusi
5.		Hangat
6.	Bad	
7.		Bersih

No.	Vocabulary	Meaning
8.		Makanan
9.	Task	
10.	Easy	
11.		Mandi
12.	Tidy	
13.		Membeli
14.		Makanan
15.		Senang
16.	Campus	
17.	Wake up	
18.	Pray	
19.	Lunch	
20.		Bodoh

APPENDIX 4

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMK Negeri Sinjai
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Daily Activity
Kelas/Semester : X/I
Alokasi Waktu : 6 JP (3 kali pertemuan)

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.12 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) sesuai dengan konteks penggunaan di	3.12.1 Menyebutkan struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) sesuai dengan konteks penggunaan di

dunia kerja.	dunia kerja
4.12 Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (<i>simple routine tasks</i>) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dunia kerja.	4.12.1 Menyusun/membuat teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (<i>simple routine tasks</i>) sesuai dengan konteks penggunaan di dunia kerja

Tujuan Pembelajaran:

1. fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional dari teks kegiatan/tugas rutin sederhana (*simple routine tasks/daily activity*).
2. Membaca teks kegiatan/tugas rutin sederhana (*simple routine tasks/daily activity*) dengan peneyebutan kosa kata yang benar.
3. Mengenal penggunaan kosa kata (*vocabulary*) dalam teks kegiatan/tugas rutin sederhana (*simple routine tasks/daily activity*).

4. Membuat dan membacakan hasil teks kegiatan/tugas rutin sederhana (*simple routine tasks/daily activity*) berdasarkan pengalaman peserta didik.

MATERI PEMBELAJARAN

1. Teks tulis tentang *Daily Activity*
2. Unsur kebahasaan : menggunakan *simple present tense*

SUMBER DAN MEDIA PEMBELAJARAN

1. Sumber teks tentang *Daily Activity*
 - a. <https://www.kompas.com/skola/read/2020/12/25/202824069/contoh-teks-daily-activity?page=all>
 - b. <https://www.ilmubahasainggris.com/daily-activity/>
 - c. <https://englishcoo.com/contoh-daily-activity/>
2. Media
 - a. Papan tulis
 - b. Spidol
 - c. Penghapus
 - d. Sticky note yang berisi tentang kosa kata (*vocabulary*)

LANGKAH-LANGKAH PEMBELAJARAN

1. Pertemuan Pertama

KEGIATAN PENDAHULUAN	WAKTU
1. Guru membuka pelajaran dengan mengucapkan salam, berdoa, cek kehadiran, apersepsi, motivasi, simulus, menyampaikan tujuan pembelajaran, cakupan, lingkup materi, langkah pembelajaran dan teknik penilaian. Guru memberi salam dan menanyakan kabar (melakukan chit-chat). 2. Guru mengajak siswa dengan berdoa dan dipimpin oleh salah satu siswa. 3. Guru mengecek kehadiran siswa. 4. Guru memberi pertanyaan terkait materi yang telah dipelajari pada pertemuan lalu.	10 Menit
KEGIATAN INTI	WAKTU
1. Observing (Mengamati) a. Siswa memperhatikan penjelasan yang disampaikan oleh guru. b. Siswa membaca dan memahami teks kegiatan/tugas rutin sederhana (<i>simple routine taks/daily activity</i>). 2. Questioning (Bertanya) Siswa mempertanyakan tentang materi yang berkaitan dengan teks kegiatan/tugas rutin sederhana (<i>simple routine taks/daily activity</i>).	105 menit

KEGIATAN PENDAHULUAN	WAKTU
Entah dari segi ciri-ciri, contoh atau hal yang belum dimengerti selama proses pembelajaran 3. Collecting Data (Mengumpulkan data/Eksplorasi) Siswa diminta untuk mencari kosa kata yang baru dalam bacaan teks kegiatan/tugas rutin sederhana (<i>simple routine taks/daily activity</i>) atau kosa kata yang tidak diketahui. 4. Associating (Asosiasi) Siswa memperoleh umpan balik (<i>feedback</i>) dari guru dan teman setiap yang mereka sampaikan mengenai hasil kerja yang telah dikerjakan. 5. Communicating (Mengkomunikasikan) Guru dan siswa bersama-sama menjawab kosa kata apa yang sulit dalam teks kegiatan/tugas rutin sederhana (<i>simple routine taks/daily activity</i>). 6. Dalam kegiatan ini, pemberian treatment pada saat materi juga berlangsung, yaitu penggunaan “<i>catch the vocabularies game</i>”. (perlakuan tahap pertama).	
KEGIATAN PENUTUP	WAKTU
1. Guru melakukan refleksi tentang kegiatan yang sudah dilakukan. 2. Guru menyimpulkan materi yang	5 Menit

KEGIATAN PENDAHULUAN	WAKTU
telah dipelajari dengan cara mengajak siswa ikut serta dalam penyimpulan materi. 3. Guru menyampaikan topik materi yang akan dipelajari dipertemuan selanjutnya. 4. Guru memberi motivasi kepada siswa agar tetap rajin belajar. 5. Guru mengajak siswa berdoa sebelum mengakhiri pelajaran. 6. Guru memberi salam.	

2. Pertemuan kedua

KEGIATAN PENDAHULUAN	WAKTU
1. Guru membuka pelajaran dengan mengucapkan salam, berdoa, cek kehadiran, apersepsi, motivasi, stimulus, menyampaikan tujuan pembelajaran, cakupan, lingkup materi, langkah pembelajaran dan teknik penilaian. Guru memberi salam dan menanyakan kabar (melakukan chit-chat). 2. Guru mengajak siswa dengan berdoa dan dipimpin oleh salah satu siswa. 3. Guru mengecek kehadiran siswa. 4. Guru memberi pertanyaan terkait materi yang telah dipelajari pada pertemuan lalu.	10 Menit
KEGIATAN INTI	WAKTU
1. Observing (Mengamati)	105 menit

KEGIATAN PENDAHULUAN	WAKTU
a. Siswa memperhatikan penjelasan yang disampaikan oleh guru. c. Siswa membaca dan memahami teks kegiatan/tugas rutin sederhana (<i>simple routine taks/daily activity</i>). 2. Questioning (Bertanya) Siswa mempertanyakan tentang materi yang berkaitan dengan teks kegiatan/tugas rutin sederhana (<i>simple routine taks/daily activity</i>). Entah dari segi ciri-ciri, contoh atau hal yang belum dimengerti selama proses pembelajaran 3. Collecting Data (Mengumpulkan data/Eksplorasi) Siswa dibentuk secara berkelompok (4-6 orang) dan diminta untuk menejermahkan makna teks kegiatan/tugas rutin sederhana (<i>simple routine taks/daily activity</i>) 4. Associating (Asosiasi) Siswa memperoleh umpan balik (<i>feedback</i>) dari guru dan teman setiap yang mereka sampaikan mengenai hasil kerja yang telah dikerjakan bersama dengan teman kelompoknya. 5. Communicating (Mengkomunikasikan) siswa menyampaikan hasil kerja	

KEGIATAN PENDAHULUAN	WAKTU
yang telah didiskusikan bersama dengan teman kelompok mengenai teks kegiatan/tugas rutin sederhana (<i>simple routine tasks/daily activity</i>). 6. Dalam kegiatan ini, pemberian perlakuan (<i>treatment</i>) pada saat materi juga berlangsung, yaitu penggunaan “<i>catch the vocabularies game</i>”. (Perlakuan tahap kedua)	
KEGIATAN PENUTUP	WAKTU
1. Guru melakukan refleksi tentang kegiatan yang sudah dilakukan. 2. Guru menyimpulkan materi yang telah dipelajari dengan cara mengajak siswa ikut serta dalam penyimpulan materi. 3. Guru menyampaikan topik materi yang akan dipelajari dipertemuan selanjutnya. 4. Guru memberi motivasi kepada siswa agar tetap rajin belajar. 5. Guru mengajak siswa berdoa sebelum mengakhiri pelajaran. 6. Guru memberi salam.	5 Menit

3. Pertemuan ketiga

KEGIATAN PENDAHULUAN	WAKTU
1. Guru membuka pelajaran dengan mengucapkan salam, berdoa, cek kehadiran, apersepsi, motivasi, simulasi, menyampaikan tujuan	10 Menit

pembelajaran, cakupan, lingkup materi, langkah pembelajaran dan teknik penilaian. Guru memberi salam dan menanyakan kabar (melakukan chit-chat). 2. Guru mengajak siswa dengan berdoa dan dipimpin oleh salah satu siswa. 3. Guru mengecek kehadiran siswa. 4. Guru memberi pertanyaan terkait materi yang telah dipelajari pada pertemuan lalu.	
KEGIATAN INTI	WAKTU
1. Tes tulis 2. Pemberian umpan balik secara lisan oleh guru terhadap aktivitas yang dilakukan oleh siswa. Mulai dari awal sebelum dilakukannya perlakuan hingga selesai.	105 menit

PENILAIAN

1. Teknik : Tertulis
2. Bentuk : 20 soal essai
3. Instrumen : Pre-test dan Post-test (terlampir)

Sinjai, 13 Juli 2021

Mengetahui,

Guru Mata Pelajaran
Bahasa Inggris

Peneliti


Dra. Suwarni


Suvarningsih

NIP: 19660201199032012

NIM: 170110009



SMK Negeri 1 Sinjai


Drs. Muhiuddin, M.Pd

NIP: 196112311982031182

APPENDIX 5

THE RESULT OF RESEARCH

INSTRUMENT

Score Pre-test and Post Test

No	Name	Pre-Test	Post-Test
1.	Aidil Fitra	45	72
2.	Amin Rais	26	65
3.	Desriani Asis	95	98
4.	Diyah Fadillah	97	100
5.	Jumriani	20	77
6.	Karina	34	80
7.	Muh. Syawal Kurniawan	96	98
8.	Nur Suci Ramadani	94	89
9.	Nursyamsyi	96	98
10.	Nurfatimah	61	90
11.	Nurhaliza	21	68
12.	Rabiah Aqila Ahmad	78	100
13.	Riki Rusdiawan	87	96

No	Name	Pre-Test	Post-Test
14.	Sahril	36	57
15.	Siti Fatimahtu Sahra	61	96
16.	Wahyul Hidayat	94	94
17.	Zahwa Dwihara Sahra	37	80

APPENDIX 6

DOCUMENTATION



SMK Negeri 1 Sinjai

[illegible]

Name	Address	Phone	Email	Date of Birth	Date of Appointment	Date of Termination	Date of Resignation	Date of Retirement	Date of Death	Date of Marriage	Date of Divorce	Date of Separation	Date of Annulment	Date of Reconciliation	Date of Remarriage	Date of Reconciliation	Date of Remarriage
John Doe	123 Main St	555-1234	john.doe@email.com	1950-01-01	2000-01-01	2005-01-01	2006-01-01	2010-01-01	2015-01-01	2020-01-01	2025-01-01	2030-01-01	2035-01-01	2040-01-01	2045-01-01	2050-01-01	2055-01-01
Jane Smith	456 Oak St	555-5678	jane.smith@email.com	1955-02-02	2001-02-02	2006-02-02	2007-02-02	2011-02-02	2016-02-02	2021-02-02	2026-02-02	2031-02-02	2036-02-02	2041-02-02	2046-02-02	2051-02-02	2056-02-02
Robert Johnson	789 Pine St	555-9012	robert.johnson@email.com	1960-03-03	2002-03-03	2007-03-03	2008-03-03	2012-03-03	2017-03-03	2022-03-03	2027-03-03	2032-03-03	2037-03-03	2042-03-03	2047-03-03	2052-03-03	2057-03-03
Emily White	101 Elm St	555-3456	emily.white@email.com	1965-04-04	2003-04-04	2008-04-04	2009-04-04	2013-04-04	2018-04-04	2023-04-04	2028-04-04	2033-04-04	2038-04-04	2043-04-04	2048-04-04	2053-04-04	2058-04-04
Michael Brown	202 Maple St	555-7890	michael.brown@email.com	1970-05-05	2004-05-05	2009-05-05	2010-05-05	2014-05-05	2019-05-05	2024-05-05	2029-05-05	2034-05-05	2039-05-05	2044-05-05	2049-05-05	2054-05-05	2059-05-05
Sarah Green	303 Cedar St	555-2345	sarah.green@email.com	1975-06-06	2005-06-06	2010-06-06	2011-06-06	2015-06-06	2020-06-06	2025-06-06	2030-06-06	2035-06-06	2040-06-06	2045-06-06	2050-06-06	2055-06-06	2060-06-06
David Black	404 Birch St	555-6789	david.black@email.com	1980-07-07	2006-07-07	2011-07-07	2012-07-07	2016-07-07	2021-07-07	2026-07-07	2031-07-07	2036-07-07	2041-07-07	2046-07-07	2051-07-07	2056-07-07	2061-07-07
Olivia Gray	505 Spruce St	555-0123	olivia.gray@email.com	1985-08-08	2007-08-08	2012-08-08	2013-08-08	2017-08-08	2022-08-08	2027-08-08	2032-08-08	2037-08-08	2042-08-08	2047-08-08	2052-08-08	2057-08-08	2062-08-08
James Blue	606 Willow St	555-4567	james.blue@email.com	1990-09-09	2008-09-09	2013-09-09	2014-09-09	2018-09-09	2023-09-09	2028-09-09	2033-09-09	2038-09-09	2043-09-09	2048-09-09	2053-09-09	2058-09-09	2063-09-09
Isabella Pink	707 Ash St	555-8901	isabella.pink@email.com	1995-10-10	2009-10-10	2014-10-10	2015-10-10	2019-10-10	2024-10-10	2029-10-10	2034-10-10	2039-10-10	2044-10-10	2049-10-10	2054-10-10	2059-10-10	2064-10-10
Benjamin Yellow	808 Hickory St	555-2345	benjamin.yellow@email.com	2000-11-11	2010-11-11	2015-11-11	2016-11-11	2020-11-11	2025-11-11	2030-11-11	2035-11-11	2040-11-11	2045-11-11	2050-11-11	2055-11-11	2060-11-11	2065-11-11
Charlotte Purple	909 Walnut St	555-6789	charlotte.purple@email.com	2005-12-12	2011-12-12	2016-12-12	2017-12-12	2021-12-12	2026-12-12	2031-12-12	2036-12-12	2041-12-12	2046-12-12	2051-12-12	2056-12-12	2061-12-12	2066-12-12

Teacher Lists

DOCUMENTATION



Playing “catch the vocabularies” game with students



Students were answer the pre-post-test questions

APPENDIX 7

RESEARCH SUPERVISOR DECREE



FAKULTAS TARBIIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

Kampus : Jl. Sultan Hassanudin No. 20 Kab. Sinjai, Tlp/Fax 048221418, Kode Pos 92612

Email : info@iainmuhammadiasinjai.com

Website : http://www.iainmuhammadiasinjai.com

TERAKREDITASI INSTITUSI BAN-PT SK/NOMOR : 456/SI/IAN-PT/AL-PP/PT/XX/2019



SURAT KEPUTUSAN NOMOR : 628 /I.I.AU/F/KEP/2020

TENTANG DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN ILMU KEGURUAN T.A 2020/2021

DEKAN FAKULTAS TARBIIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

- Menimbang : 1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2019/2020, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat : a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
- b. Undang-undang No.20 tahun 2003 tentang Sisdiknas.
- c. Undang-undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
- d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
- e. Surat Keputusan Rektor IAIM Nomor : 216/I.I.AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
- f. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
- g. Statuta Institut Agama Islam Muhammadiyah Sinjai.
- Memperhatikan : Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2020/2021.

MEMUTUSKAN

- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama : Mengangkat dan menetapkan saudara :

Pembimbing I	Pembimbing II
Dr. Ismail, M.Pd.	Harmilawati, S.S., S.Pd., M.Pd

untuk penulisan skripsi mahasiswa:

Nama : SURYANINGSIH

NIM : 170 110 009

Prodi : Tadris Bahasa Inggris (TBI)

Judul Skripsi : The Use Catch the Vocabularies' Game to Improve Students' Vocabulary Mastery at Tenth Grade Accounting 1 Students of SMK Negeri 1 Sinjai.

- Kedua : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.

Islami, Progresif dan Kompetitif



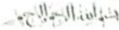
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUTHANNADIYAH SINJAI**

Kampus : B. Sultan Hassanah No. 20 Kab. Sinjai, TptFax 08321418, Kode Pos 92612

Email : info@sinjai.ac.id

Website : <http://www.sinjai.ac.id>

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- Keempat : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Sinjai

Pada Tanggal : 01 Oktober 2020 M

: 13 Shafar 1442 H

Dekan,

Takdir, S.Pd.I., M.Pd.I.
NBM. 1213495

Pembacaan :

1. BPH IAIM Sinjai di Sinjai
2. Rektor IAIM Sinjai di Sinjai
3. Ketua Prodi PAL, PGML, PBA, TBI & TM IAIM Sinjai di Sinjai

APPENDIX 8

RESEARCH PERMIT



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

KAMPUS : JL. SULTAN HASANUDDIN NO. 20 KAB. SINJAI, TLP. 085299899166, KODE POS 92612

Email: filialsin@gmail.com

Website: <http://www.iainsinjai.ac.id>

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 4108/SK/BAN-PT/Akred/PT/11/2020



Nomor : 230 D1/I/III.3.AU/F/2021
Lamp : Satu Rangkap
Hal : Permohonan Izin Penelitian

Sinjai, 28 Syawal 1442 H
9 Juni 2021 M

Kepada Yang Terhormat
Kepala SMK Negeri 1 Sinjai

Di -

Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S1) Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIM Sinjai, dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Suryaningsih
NIM : 170110009
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan mengadakan penelitian dengan judul :

"The Effectiveness Of Using Catch The Vocabularies' Game In Mastering Students' Vocabulary At Tenth Grade Accounting 1 Students Of SMK Negeri 1 Sinjai"

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di SMK Negeri 1 Sinjai.

Atas perhatian dan kerjasana yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



Dekan,

[Signature]
NIM: 1213495

Tembusan disampaikan Kepada Yth :

1. Rektor IAIM Sinjai
2. Kepala Cabang Dinas Wilayah III

APPENDIX 9

LETTER OF RESEARCH STATEMENT



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 1 SINJAI

Jalan Tekukur No. 1 Sinjai Provinsi Sulawesi Selatan Tlp Fax (0452) 227231 E-Mail : smkn1sinjai@disdikprov.sulawesi.go.id Sinjai 5792611

SURAT KETERANGAN PENELITIAN

Nomor : 800/357-UPT SMKN 1/SJ/DISDIK

Yang bertanda tangan di bawah ini kepala UPT SMK Negeri 1 Sinjai :

Nama : **Drs. MUHIDDIN.M.Pd**
NIP : 19611231 198203 1 182
Jabatan : Kepala UPT SMK Negeri 1 Sinjai

Menerangkan Bahwa :

Nama : **SURYANINGSIH**
Tempat/Tanggal Lahir : Sinjai, 30 Mei 1999
NIM : 170110009
Prodi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)
Alamat : Jl. G. Latimojong

Telah melaksanakan penelitian di UPT SMK Negeri 1 Sinjai pada tanggal 15 Juni 2021 s/d 21 Juni 2021 dengan judul Penelitian **"The Effectiveness Of Using Catch The Vocabularies' Game In Mastering Students' Vocabulary At Tenth Grade Accounting 1 Students Of SMK Negeri 1 Sinjai"**

Demikian surat keterangan penelitian ini diberikan kepadanya untuk dipergunakan semestinya.

Sinjai, 13 Juli 2021

Kepala UPT SMK Negeri 1 Sinjai



Drs. Muhiddin.M.Pd
NIP. 19611231 198203 1 182

APPENDIX 10

AUTOBIOGRAPHY

Name : Suryaningsih

NIM : 170110009

Date of Birth : Sinjai, May 30th, 1999

Adress : Gunung Latimojong

Organization Experience : English Students

Association (ESA) Sinjai,
2017/2018.

Education Background :

- a. TK Asyiah II, 2005
- b. SD 90 Negeri Mattumpu,
2011
- c. SMP Negeri 3 Sinjai,
2014
- d. SMA Negeri 1 Sinjai,
2017

Email :
ningsihsurya479@gmail.com

Parents :

- a. Father : Supardi
- b. Mother : Hariani Amir

APPENDIX 11

TURNITIN RESULT

SURYANINGSIH
170110009



170110009-Suryaningsih-TBI.docx
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