FOSTERING STUDENTS' VOCABULARY KNOWLEDGE THROUGH
WORD ASSOCIATION GAMES

(A Classroom Action Research at the Eighth Grade Students of SMP
Muhammadiyah 17 Ciputat)

A “Skripsi”
Presented to the Faculty of Educational Sciences
in a Partial Fulfillment of the Requirements
for the Degree of S.Pd. in the Department of English Education

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2017
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DEPARTMENT OF ENGLISH EDUCATION

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The Examination Committee of the Faculty of Educational Sciences certifies that the "Skripsi" (Scientific Paper) entitled Fostering Students' Vocabulary Knowledge through Word Association Games (A Classroom Action Research at the Eighth Grade Students of SMP Muhammadiyah 17 Ciputat), written by Maspupah, Student's registration number 1113014000047, was examined by the Committee on November 21st, 2017. The "Skripsi" has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd.” (Strata-1) in the Department of English Education.

Jakarta, November 21st, 2017

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ABSTRACT

MASPUPAH (1113014000047). Fostering Students’ Vocabulary Knowledge through Word Association Games; (A Classroom Action Research at the Eighth Grade Students of SMP Muhammadiyah 17 Ciputat. A Skripsi of Department of English Education at Faculty of Educational Sciences of Syarif Hidayatullah State Islamic University Jakarta, 2017.

Advisor : 1. Drs. Syauki, M.Pd.
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Keywords : Vocabulary, Word Association Game

The objective of this research was to find out whether Word Association Game can help and motivate the students to foster their vocabulary knowledge at VIII A class of SMP Muhammadiyah 17 Ciputat. The subjects of this research were 38 students. Research method used in this research was Classroom Action Research (CAR) and the research was conducted by following procedures of the action research such as planning, acting, observing, and reflecting. A collaborative classroom action research was applied in this research, which means the writer worked collaboratively with the English teacher during the research. This research was conducted in two cycles consisted of three meetings in each cycle. The data were gained through qualitative and quantitative methods by using five research instruments; interview, observation sheets, field notes, questionnaires and tests. The results of this research showed that using Word Association Game can improve students’ vocabulary. The students’ responses showed that they were interested and motivated in learning vocabulary by using the game. Moreover, the students’ score in vocabulary achievements in pre-test and post-test showed a significant improvement. In the pre-test, there were only 7 or 18.4 % students who passed the Minimum Mastery Criterion (KKM) and the mean score of pre-test was 53.8. Then, in the post-test 1 there were 22 or 57.9 % students who passed the KKM and the mean score of post-test 1 was 72.4. In the post-test 2, there were 33 or 86.8 % students who passed the KKM and the mean score was 80.3, so it achieved the criteria of success. Then, the result of questionnaire also showed that there was improvement of students’ positive responses in the teaching and learning process by using Word Association Game. The mean of pre-questionnaire was 31% and the mean of post-questionnaire was 89 %, it improved 58 %. Furthermore, the interview, observation sheet and field notes’ results showed that Word Association Games had given positive effect in teaching and learning process; students’ interests, participations, responses, and their motivation in learning English had significantly improved. In conclusion, Word Association Games can improve students’ vocabulary knowledge at the eighth grade students at VIII A class of SMP Muhammadiyah 17 Ciputat.
ABSTRAK


Pembimbing : 1. Drs. Syauki, M.Pd.
2. Zaharil Anasy, M.Hum.

Kata Kunci : Kosa Kata, Word Association Game

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Jakarta, October 2017

Maspupah
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CHAPTER I
INTRODUCTION

A. Background of the Research

English is one of the languages which is used in most parts of the world. It has a very important role in many aspects of human’s life, such as technology, economy and education. There are four skills of English language that must be mastered by students. They are listening, speaking, reading, and writing. Besides the four skills, the students also need to master the language components such as grammar, vocabulary, and pronunciation. From the three language components, vocabulary is one of the important aspects for students to learn English. According to Bambang Yudi Cahyono, without vocabulary, students will not be able to listen, speak, read, or write the language because vocabulary promotes the mastery of those language skills.\(^1\) English is taught in elementary school until university level in Indonesia, and vocabulary is one of the important components in teaching and learning English. But, even though students have learned English for years, there are still many students who have limited English vocabulary and still face the difficulties in understanding it. They easily forget the vocabulary because they only memorize it without understand the context or the meaning. Decarrico states in Rohani and Pourgharib journal that “words should not be learnt separately or by memorization without understanding.”\(^2\)

Based on the writer’s observation, the teacher at SMP Muhammadiyah 17 Ciputat usually uses memorization practice and then teaches the material by explaining it formally in front of the class and then gives the students exercise, in other words, the teacher use inappropriate technique to teach the students. Huyen and Nga said that learning vocabulary with the traditional way by simply copying

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and remembering the words has proven to be less effective. The students cannot directly involve in the teaching and learning processes and they do not have time to participate, they just listen and watch to the teacher’s explanation. That’s why many students still have limited vocabulary and still face the difficulties in understanding English vocabulary. And it will be resulted in the lack of vocabulary knowledge. As Hobbs, He, and Robbgrieco said in their journal that

By engaging in activities within a community of practice, learners participate in specific social activities that help support their intellectual, social, emotional and linguistic competencies. In socio cultural approaches, language learning occurs socially as members of communities share knowledge and understandings shaped by cultural and historical contexts, rather than through direct instruction and memorization.

According to the writer’s observation at SMP Muhammadiyah 17 Ciputat, the ways or the techniques that the teacher presents to explain the material and little background knowledge about the category or context of the vocabulary are the factors that affected the students’ vocabulary knowledge. Even though the students find it hard to remember English vocabulary and still have limited vocabulary due to these reasons, the teacher do not use appropriate strategy to overcome these problems. Teaching and learning process in the class seem to stick in with inappropriate way. The teacher usually teaches the material by formally explaining in front of the class then she gives the students exercise. By giving vocabulary list, the teacher will not improve students’ language fluency. Students must be given opportunities to use the vocabulary in writing or speaking English language for example. Vocabulary learning must include activities that lead to automatic use of words in varied contexts. Moreover, some teachers do not try the students to learn in different way. Meanwhile, according to Snow generally students need to master or earn a productive vocabulary of 1,000 – 2,000 words to be expressed in daily English interaction. Furthermore, the teaching and learning

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4 Renee Hobbs, Haixia He, and Michael Robbgrieco, Seeing, Believing and Learning to be Skeptical: Supporting Language Learning through Advertising Analysis Activities, *TESOL Journal the University of Rhode Island*, 2014, p. 3.
5 Don Snow, *More than a Native Speaker: An Introduction to Teaching English Abroad*, (Virginia: Kirby Lithography Company, 2006), Revised Edition., p. 179
processes of English in the class with inappropriate way can cause students boredom. The students will have less motivation to follow English subject.

That is why the English teacher has to find another way to teach English especially vocabulary in a fun way to attract the students’ attention. The writer assumes that one of the alternative ways which can be used by the teacher to teach English vocabulary is by using games. Game is the alternative way to teach vocabulary because game will give students an opportunity to participate actively and directly involve during the teaching and learning process. Huyen and Nga said in their journal that

Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.  

A game is an activity that gives enjoyment, games can be a technique for teacher to teach English to their students especially vocabulary. The students can learn through games because it is fun to learn English in a different way, a more fun way but still contain educational learning. The students will enjoy when they learn through games, because they like games and no matter what they learn, they will enjoy it because they learn in a fun way. The students can understand the material, in this case learning vocabulary, because they can directly involve to the teaching and learning processes and not only listen and watch the teacher’s explanation in front of the class. It will be a great way to teach vocabulary through games, it can encourage the whole students in the class to work together.

According to Richards et al, as cited in Ilknur Istifci, “Word association is a way in which words come to be associated with each other and which influence the learning and remembering of words.” When a word is associated to its category, the word will be easier to understand. The writer uses Word

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Association Games for this research because this game is appropriate for eighth grade students and it will help them to be easy in understanding the words through the context or the category of the words. Miller said that “Word associations show the familiarity effect: responses are faster to familiar words and if a word has been presented before, it takes a shorter time to respond to that word.” Furthermore, according to Kess, “Context is an important factor in giving responses: if subjects must respond quickly, clang responses are common, if there is no time limitation more idiosyncratic responses occur.” Word Association Games is easy to play and set up; this game does not require a lot of preparation and equipment, but this game will make the students compete each other in a team in order to win the games because the students have to think and respond the answer quickly to win the games. The use of creative methods such games in teaching vocabulary can foster students’ word knowledge and continue to acquire more words.

Based on the background described above, the writer is interested to foster students’ vocabulary and try to apply Word Association Games as a strategy or technique in teaching vocabulary in a classroom. Because this technique will be fun for the students to foster their vocabulary knowledge and can bring relaxation for them. It is also fun that the students will find that language can be learned through something that they like. Thus, this technique can effectively be used in teaching vocabulary. In this case, the writer will do an action research entitled “Fostering Students’ Vocabulary Knowledge through Word Association Games (A Classroom Action Research at the Eighth Grade Students of SMP Muhammadiyah 17 Ciputat)”

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8 Ibid.
9 Ibid.
B. Identification of the Problem

Based on the research background, the writer identified several problems:

1. Teacher do not provide opportunities for students to participate actively
2. Class condition is not alive
3. Students have limited and easily forget the vocabulary
4. Students have less interest in learning English vocabulary

C. Focus of the Research

This research focuses on fostering students’ vocabulary knowledge by applying Word Association Games technique.

D. Research Questions

Based on the background of the study, the writer formulates the question as follows:

1. “How Word Association Games help fostering students’ vocabulary knowledge?”

E. Purpose of the Research

Based on the research question, the research is conducted based on the main purpose of this research, to know how Word Association Games can help fostering students’ vocabulary knowledge.
F. Significance of the Research

The result of this study is expected to give the advantages for the English teacher, the students and the writer. For the English teacher, the result of this research is expected to be useful for English teacher to provide the information of teaching technique in teaching vocabulary and also to be one of some alternative in teaching vocabulary through implementing Word Association Games. For the student, the result of this research hopefully can make the process of learning more enjoyable, fun and communicative so that it will increase not only their motivation but also their vocabularies in learning English. For the writer, the result of this research also hopefully can give new information on how to foster the students’ vocabulary knowledge through Word Association Games.
A. Vocabulary

1. The Definition of Vocabulary

There are several definitions of vocabulary; according to Jack Richards and Willy Renandya, “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.”¹ Then according to Penny Ur, vocabulary is the word taught in a foreign language, in which a new item of vocabulary may more than a single word consists of two or there words but express only a single idea, and there are also multi words idioms.² Furthermore, Neuman and Dwyer define vocabulary as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”³ Based on those definitions, in short, the writer can conclude that vocabulary is all the words used in a language to express idea whether in spoken or written language. Vocabulary is important component in learning a foreign language and it provides the key of how well the language ability of a person, as David Wilkins says in Bakhsh’ journal that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”⁴

Vocabulary is the basic knowledge for students to learn English as a foreign language. Vocabulary is one of the most important components of a language, especially English. English vocabulary is various and extremely large, students at least must understand the meaning of the words, so they will get what is spoken

⁴ Sahar Ameer Bakhsh, Using Games as a Tool in Teaching Vocabulary to Young Learners, English Language Teaching, Vol. 9, No. 7, 2016, p. 122.
by someone or what is conveyed by the text. The more students have the vocabulary, the better they will learn English language. It is clear that vocabulary is very basic knowledge which can be used as the foundation to construct better English for students. Therefore, it is important for teacher to help their students to master English vocabulary.

2. Kinds of Vocabulary

Michael Graves divides vocabulary into two kinds; receptive and productive vocabulary. He defines receptive vocabulary as “words we understand when others use them” and productive vocabulary as “words we use ourselves”.\(^5\) Furthermore, Graves also classify vocabulary into four:

a. words we understand when we hear them
b. words we can read
c. words we use in our speech
d. words we use in our writing\(^6\)

Another expert, Stuart Webb in AlQahtani also divides vocabulary into two kinds and explain it specifically, those are:

a. Receptive Vocabulary
Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

b. Productive Vocabulary
Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.\(^7\)

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\(^6\) Ibid.

Furthermore, Jo Ann Aebersold and Mary Lee Field also classify vocabulary into active and passive vocabulary;

a. Active vocabulary refers to items which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary.

b. Passive vocabulary refers to language to items that can be recognized and understood in the context of reading or listening, ad it is also called as receptive vocabulary.  

From the explanation above, the writer can conclude that some experts use different terms to classify the types or kinds of vocabulary, Michael Graves and Stuart Webb use the term of Receptive and Productive vocabulary, meanwhile Jo Ann Aebersold and Mary Lee Field use the term of Active and Passive vocabulary. Receptive or passive vocabulary is the words that learners find in reading text or they hear in listening script or when someone’s talking to them but learners do not use it for their speaking or writing. So, the words must be unfamiliar for the learners. In contrast, productive or active vocabulary is the words that learners know well and they can use and pronounce it correctly in their speaking and writing because the words are familiar with them.

3. Kinds of Words

David Nunan and Ali Alkhuli says that the vocabulary of any language, including English vocabulary, consists of two categories; closed class items/ function words and open class items/ content words.

a. Closed Class Items/ Function Words

According to David Nunan, “closed class categories, also called function words or grammar words, are those to which no new items can be added. Prepositions, pronouns, conjunctions, modal verbs and determiners consist of finite lists of words. Grammar words organize and relate content words to

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each other." Furthermore, Ali Alkhuli also defines function words as grammatical words, empty words or structural words. Function words have a special grammatical function and essential for establishing the grammatically of sentences, the words also do not have much meaning if compared to content words. There are approximately two hundred function words in English, this list includes:

1) auxiliaries,
2) prepositions,
3) conjunctions,
4) relatives,
5) interrogatives,
6) articles,
7) adverbs of degree.\(^9\)

b. Open Class Items/ Content Words

David Nunan defines content words as all the words and new words that being added to word categories such as nouns, verbs, adjectives and adverbs by the minute or even by the second. Content words enable people to talk about entitle, events and states-of-affairs in the world.\(^11\) In addition, while there are about two hundred function words in English, Ali Alkhuli also states that content words are the rest of the English vocabulary, which is approximately half a million words. Content words are important for providing sentences with their basic message.\(^12\)

In short, the writer can conclude that function words are necessary words that needed for grammatical function, such as prepositions, pronouns, conjunctions, modal verbs and determiners while content words are the words that have more or less independent meaning or information such as nouns, verbs, adjectives and

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\(^9\) David Nunan, *What is This Thing Called Language?*, (New York: Palgrave Macmillan, 2013)


\(^11\) Nunan, *loc. cit.*

\(^12\) Alkhuli, *op. cit.*, p. 63.
adverbs. In other words, content words give the most important information while function words are used to combine those words together.

Besides function and content words, Nation in Dee Gardner’s book, *Exploring Vocabulary: Language in Action*, also describes four major groups of English word families based on the frequency and range, those are:

a. High Frequency Word

High frequency word is the words that tend to be high frequency in all types of communication. In other words, the words repeat very often. For example the words are function words that provide the grammatical to the language (e.g. the, and, of, in, to, that, for, it, she, he, etc.) as well as high frequency nouns (e.g. time, year, people, etc.), verbs (e.g. say, go, make, etc.), adjectives (e.g. other, new, good, etc.), and adverbs (e.g. now, more, here, etc.).

b. Academic Word

Academic word is the words that not in the high frequency list that tend to be found across many different academic learning field and content areas (e.g. data, research, variables, method, source, etc.). These words are also can be found in casual conversation or other less-formal book.

c. Technical (Specialized) Word

Technical or specialized word is the words that tend to be specific to a certain book, academic course, or specialized theme. The words can appear and repeat often in certain contexts or not at all in others, (e.g. membrane, mitosis; granite, igneous; pulsar, asteroid; mummy, pharaoh; Churchill, Roosevelt, etc.).

d. Low Frequency Word

Low frequency word is the words that do not repeat very often in general. The words occur rarely, and that some list of the language have a greater proportion than others. Low frequency word consists of:
a. Words that are just outside of a particular frequency list
b. Proper nouns
c. Words that may be technical or specialized in one context but not in another
d. Words that are simply not used very often in a language.  

4. Word Parts

a. Root (Prefix, Base, and Suffix)

According to Timothy Rasinski, a root is a word part that contains meaning and not merely sound. There are three categories of roots, based on their placement in a word:

1) Prefix

Prefix is a root at the beginning of a word. For example, in the word retraction, the initial re- is a prefix, which the meanings are “back, again.” There are three functions of a suffix, those are:

a) A prefix can make a word negative in meaning. The most common negating prefixes are:
   a. un- (e.g., unhappy, unwashed)
   b. in-, im-, il- (e.g., invisible, impossible, illegal)
   c. dis-, dif-, (e.g., dissimilar, difficult)

b) A prefix can be directional. In other words, a prefix sends the word base in a certain direction. The most common directional prefixes are:
   a. ex- means “out,” (for example, extract means to “pull out” (e.g., we extract a tooth))
   b. re- means “back, again,” (for example, retract means to “take or pull back” (e.g., a journalist retracts a statement; a cat retracts its claws))
   c. sub- means “under, below,” (for example, subtract means to “take a lower number from a higher one”)

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d. *ad-* means “to, toward, add to.” (for example, *attract* means to “pull, draw someone to or toward an object” (the prefix *at-* in this word is assimilated *ad-*)

c) A prefix can have intensifying force, which the meanings are “very, thoroughly.” For example, a *perfectly* baked cake is “thoroughly” done.

2) Base

Base is the core root, which give basic meaning to a word. For example, in the word *retraction*, the base is *tract*, the meanings are “pull, draw, drag.”

3) Suffix

Suffix is a root that ends a word. For example, in the word *retraction*, the final –*ion* is a suffix, the meanings are “act, of, state of.” A suffix has a function to change the part of speech (e.g., *act* become *action*) or modifies the base (e.g., *fast* become *faster*). In addition, Laurel J. Brinton explains the suffixes that change the part of speech specifically, those are:

a. Noun > Noun

- *-hood* (for example: neighborhood; brotherhood; girlhood)
- *-ship* (for example: championship; membership; kinship)
- *-ism* (for example: idealism; patriotism; fanaticism)

b. Verb > Noun

- *-ment* (for example: arrangement; judgment; advancement)
- *-er* (for example: worker; helper; leader)
- *-(c)ation* (for example: legalization; simplification; taxation)

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c. Adjective > Noun

- *-dom* (for example: freedom; officialdom)
- *-ness* (for example: happiness; cleverness; bitterness)
- *-ity* (for example: legality; purity; equality)

d. Adjective/Noun > Verb

- *-ify* (for example: pacify; simplify; purify)
- *-ize* (for example: prioritize; publicize; centralize)

e. Noun > Adjective

- *-y* (for example: flowery; thirsty; bloody)
- *-ous* (for example: poisonous; famous; glamorous)
- *-ful* (for example: delightful; sinful; pitiful)

f. Verb > Adjective

- *-ive* (for example: supportive; generative; assertive)
- *-able* (for example: acceptable; livable; changeable)
- *-ful* (for example: hopeful; thankful; useful)

g. Adjective > Adjective

- *-ish* (for example: greenish; fortyish; coldish)
- *-ly* (for example: goodly; sickly; lonely)

h. Adjective/Noun > Adverb

- *-ward* (for example: homeward; eastward; downward)
- *-ly* (for example: quickly; terribly; gradually)
-way(s) (for example: sideways; anyway; someway)\textsuperscript{15}

b. Compound Words

According to Manik Joshi, compound word is a word that consists of two or more base words (a word which provide basic meaning). The meaning of the word is often different from the separate base words and compound words are mostly nouns, adjectives, and verbs. There are three kinds of compound words, those are:

1) Closed Compound Words

Closed Compound words are the words that joined together. There is no space or hyphen between the words.

Examples: firefly; softball; redhead; keyboard; makeup; notebook.

2) Hyphenated Compound Words

Hyphenated compound words are the words that joined together by a hyphen.

Examples: daughter-in-law; over-the-counter; six-year-old.

3) Open Compound Words

Open compound words are the words that not joined together; the words are separated by a space between the words.

Examples: post office; real estate; full moon; half sister.\textsuperscript{16}


Gary Robert Muschla states that synonym is a word that has the same meaning or almost the same as another word. The following are some examples of synonym word:

a) Humility (n): modesty; humbleness
   Ex: Peter's humility makes him one of the most respected students in school.

b) Opponent (n): adversary; foe; antagonist; competitor
   Ex: My opponent for the tennis match was the former champion.

c) Adequate (adj): suitable; sufficient; satisfactory; enough; ample
   Ex: The replacement parts for the old lawn mower were adequate.

d) Fickle (adj): changeable; capricious; erratic; whimsical
   Ex: Sara is fickle and constantly changes her mind.

e) Flamboyant (adj): showy; flashy; ostentatious
   Ex: Wearing a checkered shirt and striped pants, the comedian made a flamboyant entrance.

f) Serene (adj): tranquil; pleasant; peaceful; composed
   Ex: We spent a serene afternoon in the park.

g) Torrid (adj): hot; scorching; burning; broiling
   Ex: The torrid temperature of the desert was unbearable.

h) Versatile (adj): resourceful; ingenious; talented
   Ex: Uncle Bob is versatile and can fix just about anything.

i) Vicious (adj): cruel; ferocious; fierce; violent
   Ex: The vicious dog snarled and growled.

j) Loathe (v): hate; detest; scorn; disdain
   Ex: I loathe snakes of any kind.

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d. Antonym

Antonym is the opposite of synonym, the definition of antonym is also explained by Gary Robert Muschla on his book, *Practice Makes Perfect: Mastering Vocabulary*; antonym is a word that has the opposite meaning of another word. The following are some examples of a word with its opponent:

a) Apparent (adj): easily seen or understood; obvious
   (Antonyms: doubtful; obscure; uncertain)
   Ex: Becky’s relief at the high grade on her test was apparent.

b) Casual (adj): occurring by chance; not planned
   (Antonyms: intentional; planned; formal)
   Ex: Our family enjoys casual activities on the weekends.

c) Extravagant (adj): extremely lavish or abundant
   (Antonyms: modest; restrained; thrifty)
   Ex: Mia's parents gave her an extravagant sweet sixteen party

d) Facetious (adj): playfully humorous; comical
   (Antonyms: serious; grave; solemn)
   Ex: The audience laughed throughout the facetious play.

e) Gullible (adj): easily deceived; unsuspecting
   (Antonyms: suspicious; wary; skeptical)
   Ex: Gullible people often become the victims of fraud.

f) Logical (adj): showing clear reason; rational
   (Antonyms: illogical; confused; irrational)
   Ex: Elena developed her ideas for her report in a logical manner.

g) Notable (adj): prominent or distinguished
   (Antonyms: unimportant; undistinguished; unknown)
   Ex: Many notable authors attended the writers’ conference.

h) Accept (v): to receive with a consent, favour or approval
   (Antonyms: reject; decline; refuse)
   Ex: John was in New York to accept an award for her latest book.

i) Build (v): to form, develop, increase or establish something
   (Antonyms: destroy; ruin; wreck; demolish)
Ex: Mr. Morschact wants to build a better house for his family.

j) Increase (v): to become or make larger
   (Antonyms: decrease; fall; drop; reduce)
   Ex: Increasing efforts are being made to end the dispute.18

e. Homonyms, Homophones and Homographs

Julie Jacobson, Diane Lapp, and James Flood in their journal explain the differences between homonyms, homophones and homographs, they also give some examples to explain it more specifically, those are:

1) Homonyms

Homonyms are the words that have exactly the same pronunciation and spellings but have different meanings, connotations and etymological origins. For example, the word bank can have multiple meanings, such as:

   Bank = 1. A place or organization where money is kept, loaned, or invested
   2. Land alongside a river, creek, or pond.19

2) Homophones

Homophones are words that have the same pronunciation and phonological representation which have different meanings and spellings. In addition, according to Gottlob, Goldinger, Stone, and Van Orden, “homophones are words that have the same pronunciation but different meanings and perhaps different spellings.” The examples of homophones are:

   a) there (adverb: direction) — their (possessive pronoun)
   b) air (noun: atmosphere) — heir (noun: a person)
   c) knew (verb: to know) — new (adjective: recent)
   d) cord (noun: rope) — chord (noun: three tones in harmony)20

18 Ibid., p. 9.
3) Homographs

According to Smith, “homographs are words that are spelled the same way but have different meanings and may have different pronunciations.” The examples of homographs are:

a) \textit{tear} (verb: to rip) — \textit{tear} (noun: shed a tear)

b) \textit{does} (verb: to do) — \textit{does} (plural noun: doe)

c) \textit{minute} (noun: unit of time) — \textit{minute} (adjective: small)\textsuperscript{21}

5. Problem of Vocabulary for Eighth Grade Students of SMP Muhammadiyah 17 Ciputat

In learning English language, vocabulary is one of the most important aspects that need to be learned by students in order to understand English language skills such as listening, speaking, reading and writing. But based on the writer’s observation at SMP Muhammadiyah 17 Ciputat, the eighth grade students in the school are having problems in learning vocabulary, they have limited vocabulary and they have problems in remembering it, or in other word they easily forget the vocabulary that given by the English teacher. The students are easily forget the vocabulary because they only memorize it without understand the context. Some students are also having less interest and motivation in learning English because the English teacher uses an inappropriate technique to teach vocabulary to the students. She usually explain the material of English subject formally in front of the class and then she uses memorization practice to teach vocabulary to the students by giving them a vocabulary word list and then ask the students to memorize the words.

The students then cannot directly involve to the teaching and learning processes and they do not have time to participate, they just listen and watch to the teacher’s explanation. That’s why many students still have problems in vocabulary such as they have limited vocabulary, they still face the difficulties in

\textsuperscript{20} Ibid.
\textsuperscript{21} Ibid.
understanding and remembering English vocabulary and they have less interest to learn it because the method used in the class is not varied and inappropriate for teaching vocabulary. Furthermore, the teaching and learning processes of English in the class with inappropriate way can cause students boredom. Students must be given opportunities to use the vocabulary in a varied context, not only memorize the words that given by the teacher by using word list. Vocabulary learning must include activities that lead to automatic use of words in varied contexts.

B. Games

1. The Definition of Games

According to Andrew Wright et al. in their book, *Games for Language Learning*, “game means an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with others.” In addition, Gibbs in Bakhsh’ journal defines games as “an activity carried out by cooperating or competing decision-makers who want to achieve their objectives following a set of rules.” Furthermore, Jill Hadfield also defines game as “an activity with rules, a goal and an element of fun.”

In short, the writer can conclude that games is a fun activity that involve learners actively in the teaching and learning process because games bring relaxation for the learners, it also bring high motivation for them because games usually requires a student to interact with other students. The use of games to teach vocabulary is a way that making the lessons more interesting, effective and enjoyable. Games can be useful and effective way that can be applied in a language class that can help the students to enjoy learning and minimize the pressure of learning a material by using games. As Vernon in Sahar Ameer Bakhsh’ journal argues that

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23 Bakhsh, *loc. cit.*
Games are an effective tool to teach vocabulary to young learners. Children participate and pay more attention because they enjoy themselves and the classroom and feel and do better during and after the game. Repetition will be less boring and fun for children to which consolidates their learning of new words. Furthermore, by involving physical-movements in games, young learners will be alert and stimulated. Young learners often get impatient and bored very quickly if they attend lessons for a long period, so involving physical movements every now and the will guarantee their participation. Games that involve learners to take part in a healthy competition could help them in learning more without forcing their participation.25

2. Kinds of Vocabulary Games

Jill Hadfield on her book, Intermediate Vocabulary Games, explains kind of games that can be used to teach vocabulary, such as information gap; guessing games; search games; matching games; labeling games; exchanging games; exchanging and collecting games; board and card games; and role-play games.26

a. Information Gap

Students ask their partners to get missing information to complete the task that they have or together solve a problem. For instance, one student might have a drawing and their partner needs to create a similar drawing by listening to the information that described and given by the person with the drawing.

b. Guessing Games

The student with the information deliberately hides the information, while other student guesses what it may be. The example of this game is 20 Questions game, in which one student thinks of a famous person, place, or thing. The other student can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

c. Search Games

This game involving the whole class, players must obtain all of the information available to fill in a questionnaire or to solve a problem. For example students are given a grid; the task is to fill in all the cells in the

26 Hadfield, op. cit., p. 5.
grid with the name of their classmates who fits that cell, e.g., someone who has pointed nose. The students spreading around the class, asking and answering questions to complete their own grid.

d. Matching Games

These games involve matching pairs of words, cards or pictures. Everyone must find a pair work partner with a corresponding card or a picture. For example, students place 30 word cards which composed of 15 pairs, face down in random order. Each student turns over two cards at a time, with the goal of turning over a matching pair by using their memory.

e. Labeling Games

These are a form of matching; students have to match labels and pictures.

f. Exchanging Games

Students have certain articles, or ideas which they wish to exchange for others. The aim of the game is to make an exchange that is satisfactory to both sides. In these games, students barter cards, other objects, or ideas.

g. Exchanging and Collecting Games

Players need to collect cards in order to complete a set. These games can be played as a whole class activity.

h. Board and Card games.

The aim of the games is to be first round the board, to collect most cards or get rid of cards first. Scrabble is one of the most popular board games.

i. Role-Play Games

Role play games can involve students playing roles that they do not play in real life, such as doctor, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant.27

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3. The Benefits of Games

The benefits of games are explained based on Andrew Wright et al. on their book, *Games for Language Learning*, those are:

a. Games can help and encourage many students to sustain their interest and work.

b. Games can help the teacher to create contexts in which the language is useful and meaningful.

c. Games make the students want to take part in order to be more understand what others are saying or have written.

d. Games can help students to experience the language rather than merely study it.

e. Games can provide meaningful practice in all the skills (reading, writing, listening and speaking.)

Furthermore, McCallum in Gülin and Arda’s journal explains that there are many advantages of games, such as:

a. Focus students’ attention on specific structures, grammatical patterns, and vocabulary items.

b. Can function as reinforcement, review and enrichment.

c. Involve equal participation from both slow and fast learners.

d. Can be adjusted to suit the individual age and language levels of the students.

e. Contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.

f. Can be used in any language teaching situations and with all skill areas (reading, writing, speaking or listening).

g. Provide immediate feedback for the teacher.

h. Ensure maximum student participation for a minimum of teacher preparation.

Games have many advantages, both for the teachers and the students. It can make the students increasing their motivation and interest in learning English language, especially vocabulary and can make the teachers become creative in their teaching. The teachers can use an alternative way to teach English language

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28 Wright, Betteridge, and Buckby, *op. cit.*, p. 2.

in a fun way. So, the teaching and learning processes will be more interesting and fun.

4. Word Association Games

The definition of word association is explained in Collins English Dictionary, as cited by Banafi and Alhaj in their journal that “word association is an old strategy of psychoanalysis which the person of the first word that comes into consciousness on a hearing word. Word association is considered as a connection and production of other words in response to a hearing word, done immediately as a game, creative technique, or in a psychiatric evaluation.” Furthermore, Shalva Shaptohivili defines word association game as a game which requires students to mention all the words that they know which associated with any lexical category. In addition, Andrew Wright et.al also define word association game as a fast game in which students have to say a word that they associate with the word that given by the previous students.

There are two main types of word association; paradigmatic and syntagmatic associations. Paradigmatic associations are names of word categories which help to group together the members of the category, for example:

(1) musical instrument – piano / guitar / violin / drum, etc.
(2) vehicle – car / bus / train / plane, etc.

Meanwhile, syntagmatic associations refer to word combinations, in which associations are based on the ways words are used and on the patterns in which they typically occur. This type of association is related to productive vocabulary use, since learners need to know possible word combinations when putting words together to form sentences. For example:

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32 Wright, Betteridge, and Buckby, *op. cit.*, p. 105.
(1) play football,

(2) go shopping,

(3) film star,

(4) high temperature, etc.  

Furthermore, the instructions of how word association game being applied in a classroom is explained by Shalva Shaptoshvili on her journal, the instruction are as follows:

One student says a word from the category, then the next student must immediately say another word from the category. The next student continues with another word and so on around the class. Student who cannot think quickly has to drop out of the game. For the category classroom, for example, the game might begin this way:

1) Student 1: Chalk
2) Student 2: Book bag
3) Student 3: Tape Recorder
4) Student 4: Ruler

There are many kinds of vocabulary games that can be used to the teaching and learning processes, the writer uses word association games because it is suitable for junior high school student at the eighth grades and easy to be implemented in a big class because the game does not need much equipment. Then, word association games also can be played individually or in a group.

C. Teaching Vocabulary using Word Association Games

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. A teacher should be concerned that teaching vocabulary to Indonesian students is something new for them and different from students’ native language. So, in teaching vocabulary, the teacher should prepare and find out the appropriate and up-to-date techniques which will be implemented to the students,

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33 English Language Education Section Curriculum Development Institute, *Enhancing English Vocabulary Learning and Teaching at Primary Level* (Hong Kong: Education Bureau, 2009), p. 3 - 4.

34 Shaptoshvili, *loc. cit.*
in this case by using word association games. The teacher needs to be able to master the material and the instruction of the game in order to be understood by students and make them interested and happy in the teaching and learning process in the classroom.

In the game preparation, the writer stands in front of the class and divide the students into seven groups which consists of 5 to 6 students each groups. In this research, the writer uses paradigmatic association types in which the students have to mention the members of the word categories that the writer gives to them. Each group in turn stands in front of the class, when the game starts, the writer give a category Classroom for example, then the students in the group have to quickly mention a word that related with the classroom category. For example, student 1: clock; student 2: pencil case; student 3: book; student 4: broom; student 5: white board; student 6: marker, and so on. If a student in the group says a disassociated word, repeats a word or too slow to answer, they fail in winning the game and have to drop out of the game. Then, the next group stands in front of the class and the writer gives a different category from the previous group, for example Colors. The winner of this game is a group that can mention the words from the category that given by the researcher as many as they can. Moreover using word association games is one of many ways to make the lesson interesting and challenging for the students.

D. Previous Related Study

The previous research titled The Effect of Word Association Game toward Students’ Vocabulary at SMP N 7 Muaro Jambi had been done by Devi Yulianti in 2015.\(^{35}\) The aim of the research is to find out the significant effect of using word association game that can improve the students’ vocabulary. The research was conducted at SMP N 7 Muaro Jambi and the research participants were taken from eight grade students of the school. The author of the research used quantitative research and quasi experimental design as the method of the research.

\(^{35}\) Devi Yulianti, The Effect of Word Association Game toward Students’ Vocabulary at SMP N 7 Muaro Jambi, (Jambi: Jambi University, 2015)
in which two classes were used to have the data: experimental group and control group. In the research, there were three steps for collecting the data; giving the pre-test, giving treatment and giving post-test. The researcher used t-test in the data analysis; the result of t-test (2.842) is greater than the t-table (2.000). The result of the research shows that the students look motivated and talkative during the lesson, because they have new innovation when they learn English by using the word association game. The game gives chance to all students to be active in the classroom activity, and by using games, students will enjoy the lesson and actually they can get the meaning of it. To sum up, word association game technique had a significant effect to the students’ vocabulary.

Second, a research entitled *Learning Vocabulary through Games* had been done by Thi Thanh Huyen and Khuat Thi Thu Nga at Distance Education Center (DEC) in Vietnam. The method that was used was a classroom action research. This research was conducted to know how students’ learning experiences and what progress they gain when the researchers apply games in the classroom. The researchers studied 20 learners over a period of two weeks, they tried to apply as many games as possible in the class to learn from learners’ reactions whether they liked games or not and if games could help improve their existing vocabulary. Furthermore, the researchers also interview the learners and observed the class and the teachers, and reflected back in their journals. They also conducted a small post-class survey to elicit student’s feelings and their own experiences in learning vocabulary. Besides that, a questionnaire was designed beforehand to help students understand clearly the purpose of the survey. The result of their research shows that, students seemed to learn new vocabulary more quickly and retain it better when it was applied in a relaxed and comfortable environment such as while playing games, so games very useful and effective to enrich the students’ vocabulary.

Last, a research entitled *Using Games in Improving Students’ Vocabulary (A Classroom Action Research at Seventh Grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat)* conducted by Miftahul Jannah is aimed to improve

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students’ vocabulary in the easiest way through games. The study was held for three months; from August to October 2010. The author of this research used classroom action research as the method of the research, she applied the games into the classroom and to support her data she used observational sheet, pre-test and post-test and also interview. The research consisted of two cycles which consisted of four phases; planning, action, observation and reflection. Then, after applying the games into the classroom, the students’ responses indicate that they were interested in learning vocabulary through games. The result of the research shows that using games can improve the vocabulary of seventh grade students at Yayasan Miftahul Janah Junior High School Ciputat.

E. Thinking Framework

Teaching English faces some problem in Indonesian students that English become their foreign language. English teacher sometimes find several difficulties in selecting the appropriate teaching technique to attract the students’ interest. The students easily forget the vocabulary because they only memorize it without understand the context or the meaning. Based on the writer’s observation at SMP Muhammadiyah 17 Ciputat, the teacher usually teaches the material by explaining it formally in front of the class then she gives the students exercise, the teacher use only memorization practice without paying attention to the context. And it will be resulted in the lack of vocabulary knowledge for the students. The writer assumes that it is important to provide teaching technique which can motivate students and make them to be more actively involve into the teaching and learning process. So, it is important to use Word Association Games to attract the students because they can directly involve to the teaching and learning processes and directly involve in a contextual learning and not only listening and watching what the teacher explaining in front of the class.

37 Miftahul Jannah. Using Games in Improving Students’ Vocabulary (A Classroom Action Research at Seventh Grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat), (Jakarta: UIN Syarif Hidayatullah, 2011)
Word Association Games can help the students to understand and remember the words easily because it promotes a vocabulary learning activity that lead the students to mention the words or vocabulary based on the different word category, or in other words the game lead the students to use the words in varied contexts. It also helps the students to foster their vocabulary because the game requires the students to mention English vocabulary as many as they can in order to win the game. Last, since the class condition is not alive and the teacher do not provide opportunities for students to participate actively during the teaching-learning process, this game can help the students to be more active in the class because this game is fun and student centered in which all the students in the classroom must participate and compete each other with their friends to win the game. The classroom condition then will be dynamic and the game will increase students’ interest and motivation to learn English especially vocabulary because they learn English in a fun way through something that do not make them bored. Furthermore, Word Association Games is easy to play and set up; this game does not require a lot of preparation and equipment, but this game will make the students compete each other in a team in order to win the games because the students have to think and respond the answer quickly to win the games. Then, the writer sums up that Word Association Games can help and motivate students in fostering their vocabulary knowledge.
CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

This research was conducted at SMP Muhammadiyah 17 Ciputat which is located on Ir. H. Juanda Street number 211, Rempoa, East Ciputat, South Tangerang, Banten for two months which began from August to September 2017.

B. Research Design and Method

This method used in this research is Classroom Action Research (CAR). Kemmis and McTaggart in Sukardi define action research as “the way groups of people can organize the conditions under which they can learn from their own experiences and make their experience accessible to others.”1 Then, according to Stringer in Nataliya Ivankova, “action research is a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives.”2 Furthermore, Suharsimi Arikunto, Suhardjono and Supardi say that classroom action research is an action research which is carried out the classroom aimed to improve learning practice quality.3 From those statements, it means that Classroom Action Research (CAR) is aimed to cope with specific problems in teaching and learning processes in order to improve the quality of educational practice.

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In this Classroom Action Research, the writer used Kurt Lewin’s design. Kurt Lewin’s design for Classroom Action Research consists of four phases within one cycle. Those are planning, acting, observing, and reflecting. The figure below shows the cycles of Kurt Lewin’s research design:

![Figure 3.1](image)

Figure 3.1

A Modified Kurt Lewin’s Research Design

Based on the Kurt Lewin's research design above, the writer described a research design for classroom action research in the first and second cycle as follow:

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Figure 3.2

A Modified Kurt Lewin’s Classroom Action Research Design by the Writer
C. The Subject of the Research

The subject of the research was the eighth grade students of VIII A class at SMP Muhammadiyah 17 Ciputat in academic year 2016/2017. The number of the students in the class are 38 (thirty eight) and it was chosen based upon the interview with the English teacher at SMP Muhammadiyah 17 Ciputat who said that students of VIII A class obtained the lowest achievement than any other classes.

D. The Writer’s Role on the Research

In conducting this action research, the writer worked collaboratively with the English teacher at SMP Muhammadiyah 17 Ciputat. In this research, the writer had some roles as the teacher who construct lesson plans and teaches English vocabulary through Word Association Games to the students, whereas the real English teacher act as the observer who observed the teaching and learning processes by using field notes and observation sheets. Besides of those roles, the writer also needs to collect and analyze the data taken from students’ pre-test, post-test 1, post-test 2 and questionnaires.

E. The CAR Procedures

The Classroom Action Research using Kurt Lewin's design consists of four phases within one cycle, in which there are four steps in each cycle: planning, acting, observing, and reflecting. After the writer, the teacher, and the students accomplish cycle 1, it is necessary to continue to the next or the second cycle with the same model of the first cycle. Based on the result and practiced in the previous cycle, the writer and the teacher will follow the same phases. These are the following of the explanation in every phase in CAR as follow:

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5 Ibid.
1. Planning Phase

In planning phase, the writer shared some information with the English teacher about students’ problem in learning vocabulary. The writer worked collaboratively with the English teacher to plan some actions after identifying students’ problem based on the interview with the English teacher, pre-questionnaire and pre-test which were given to the students that had been done before the action research.

The following activities in this planning phase are designing the lesson plan for each meetings, preparing the word categories that would be given to the students, setting the criteria of success, and last preparing the research instruments for each meetings such as observation sheets for students and teacher’s activity, field notes, post-test 1, and post test 2, questionnaire for the students after the action research, and interview guidelines for the English teacher after the implementation of the action research.

2. Acting Phase

The second step of the cycle was implementation of the planning that had been made in the planning cycle. In acting phase, the writer and the teacher were collaborating to overcome the solution finding. In implementing the action, the writer acted as the English teacher who taught English vocabulary to the students through Word Association Games. Meanwhile, the real English teacher acted as an observer who observed the teaching and learning processes by using observation sheets of students and teacher’s activity and field notes. The implementation of the action involved three meetings in each cycle, the time of the implementation of the action can be seen in the following table:
3. Observing Phase

The third step was observing students’ activities and general condition of class in teaching and learning processes in order to gather relevant data. In other word, the real English teacher who acted as an observer was observing all activities that happened during the teaching and learning processes by using the instruments that had been prepared. The instruments were structured observation sheets of students and teacher’s activity and field notes to make a description about the classroom condition, such as the classroom condition when Word Association Game was implemented and students’ responses during teaching and learning activities. In this phase, the writer also collected and calculated the students’ improvement scores from pre-test to post-test 1 and post-test 2 that taken from students’ tests. The result of questionnaire also being observed to know students’ responses after Word Association Games was implemented in the classroom. It was aimed to know whether there was any improvement in each cycle or not.
4. Reflecting Phase

In this last step of the cycle, the results of the observation were collected and analyzed by the writer and the real English teacher as an observer, the writer and the teacher were reviewing about the implementation of the game. The results of collecting and analyzing the data by the writer and the teacher would be the determinant whether the next cycle needs to be continued or not by appropriating the results of observing phase with the criteria of success.

F. Data and Data Sources

In this research, the data sources took the eighth grade students at VIII A class of SMP Muhammadiyah 17 Ciputat. The sources of data in this research was collected from the students’ pre-test, post-test, questionnaires, observation sheets, interview, and field notes. The research uses qualitative and quantitative data. The qualitative data consists of observation sheets and field notes in the classroom, and interview for the English teacher, meanwhile the quantitative data used pre-test, post-test and questionnaire sheet for the students.

G. Research Instrument

There are five instruments to get the data in this Classroom Action Research. They are observation sheet, interview guideline, field notes, questionnaire, and test. To obtain qualitative data, the writer uses observation, interview, and field notes. On the other side, the writer uses test and questionnaire to obtain quantitative data. Those research instruments are explained more details as follow:

1. Observation Sheet

Observation sheet is used to get the data during the observation in the class. It is used to monitor and record the data of the teachers’ and students’ performance during the teaching and learning process. The
information that obtained from the observation is used as a basis to determine the planning for the action research cycle. There were 20 (twenty) aspects that need to be observed by the observer on the observation sheets; ten aspects for students’ activity and ten aspects for teacher’s activity. The observer’s response was divided into four answers; Very Good, Good, Adequate, and Insufficient. The observer needs to observe the twenty aspects by giving checklists in the column in accordance with her observation.

Ten aspects that need to be observed by the observer in the observation sheet of students’ activity were students’ enthusiasms, attentions, responses, activeness and participations, interests, abilities, and their involvements in the teaching and learning processes when Word Association Game was applied in the classroom. Meanwhile, ten aspects that need to be observed by the observer in the observation sheet of teacher’s activity were conditioning the learning situation and students’ readiness to follow the learning process, providing an explanation of the competence to be achieved and the explanation of Word Association Games, management of activities and the provision of opportunities for students to use the Word Association Games technique, facilitating the interaction between students, students-teachers and students-subjects, providing students with opportunities to ask questions or express opinions, teacher’s enthusiasm for students’ opinions and answers, observing students’ difficulties or progresses, carrying out active and fun learning, and last summing up learning materials and motivating students. The criteria of the observation sheets can be seen in the table below⁶:

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⁶ http://kuctekunnam.org
### Table 3.2

**Criteria of Observation Sheets**

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria/Aspects</th>
<th>Introduction of the lesson</th>
<th>Development of the lesson</th>
</tr>
</thead>
</table>
| 1  | **Very Good**    | - Sets a suitable environment  
|    |                  | - Intellectual curiosity is aroused  
|    |                  | - Pre-requisites are checked  
|    |                  | - Interesting and relevant introduction  | - Goals were set and defined  
|    |                  |                                    | - Sequenced the content through elaborating student initiated responses  
|    |                  |                                    | - Skilled in directing and supervising learner activities  
|    |                  |                                    | - Creates and sustains interest among students throughout the class  
|    |                  |                                    | - Uses reinforces (both positive and negative) for recognition and approval  | - Tries to elicit student responses to carry/drive the lesson forward  
|    |                  |                                    | - Skilled in identifying learner needs and learning difficulties  
|    |                  |                                    | - Uses appropriate learning experiences  | - Tries to sequence the content through elaborating student initiated responses  
|    | **Good**         | - Sets a suitable environment  
|    |                  | - Only a few Pre-requisites refreshed  
|    |                  | - Interesting  
|    |                  | - Sets a satisfactory environments  | - Directing and or supervising learner activities  
|    |                  |                                    | - Develops interest among students  
|    |                  |                                    | - Uses reinforces (both positive and negative) for recognition and approval  | **Adequate**  
|    |                  | - Introduction does not suit to the lesson  
|    |                  | - Pre-requisites were not appropriate  
|    |                  | - Learning environment needs improvement  | **Insufficient**  
|    |                  | - Introduction to the lesson is not at all appropriate  
|    |                  | - Pre-requisites not at all considered  | 2  
<p>|    |                  |                                    | <strong>Criteria/Aspects</strong> |  |</p>
<table>
<thead>
<tr>
<th>Criteria/Aspects</th>
<th>Learning experiences (activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>- Life related</td>
</tr>
<tr>
<td></td>
<td>- Variety of activities were included, interesting participatory</td>
</tr>
<tr>
<td></td>
<td>- Considered the different levels of learners</td>
</tr>
<tr>
<td></td>
<td>- Adequate number of activities included</td>
</tr>
<tr>
<td>Good</td>
<td>- Life related</td>
</tr>
<tr>
<td></td>
<td>- Participation of some learners, interesting to some extent</td>
</tr>
<tr>
<td></td>
<td>- Satisfies some learners only</td>
</tr>
<tr>
<td></td>
<td>- Minimum number of activities were included</td>
</tr>
<tr>
<td>Adequate</td>
<td>- Not directly related to life</td>
</tr>
<tr>
<td></td>
<td>- Minimum activities used</td>
</tr>
<tr>
<td></td>
<td>- Does not consider the different levels of learners</td>
</tr>
<tr>
<td>Insufficient</td>
<td>- Not related to life</td>
</tr>
<tr>
<td></td>
<td>- Activities used are not appropriate and child friendly</td>
</tr>
</tbody>
</table>

- Approval
  - Identifies learner needs and learning difficulties
  - Sets a satisfactory environments
  - Learning experience provided needs improvement
  - Teacher tries to elicit knowledge
  - Asking different types of question
  - Chances for construction/generation of knowledge
  - Offers some accommodation to support learners’ different levels

- Adequate
  - Student initiated responses for developing the content needs improvement
  - Involvement in learner activities is essential
  - More reinforces (both positive and negative) are required
  - Learning environment needs improvement
  - Learning experience provided not at all appropriate
  - Teacher domination in learning activities
  - Questions asked are not serving the purpose
  - Offers minimum accommodation to support different levels of learners

- Insufficient
  - Students not participated in content development
  - No reinforcement (both positive and negative)
  - Teacher does not recognize the role of student in teaching learning process
  - Learning environment developed is not suitable to the lesson
  - Learning experience needs change
  - No student participation
  - Only a very few questions were asked
<table>
<thead>
<tr>
<th>Aspects</th>
<th>Very Good</th>
<th>Good</th>
<th>Adequate</th>
<th>Insufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Learners are constructing relationships and create metaphors</td>
<td>- Learners are actively constructing relationships and create</td>
<td>- More learners’ involvement in constructing knowledge is expected.</td>
<td>- No learner involvement in knowledge construction.</td>
</tr>
<tr>
<td></td>
<td>- Encourages learners to engage in dialogue both with the teacher and one</td>
<td>metaphors</td>
<td>- Learners are expected to have more dialogue both with the teacher</td>
<td>- Teacher-learner interaction and learner-learner interaction is very poor</td>
</tr>
<tr>
<td></td>
<td>another</td>
<td>- Learners are engaged in dialogue both with the teacher and one</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Learner autonomy and initiative are good</td>
<td>another</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Encourage and accept learner autonomy and initiative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Criteria/Aspects: Mastery of the subject matter

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Adequate</th>
<th>Insufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Mastery of the subject matter</td>
<td>- Clear understanding of the objectives and how it to be delivered</td>
<td>- Necessary content is known to the teacher</td>
<td>- Content knowledge is the minimum</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Deep content knowledge</td>
<td>- Content knowledge is accurate</td>
<td>- Knowledge of supplementary materials to some extent level</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Necessary supplementary materials were clear to the teacher</td>
<td></td>
<td>- More content knowledge is a must</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Knowledge of supplementary materials to minimum</td>
<td></td>
</tr>
<tr>
<td>Criteria/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aspects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Criteria/Aspects: Class management

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Adequate</th>
<th>Insufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Class management</td>
<td>- Teacher has a command on students</td>
<td>- Teacher doesn’t give much importance to discipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Calls pupils/groups by their names</td>
<td>- Learners are restless during group work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Stops misconduct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Learners acts according to the direction of teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Learner manages group activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aspects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


| Adequate | - Learners are not at all disciplined  
|          | - Difficult to control in group work |
| Insufficient | - Learners are wandering/playing in the class  
|          | - Learners are forced to do group work  
|          | - Teacher punishes for their misbehave |

<table>
<thead>
<tr>
<th>Criteria/ Aspects</th>
<th>Closure of the lesson</th>
</tr>
</thead>
</table>
| Very Good         | - Reviews major points in the lesson  
|                   | - Provide reflective practice as a means of evaluation  
|                   | - Provides remedial measures on alternate days |
| Good              | - Repeats the main points of the lesson  
|                   | - After each class student is advised to reflect on the class. |
| Adequate          | - Summarizes some points of the lesson  
|                   | - Teacher does not insist on reflection |
| Insufficient      | - No review of the content is done  
|                   | - Reflection is not a matter of the teacher |

2. Interview

Besides observational sheet, interview guideline is also used to complete the data.Structured interview is used in this research, the interview was conducted to the English teacher of SMP Muhammadiyah 17 Ciputat. It was applied before and after the implementation of Classroom Action Research. The structured interview consists of seventeen questions; ten questions were given before the action research and seven questions were given after the action research. Before the implementation of the research, ten questions of the interview were used to ask the English teacher about students’ difficulties in learning vocabulary, students’ responses and their English scores during the lesson, the technique that usually used by the teacher to teach vocabulary, teacher’s difficulties when teaching vocabulary, and etc. After the implementation of the research, seven questions of the interview were used to know the teacher’s response toward the idea of Word Association Games.
3. Field Notes

According to Andrew P. Johnson, field notes are written observations of what happening in the classroom that observed by the observer of the research. Field notes are used to record detailed activities during the teaching and learning of vocabulary through Word Association Games technique in the classroom. The observer need to make a description of five aspects that had been written on the field notes. The five aspects that need to be described were the description of the teaching and learning situation and classroom atmosphere, teacher’s attention and interaction toward the students, the ability of the teacher to master the technique, students’ responses toward the Word Association Game technique, and last students’ abilities to work with their teams during the teaching and learning processes.

4. Questionnaire

Questionnaire is used to get information by delivering some written questions to be answered by the students. It is used to get students’ information before and after the implementation of the classroom action research. The writer applied some closed-ended type questions that need to be answered by the students by giving a checklist into the column. Ten questions were applied in the pre-questionnaire, and fifteen questions were applied in the post-questionnaire. In this questionnaire, the writer used Guttman scale, so students’ response was divided into two answers; Yes and No. Indicators used in this questionnaire were adapted from Vivienne Baumfield in Neaty Muttahidah, the indicators were as follow:

9 Neaty Muttahidah, Improving Students’ Vocabulary through Vocabulary Card, (Jakarta: UIN Syarif Hidayatullah, 2011)
Table 3.3

Specification of Pre-Questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicators</th>
<th>Items Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ response about teaching and learning processes</td>
<td>1, 2</td>
</tr>
<tr>
<td>2</td>
<td>Results of students’ vocabulary learning activity</td>
<td>3, 4</td>
</tr>
<tr>
<td>3</td>
<td>Solution of the problems in vocabulary</td>
<td>5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 3.4

Specification of Post-Questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicators</th>
<th>Items Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ response about teaching and learning processes</td>
<td>1, 3, 14</td>
</tr>
<tr>
<td>2</td>
<td>Results of students’ vocabulary learning activity</td>
<td>7, 8, 11, 13, 15</td>
</tr>
<tr>
<td>3</td>
<td>Solution of the problems in vocabulary</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>Students’ responses about Word Association Game technique</td>
<td>2, 4, 5, 6, 9, 10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

5. Test

The tests used in this research were pre-test and post-test. Pre-test and post-test were conducted before and after the implementation of Word Association Games technique in teaching vocabulary. The aim of giving the test is to measure the students’ vocabulary knowledge before and after they learn through Word Association Games. The tests were a multiple choice items and were divided into three steps; pre-test, post-test 1, and post-test 2. Each test consists of 25 multiple choice questions with four
choices of answers about vocabulary. In this research, the writer focuses students’ vocabulary tests into noun, verb, adjective, and pronoun.

H. The Technique of Collecting Data

Technique of collecting data in this research use both qualitative data and quantitative data. The writer uses qualitative data consist of observation sheet, interview and field notes. While quantitative data consists of pre-test, post-test and questionnaire. The completely explanation as follows:

1. Observation Sheet

The observation sheet is used to observe the students’ and teachers’ activity in teaching and learning vocabulary in the real classroom activities at the eighth grade students at VIII A class of SMP Muhammadiyah 17 Ciputat. Two observation sheets were used in each meeting to observe the students and teacher’s activity. The observer needs to observe 20 (twenty) aspects that have been written on the observation sheets; she observed ten aspects of teacher’s activity and ten aspects of students’ activity by giving a checklist in the column in accordance with her observation.

2. Interview

Interview was particularly useful for getting data behind the English teacher’s experiences before and after the implementation of classroom action research. Structured interview was done before implementing the research in order to know the experiences of technique that used by teacher when teaching vocabulary and it was used to know students’ difficulties in learning English especially vocabulary. The structured interview was also carried out after classroom action research to know the teacher’s response toward the idea of Word Association Games technique.
3. Field Notes

Field notes were used to record detailed activities of the teaching and learning situation during the teaching and learning processes in the classroom. The observer made notes about the description of the teaching and learning situation and classroom atmosphere, teacher’s attention and interaction toward the students, the ability of the teacher to master the technique, and students’ responses and abilities during the teaching and learning processes.

4. Questionnaire

Questionnaire is a form that contains a set of questions, pre- and post-action questionnaire was conducted to know students’ responses before and after the implementation of the classroom action research by using Word Association Games. The writer applied ten questions before the implementation of action research and fifteen questions after the implementation of the research in order to get the data about students’ liking for learning English especially in learning vocabulary, the teacher’s technique that usually used by the teacher to teach English vocabulary, and students’ responses toward learning English vocabulary through Word Association Games.

5. Test

The test used in this research was pre-test and post-test. The test was a multiple choice items that consist of 25 questions about vocabulary, such as noun, verb, adjective, and pronoun. Pre-test was done before implementing Word Association Games technique. Meanwhile, post-test 1 and post-test 2 were implemented after using Word Association Games technique in each cycle. The tests are used to measure students’ vocabulary knowledge and to know whether Word Association Games can improve students’ vocabulary knowledge or not.
I. The Technique of Data Analysis

The analyses of the qualitative data used in this research were the interview before and after implementing the CAR, observation sheet of the teacher and students’ activities during the teaching and learning processes, and field notes that were analyzed by presenting the description of the results. On the other side, in analyzing the quantitative data, the writer took the average of students’ vocabulary score in one cycle. It will be used to know how well students’ ability as a whole on vocabulary. It uses the formula as below:  

\[ M_x = \frac{\sum x}{N} \]

Notes:

- \( M_x \): mean
- \( x \): individual score
- \( N \): number of students

Next, the writer tried to get the class percentages which pass the Minimal Mastery Criterion (KKM), and the formula was:  

\[ P = \frac{F}{N} \times 100\% \]

Notes:

- \( P \): the class percentage
- \( f \): total percentage score
- \( N \): number of students

---

After getting mean of students’ score per actions, the writer analyzed whether there are any improvement of students’ vocabulary score from pre-test up to students’ average score in cycle 1 and cycle 2 or not. In analyzing that, the formula was:

\[
P = \frac{y_1 - y}{y} \times 100\%
\]

Notes:

P : percentage of students’ improvement
y : pre-test result
y1 : post-test 1

\[
P = \frac{y_2 - y}{y} \times 100\%
\]

Notes:

P : percentage of students’ improvement
y : pre-test result
y2 : post-test 2.

To analyze the result of questionnaire, the data were counted and formed into percentage, the formula was:

\[
\% = \frac{n}{N} \times 100
\]

---

Notes:

n : number of students who answered the option

N : number of all students in the class

J. The Trustworthiness of the Research

Andrew P. Johnson states that “validity is the degree to which a thing measures what it reports to measure.” To check the validity of the data, the writer uses triangulation methods. Andrew P. Johnson furthermore states that triangulation means seeing things more than one perspective, in other words, in this action research, the results of qualitative and quantitative data were collaborated to compare the results of the research. There are some kinds of triangulation methods; in this action research, the writer uses methodological or technique triangulation. The data that taken from interview, observation, questionnaire and field notes were collaborated with the results of the tests.

K. Criteria of the Action Success

Classroom action research (CAR) is able to be called successful if it can fulfill the criteria which have been determined, and fail if it cannot achieve the criteria. According to Saur Tampubolon, when there is 75% of students achieve any improvement which gaining criterion of Minimal Mastery Criterion (KKM), in which the score is 75 (seventy five) of vocabulary test that started from the pre-test until the second post-test in cycle two. It means that this research could be called success. Then, the next action will be stopped, but if this condition has not been reached yet, the alternative action will be done in the next cycle.

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14 Ibid., p. 102.
15 Sugiyono, op.cit., p. 274.
16 Tampubolon, op.cit., p. 35.
CHAPTER IV
RESEARCH FINDINGS AND INTERPRETATION

A. Research Findings

1. Findings before Implementing Classroom Action Research (CAR)

Before implementing the research, the information was gathered through pre-interview, pre-questionnaire, and pre-test. The explanations were as follow:

a. The Result of Pre-Interview

The structured pre-interview was conducted on Thursday, August 24th 2017 with the eighth grade English teacher of SMP Muhammadiyah 17 Ciputat, Mrs. Hj. Diana Dewi, S.Pd. In this pre-interview, the writer asked the English teacher some questions about the general condition in English class and the technique that usually used by the teacher in teaching students’ vocabulary before Classroom Action Research was implemented in solving students’ difficulties in learning vocabulary. At the end, the writer also asked about Word Association Games.

The English teacher explained that the general condition and students’ responses were varied in each meeting. There were some students who like to learn English but there were some of them who did not like to learn English. The students who like English lesson were usually very enthusiastic in learning, on the contrary, the students who did not like learning English were usually very ignorant. In addition, she also explained that the minimum mastery criterion (KKM) for English subject was 75. Thus, there were so many students that were hard to achieve minimum mastery criterion (KKM) made by the teacher. Furthermore, the teacher also explained that most students had very little English vocabulary, even some of the students did not know a very basic words in English.
Based on the English teacher’s explanation, the method that was used to teach vocabulary was memorizing. The teacher usually wrote the words on the whiteboard and then the students were asked to memorize the words. The teacher preferred to ask the students to memorize because according to her, memorizing was the right method to be used in order to help the students to know new vocabulary. Besides memorizing, the teacher sometimes asked the students to translate sentences or stories that were given to them. She had a purpose of getting students to open dictionaries more often. But in fact, she said that she had a problem in facing the students because the students were too lazy to open their dictionaries. In addition, the writer also asked the teacher about Word Association Games. The teacher said she never heard about the game and never applied game in the classroom before. She hoped that this Word Association Games technique can be effective in improving students’ English vocabulary.

b. The Result of Pre-Questionnaire

The pre-questionnaire was conducted to know about the students’ responses and motivations about English lesson especially vocabulary. The pre-questionnaire was given to the eighth grade students of VIII A class at SMP Muhammadiyah 17 Ciputat on Thursday, August 24th 2017. The questionnaire had ten questions which showed in three categories; the students’ response about teaching and learning process (two items, number 1&2), the result of the students’ vocabulary learning activity (two items, number 3&4) and the solution of the problems in vocabulary (six items, number 5-10). The descriptions of pre-questionnaire were as follow:

1) The Students’ Response about Teaching and Learning Process

The result showed that 68.4 % of the students were enjoyed in the teaching and learning process. Next item was students understanding about English vocabulary lesson showed that 39.5 % of the students understood the teacher’s explanation, meanwhile 60.5 % of the students did not understand English vocabulary. It means that most of the students of VIII
A class like English lesson, even though they did not master the English vocabulary yet.

2) The Result of the Students’ Vocabulary Learning Activity

The result showed that only 23.7% students were satisfied with their scores in vocabulary. In other words, most of the students were not satisfied with their scores, there were 76.3% students who were not satisfied. After that, only 29% students could answer the teacher’s questions about English vocabulary material. It means that most of the students had not reached a good score which passed the minimum mastery criterion (KKM) and most of them could not answer the teacher’s questions about English vocabulary material.

3) The Solution of the Problems in Vocabulary

There were six items in this category, first, 60.6% of the students didn't ask their teacher if they had difficulties, there were only 39.4% students who asked their teacher if they had difficulties about learning material that being explained by the teacher. This indicated that the students become passive learners who only listen to teacher’s explanation and not involved actively in the teaching and learning process and they were not interested in the lesson. Second, 81.6% students felt that their teacher didn’t implement the suitable technique to solve their difficulties in learning vocabulary. It can caused by the memorizing technique used by the teacher to teach vocabulary, it means that the technique used by the teacher was not really appropriate and could not solve their problems in learning vocabulary, it could make them bored by giving only a list on the whiteboard and asked the students to memorize the words.

Third, most of the students also said that their teachers’ technique couldn't help them enriching and memorizing vocabulary easily or getting new vocabulary, the result was 84.2% of the students. It means that most of them thought the technique used by the teacher could not help them getting a new vocabulary or even improving their vocabulary. Fourth and
fifth, 68.4% of the students said that their teacher didn’t give vocabulary exercise very often to develop their ability in vocabulary, in addition, even if the teacher gave them an exercise, 73.7% of the students could not do the task easily. It indicated that most of the students faced the problem in vocabulary, they had limited vocabulary so they had difficulties when the teacher give them an exercise. Last, there were 84.2% students who felt that they did not have a rich English vocabulary. It indicated that most of the students had a very limited vocabulary and most of them had a low ability in vocabulary. To conclude, based on the result of pre-questionnaire, it can be concluded that the students need a technique that could improve their vocabulary, the students' positive response need to be improved after the implementation of the action by using Word Association Games. Therefore, the classroom action research was done.

c. The Result of Pre-Test

The pre-action test was done before conducting the Classroom Action Research, it was held on August 24th 2017 at 10.40 – 11.20 a.m. There were 38 (thirty eight) students of VIII A class at SMP Muhammadiyah 17 Ciputat who did the pre-test. The pre-test consisted of 25 multiple choice questions of English vocabulary especially noun, verb, adjective and pronoun. Findings of the test showed that most of the students could not reach the Minimum Mastery Criterion (75).

Based on the results of students’ pre-test, in this VIII A class, there were only 7 students or 18.4% of the students who passed the Minimum Mastery Criterion (KKM). From the data, the lowest achievement score was 32 and the highest score was 80. However, there were still 31 students or about 81.6% students who did not pass the pre-test or still below the Minimum Mastery Criterion. As the result, it could be seen that the students’ vocabulary was low.
2. The Implementation of Classroom Action Research

After analyzing and identifying the data from interviewing the teacher, and giving pre-questionnaire and pre-test to the students above, the writer knew the students’ difficulties and problems in learning vocabulary. Hence, the writer applied Word Association Games as a technique to teach vocabulary to enrich students’ vocabulary. It also helped students to take their tasks or exams, because the vocabularies were taken from their material book. The implementation of the Classroom Action Research was held from August, 29th 2017 up to September, 14th 2017 at VIII A class of SMP Muhammadiyah 17 Ciputat. There were 38 (thirty eight) students followed this implementation. The writer conducted this research contained two cycles; each cycle was conducted in three meetings.

a. Cycle 1

1) Planning

The first phase in the Classroom Action Research that had to be done was planning. In this phase, the writer and the teacher planned some lesson plans based on teaching material, in the lesson plan, it was written the activities that would be done later in the acting phase. Besides lesson plans, the writer and the teacher also prepared instruments and some words taken from the students’ work book that would be presented to the students. The instruments that being prepared were observation sheets of students and teacher’s activity and field notes for the teacher as the observer, the writer also prepared post-test 1 that would be given to the students in the third meeting of first cycle. In this planning phase, the writer and the teacher as a collaborator also determined the criteria of success. When there is 75% of students achieve any improvement which gaining score 75 (seventy five) of vocabulary test that started from the pre-test until the second post-test in cycle two.

2) Acting

In this phase, teaching and learning process was implemented by following the lesson plan that had been made. The action in the first cycle was done in three meetings: August, 29th and 31st, and September, 5th 2017.
The first meeting was held on Tuesday, August, 29th at 08.20 – 09.40 a.m. In the beginning of teaching and learning process, the writer as the teacher greeted all the students and introduced herself first and then checked the attendance list while the real English teacher who acted as the observer sat behind the class. Before starting the main lesson, the teacher started to ask the students about happening news to get the students’ attention before the teacher started to explain the learning material. After that, the teacher asked the students randomly to mention all the English vocabulary that they already knew; they could mention about noun, verb, adjective, adverb, or pronoun. Then, the teacher told the students that the topic that would be discussed was about “English Basic Vocabulary Words”. Then, the teacher asked them whether they were familiar with Word Association Games or not. All of the students claimed that they were never heard the name of the game before and they felt unfamiliar with this game. The teacher then gave an explanation about this game. The students had to mention the members of the word categories that the writer gave to their group. The students in the group had to mention a word in turn with a friend who stand next to him/her, if a student in the group said a disassociated word, repeated a word or too slow to answer, they were failed in winning the game and had to drop out of the game. Then, the next groups stand in turn in front of the class and the writer gave a different category from the previous group. The winner of this game was a group that could mention the words from the category that given by the writer as many as they could. After that, the teacher asked the students to make a group that consisted of 5 to 6 students each groups. The students made their own groups, they called their groups as group 1, 2, 3, 4, 5, 6 and 7. The teacher then gave one word category for each group, the word categories were animals, colors, fruits, occupations, transportations, family members, and last vegetables. In the end, the group that won the game was group 4 that could mention 15 words related to the category that given to the group.

The second meeting was held on Thursday, August 31st, 2017 at 10.00 – 11.20 a.m. The teacher started the teaching and learning process by greeting the students and checked the attendance list. Again, at the second meeting the
teacher also asked the students about happening news to catch students’ attention before the teacher explaining learning material. After that, the teacher reviewed the material that had been learned in the previous meeting. Before explaining new learning material, the teacher asked the students first to look around or gave their attentions to things around their school. After that, the teacher explained the new material; the material was about “Things around You (School)”. After giving an explanation about the new vocabulary and the definition, the teacher started to implement Word Association Games. The teacher asked the seven groups that had been made in the previous meeting to stand in front of the class one by one. The rules were still the same with the previous meeting, but the word categories were different, those were school, classroom, office, canteen, library, sports field, and laboratory. Most of the students still looked enthusiastic and they compete each other in order to win the game. In the end, the group that won the game was group 2 that could mention 17 words related to the category that given to the group.

The last meeting of the first cycle was held on Tuesday, September 5th 2017 at 08.20 – 09.40 a.m. In this third meeting, the teacher started the teaching and learning process by greeting the students and checked the attendance list. After that, the teacher reviewed the material that had been learned in the previous meeting. Then, the teacher asked the students to read and observed a descriptive text titled “My Lovely House”. The teacher then gave the students an opportunity to ask questions related to the text that they had read. Some of the students were asking about the meaning of the English words in Indonesian language. After that, the teacher explained the new material; the material was about “Home”. After giving an explanation about the new vocabulary and the definition, the teacher started to implement Word Association Games. The teacher asked the seven groups that had been made in the first meeting to stand in front of the class one by one again. The rules were still the same with the previous meeting, but the word categories were different, those were home, kitchen, living room, bathroom, bedroom, dining room, and front/back yard. Most of the students were actively involve in the game, but there were one or two groups that seemed afraid and shy to stand in
front of the class. In the end, the group that won the game was group 4 that could mention 18 words related to the category that given to the group. After announcing the winner of the game, the teacher then gave post-test 1 to the students, the test was a multiple choice question with 25 item questions. The students had to answer it by crossing a, b, c, or d.

3) Observing

In this phase, the English teacher who acted as an observer was observing the teaching and learning process by monitoring all activities from both the teacher and the students that happened in the classroom. The observer observed the teaching and learning processes by using field notes and observation sheets of students and teacher’s activity.

In the first meeting, most of the students’ responses were enthusiastic to learn English vocabulary by using Word Association Games. They were happy because they can learn English through game. But, the classroom situation and condition become noisy when the teacher asked the students to make a group based on their seats, it became noisy because there were some students who want to make a group with their close friends, and they wanted to choose their own group members. Then, when the game implemented, there were some groups who afraid when the teacher asked them to mention words based on the chosen category. Although the teacher already told them that it was okay to make mistakes, the students were still afraid. In this meeting, the students were also still shy for asking questions that related to the learning material. In the end of the lesson, the teacher motivated them to try to answer even if they did not know their answers were right or wrong.

In the second meeting, the classroom situation was better than the previous meeting, students’ participation in the game also good, they tried to mention words as many as they could. It showed that they improved from the previous meeting, but the groups that had less participation in the previous meeting were still did not really participate during the teaching and learning process. However, the students were also still shy to ask questions. Therefore, in the
end of the lesson, the teacher tried to motivate them to get involved during the lesson and tried to be more active in the learning processes.

In the third meeting, students’ enthusiasm were still the same from the first meeting until the third meeting, but the winner of the game was the group that already won at the first meeting. The teacher realized that they were strong and smart learners, so they could easily mention the words that the teacher asked them to mention. Meanwhile, some groups which had less participation in the classroom did not have much progress from the first meeting. But the other groups’ effort were great for trying to be a winner in the game and they learned from their previous mistakes to avoid themselves from making mistakes again, such as mentioning the same word again or too slow to mention the word. In this meeting, there were only some students who ask questions that related with the learning material, the others were still too shy for asking questions. So, in the end of the lesson, the teacher tried to motivate them to be more active in the classroom by asking questions if they had difficulties.

In this phase, the writer also observed the teaching and learning process by using post-test 1 to find out the students’ vocabulary achievement. Based on the result of post-test 1, there were 22 students who could pass the Minimum Mastery Criterion/KKM, meanwhile the other 16 students did not pass that criterion. In the pre-test there were only 7 students who were able to pass the Minimum Mastery Criterion. It proved that there was an improvement from pre-test to post-test 1.

4) Reflecting

The writer and the teacher discussed about the conclusion of implementing the action. In this phase, the students’ involvement and achievement were being analyzed. Based on the result of post-test 1, there were only 22 students or 57.9 % of students who passed the KKM. It was shown that there were some students who got better scores, but there were still some students who did not get better score. The score of the post-test 1 showed that the students who involved in the Word Association Game got better result, meanwhile, the
students who did not get good scores were the students who did not get involved in teaching and learning process. The observer then suggested the teacher to motivate the students very often to get involved during the lesson. The teacher also realized that if the students were asked to form a group by themselves, strong or smart students would tend to choose the other smart students to be in one group. It caused smart students got better scores because they involved very well during the lesson more than weak students. Therefore, the teacher and the observer decided to change the group members, the teacher would be the one who chose the members of the groups, the writer who acted as the teacher would make a new group that consisted of active and passive students. The teacher also would specify the word categories into noun, adjective and verb, because in the first cycle the students tend to answer only noun word category.

But despite it all, the writer and the teacher as an observer felt satisfied enough because the students’ efforts to improve their vocabulary had been improved proven by score they got in post-test 1 although not all the Minimum Mastery Criterion accomplished yet. Beside of that, the students seemed to accept the material easily by using Word Association Game as a technique for them to learn and gain more vocabulary. Therefore, based on the result of post-test 1 and students’ involvement, it could be concluded that the cycle 2 needed to be done in order to make all the students get involved in teaching and learning process and the students’ score achieved the 75 % of success criteria in which the students achieved any improvement which gaining score 75.

b. Cycle 2

1) Planning

In the first cycle, the writer found that there were so many students who had not reached the Minimum Mastery Criterion (KKM) even though the scores were better than before implementing the CAR. In this phase, the writer and the teacher made new plans and formed a new lesson plan. The writer and the teacher discussed on the problems then found the solution to solve the
problems. Word Association Game was still used as a game to improve students’ vocabulary but the teacher would change the members of the group by joining active and passive students into one group. Therefore, the material was different from the previous meeting and the next meeting, in this cycle 2 then writer would specify the word categories into noun, verb and adjective. The teacher also tried to motivate the students to get involved during the lesson more often since in the first cycle there were still some students who could not give their active participation in the class.

In this cycle, the writer prepared some new vocabularies given to the students which taken from their work books. Besides of that, the writer also prepared the instruments such as observation sheets of students and teacher’s activity, field notes and post-test 1 and post-questionnaire that would be given to the students in the third meeting of second cycle.

2) Acting

In this phase, teaching and learning process was conducted by following the lesson plan that had been made. The writer conducted teaching and learning activities to get the better result than the first cycle.

The first meeting of the second cycle was held on Thursday, September 7th 2017 at 10.00 – 11.20 a.m. In the beginning of teaching and learning process, the writer greeted all the students, motivated the students and then checked the attendance list. After that, the teacher asked the students to read and observed a text titled “Badminton”. The teacher then gave the students an opportunity to ask questions related to the text that they had read. The teacher then told the students that the topic that would be discussed was about “Sports”, the students responses were very excited especially the boys. The teacher then re-made the groups member that had been made at the first meeting of the first cycle, at first the students refused because they wanted to choose their own members. But the teacher then convinced them until they agreed. Then the teacher started to implement Word Association Games. After that, the teacher gave one word category for each group, the word categories were kinds of sports, your feeling when exercising, sports equipment, things you do when
exercising, place when you do sports, badminton and football. In the end, the group that won the game was group 3 that could mention 18 words related to the category that given to the group.

The second meeting was held on Tuesday, September 12th 2017 at 08.20 – 09.40 a.m. The teacher started the teaching and learning process by greeting the students and checked the attendance list. In the second meeting, the teacher asked the students about happening news to catch students’ attention and tried to motivate them to get more involved in the learning process before the teacher explaining learning material. After that, the teacher reviewed the material that had been learned in the previous meeting. The teacher then explained the new material; the material was about “Birthday Party at My House”. After giving an explanation about the new vocabulary and the definition, the teacher started to implement Word Association Games. The teacher asked the new groups that had been made in the previous meeting to stand in front of the class one by one. The rules were still the same with the previous meeting, but the word categories were different, those were things you do at home, your feelings when you’re at home, describe your home in one word, birthday, birthday party equipments and place to do a birthday party. In the end, the group that won the game was group 5 that could mention 20 words related to the category that given to the group.

The last meeting of the first cycle was done on Thursday, September 14th 2017 at 10.00 – 11.20 a.m. In this third meeting, the way the teacher began the lesson was similar to the previous one, she greeted them and checked the attendance list. After that, the teacher reviewed the material that had been learned in the previous meeting. Then, the teacher asked the students to discuss with their chair mate to write kind of public places that they knew. The teacher then gave the students an opportunity to ask questions related to public places. After that, the teacher explained the new material; the material was about “Things around You (Public Places)”. After giving an explanation about the new vocabulary and the definition, the teacher started to implement Word Association Games. The teacher asked the new seven groups that had been made in the first meeting to stand in front of the class one by one again. The
rules were still the same with the previous meeting but the students were not allowed if they mention only noun words, they had to mention adjective and verb of the word categories too, but the word categories were different from the previous meeting, those were hospital, airport, restaurant, park, post office, museum and bank. In the end, the group that won the game was group 7 that could mention 22 words related to the category that given to the group. After announcing the winner of the game, the teacher then gave post-test 2 to the students.

3) Observing

As in the first cycle, in this phase, the observer was observing the teaching and learning process by monitoring all activities from both the teacher and the students that happened in the classroom. The observer observed the teaching and learning processes by using field notes and observation sheets of students and teacher’s. It was found that their participation got better in this cycle than the previous one.

In the first meeting, although at first, the students wanted to form and choose the members the group by themselves, in the end, they followed the teacher’s instruction. The teacher formed groups by herself because she wanted to make active students gathered with passive students. By making active and passive students gathered, the active students would unconsciously help the passive students. The students’ enthusiasms to answer and mention the words that being asked by the teacher were also good. Even the passive students tried to give their best efforts to make their groups won.

In the second meeting, most of the passive students tried to mention the words that being asked by the teacher. Unfortunately, they sometimes used Bahasa to answer, and sometimes it took a long time for them to answer, but the teacher appreciated their effort for trying. The teacher appreciated the student’s effort by giving more time to them, until they could answer it correctly. Their active friends also helped the passive students by trying to give an answer clue for the passive students. In this meeting, there were some groups that wanted to stand in front of the class and wanted the teacher to give
them another word category again and again. But because the limitation of the
time, one group had only one chance to answer word category.

In the third meeting, students’ enthusiasm were still the same from the first
meeting until the third meeting both in cycle one and cycle two, the winners of
the game were also varied from the first meeting until the third meeting. It was
because the teacher had re-making the groups by joining passive and active
students into one group. Some passive students which had less participation in
the classroom before also had a good progress in this meeting. The students
were also asking many questions in cycle 2 rather than in cycle 1. The teacher
always tried to motivate them not to afraid making mistakes and not to stop
trying.

In this phase, the writer also observed the teaching and learning process by
using post-test 2 to find out the students’ vocabulary achievement. Based on
the result of post-test 2, there were 33 students who could pass the Minimum
Mastery Criterion/KKM. Meanwhile, in the pre-test there were only 7 students
who were able to pass the Minimum Mastery Criterion and 22 students for the
post-test 1. It means that there was an improvement from pre-test to post-test 1
and post-test 2 proven by the students’ scores.

4) Reflecting

After analyzing the result of post-test 2 and the students’ involvement and
responses in teaching and learning process, the writer and the teacher felt
satisfied with the improvement. It was proved that students’ score in post-test 2
was better than pre-test and post-test 1. Moreover, in the cycle 2, the students
became more active and they were not afraid of trying to answer regardless the
answer was right or wrong.

Because the result of the post-test 2 showed that 86.8 % of the students got
the score above the Minimum Mastery Criterion (KKM). So it has met
criterion of success that 75 % of the students must get the score above the
Minimum Mastery Criterion. Then the writer and the teacher decided that the
cycle did not need to be continued. The cycle could be stopped in the end of cycle 2. Therefore, the classroom action research was done.

According to the result of the discussion between the writer and the English teacher as the collaborator, it was assumed that classroom action research in improving students’ vocabulary knowledge through Word Association Games was appropriate with the planning that had been discussed previously by the writer and the English teacher. In this case, every action was planned as clear as possible so that the teaching and learning activities could be accomplished well.

3. Findings after Implementing Classroom Action Research (CAR)

After implementing the research, the information was gathered through post-interview, post-questionnaire, and post-test. The explanations were as follow:

a. The Result of Post-Interview

After finishing all the phases of classroom action research, the writer conducted a structured post-interview with the English teacher of SMP Muhammadiyah 17 Ciputat, Mrs. Hj. Diana Dewi, S.Pd. The interview was conducted on Thursday, September 14th 2017. The writer asked the English teacher some questions about the teaching and learning processes in the classroom during teaching vocabulary through Word Association Games and the teacher’s response in implementing game in the class.

It was found that the teaching and learning process during the Classroom Action Research became more interesting because the activity given by the teacher were motivating. The students’ participation was also good, the teacher said that the class condition was very active and dynamic than before. The students’ motivation to learn increased when the game was implemented and they looked very enthusiast. Therefore, this game also could make the students happy in learning English and they were actively involved during the lesson. Then, the teacher also said that Word Association Games helped and motivated
the students in increasing their English vocabulary. It can be concluded that the English teacher gave positive commented about this game.

b. The Result of Post-Questionnaire

The post-questionnaire was conducted on Tuesday, September 19th 2017. It was given to the eighth grade students of VIII A class at SMP Muhammadiyah 17 Ciputat. The questionnaire used to know about the students’ responses after learning vocabulary by using Word Association Game technique. The questionnaire had fifteen questions which showed in four categories; the students’ response about teaching and learning process (three items, number 1, 3, & 14), the result of the students’ vocabulary learning activity (five items, number 7, 8, 11, 13, & 15), the solution of the problems in vocabulary (one item, number 12) and the students’ responses about Word Association Games (six items, number 2, 4, 5, 6, 9, & 10). The descriptions of the post-questionnaire were as follow:

1) The Students’ Responses about Teaching and Learning Process

There were three items in this category; first, the result showed that 92.1 % the students were interested and satisfied in the teaching and learning process by using Word Association Games. Second, 86.8 % of the students were very motivated learning vocabulary through the game. Last, it was about the comparison between learning through Word Association Games than the usual learning in which the students had to memorize the word list given by the teacher, 89.5 % students felt better to learn through the game rather than only memorizing a word list. It means that most of the students of VIII A class were motivated and interested in English vocabulary lesson.

2) The Result of the Students’ Vocabulary Learning Activity

There were five items in this category; The Second category is the result of students’ vocabulary achievement. The result of the first item showed that 92.1 % of students felt that they were helped in enriching their
vocabularies through Word Association Games. Second, 89.5% of the students felt that the game could solve their vocabulary problems. Third, 84.2% of the students could do their vocabulary task easily by using the game. The fourth item was about the students’ improvement scores after implementing the game in the classroom, the result showed that 89.5% students answered yes. Last, 94.7% of the students felt that their vocabulary was enriched by using Word Association Games as the learning technique. It means that Word Association Games helped the students in learning and increasing their vocabularies.

3) The Solution of the Problems in Vocabulary

The third category was about the solution of the problem in vocabulary learning. During the action research, the teacher gave opportunity for the students to ask their difficulties. Then the result showed that 86.8% of the students said that the teacher gave them an opportunity to ask their difficulties in vocabulary. It means that most of the students were actively involved in the teaching and learning process by asking questions about vocabulary material or their difficulties in learning English vocabulary.

4) The Students’ Responses about Word Association Games

The last category consisted of six items: the result of the first item in this category showed that 89.5% of the students felt better in learning vocabulary by using Word Association Games. Second, 92.1% of the students answered that the game was suitable to be implied in the vocabulary teaching and learning. Then, for the third item, 89.5% students also said that they became more understand English vocabulary easily. Next, the fourth item indicated that 94.7% of students were liked learning vocabulary through Word Association Games. Fifth, Word Association Games also could facilitate 84.2% of students’ vocabulary learning. Last, the students’ responses showed that 81.6% of them could remember both of their previous vocabularies and the new word easily. It means that the
students of VIII A class liked learning English Vocabulary by using Word Association Games.

c. The Result of Post-Test

In obtaining the data of the students’ vocabulary achievement, the writer used the data taken from pre-test, post-test 1 and post-test 2. The students’ scores from pre-test, post-test 1 until post-test 2 are shown in the table below:

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<th>Pre-Test Scores</th>
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<th>Post-Test 2 Scores</th>
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*Students who could pass the Minimum Mastery Criterion/KKM

To compare the tests’ result between pre-test and post-test of each cycle, the writer used some calculation steps, those were calculating the students’ mean score of the tests, calculating the class percentage, and calculating the students’ improvement score from pre-test to post-test 1 and post-test 2 into percentage.

To find out the result of the pre-test, firstly, the writer calculated the mean score by using this formula:
\[ M_x = \frac{\sum x}{N} \]
\[ M_x = \frac{2044}{38} \]
\[ M_x = 53.8 \]

From the calculation above, it was known that the mean score of pre-test before implementing Classroom Action Research was 53.8.

After that, the percentage of students who passed Minimum Mastery Criterion (KKM) was counted by using this formula:

\[ P = \frac{F}{N} \times 100\% \]
\[ P = \frac{7}{38} \times 100\% \]
\[ P = 18.4\% \]

From the calculation above, the class percentage of the pre-test was 18.4\%. It means that there were only 7 students who passed the Minimum Mastery Criterion (KKM) and there were 31 students who were still got the scores below the KKM. Then, it means that the result of the students’ vocabulary achievement of VIII A class was poor. It could be seen from the chart below:

**Chart 4.1**
The Result of Students’ Pre-Test

![Chart showing the result of students' pre-test.](chart.png)

- Red: The Result of Students’ Pre-Test Scores
- Scores < 75
- Scores > 75
After that, in the cycle 1 of the Classroom Action Research, the writer calculated the result of post-test 1 to know the students’ score improvement from the result of pre-test to post-test 1. There were three steps to get this improvement result, first the writer were calculating the students’ mean score of the class, then, calculating the class percentage, and last, calculating the students’ improvement score into percentage.

To know the result of students’ post-test 1, first, the writer needs to calculate the mean score. The mean score derived from the following formula:

\[ M_x = \frac{\sum x}{N} \]

\[ M_x = \frac{2752}{38} \]

\[ M_x = 72.4 \]

The result of students’ mean score of post-test 1 was 72.4. Then, it was proven that there were improvements from the pre-test mean score to post-test 1. It could be seen from the difference of the pre-test mean score which was 53.8 to the post-test 1 mean score which was 72.4.

After that, the percentage of students who passed Minimum Mastery Criterion (KKM) was counted by using this formula:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{22}{38} \times 100\% \]

\[ P = 57.9\% \]

From the calculation above, the the percentage of students who passed KKM was 57.9%. It means that there were 22 students who passed the KKM and 16 students who were still below the KKM.

Next step, the percentage of students’ improvement score from pre-test to post-test 1 was counted by using this formula:

\[ P = \frac{y_1 - y}{y} \times 100\% \]

\[ P = \frac{72.4 - 53.8}{53.8} \times 100\% \]
The calculation showed that the improvement of the students from the pre-test to post-test 1 was 34.6 %. There were 22 students who passed KKM among 38 students. In other words, it means that there were still 16 students who had not passed the KKM. Therefore, the cycle 2 was conducted and in the end of the cycle 2, the post-test 2 was held. The same ways of calculating the result of post-test 1 were done in order to find out the improvement of the students at the end of the cycle 2. The result of students’ post-test 1 could be seen from the chart below:
In the cycle 2, the writer also calculated the result of post-test 2 to know further the score improvement from the result of pre-test and post-test 1. To know the result of students’ post-test 2, first, the writer needs to calculate the mean score. The mean score derived from the following formula:

\[ M_x = \frac{\sum x}{N} \]
\[ M_x = \frac{3052}{38} \]
\[ M_x = 80.3 \]

The result of students’ mean score of post-test 2 was 80.3. Then, it was proven that there were improvements from the post-test 1 mean score to post-test 2. It could be seen from the results’ difference of the post-test 1 mean score which was 72.4 to the post-test 1 mean score which was 80.3.

After that, the percentage of students who passed Minimum Mastery Criterion (KKM) was counted by using this formula:

\[ P = \frac{F}{N} \times 100\% \]
\[ P = \frac{33}{38} \times 100\% \]
\[ P = 86.8\% \]

From the calculation above, it showed that the percentage of students who passed the KKM in post-action 2 was 86.8%. The result of this calculation showed that there was an improvement from post-test 1 to post-test 2. In the post-test 1, there were only 57.9 % of students who passed the KKM. Meanwhile, in the post-test 2, there were 86.8 % students who passed the KKM.

After calculating the percentage of students who passed the KKM, the formula to find out the percentage of students’ improvement score was applied, the formula was:
The result showed that the improvement of post-test 1 to post-test 2 was 11%. Knowing the improvement of the post-test 2 and 86.8% of the students were already passing the criteria of success, the next cycle was not conducted. Then, the result of students’ post-test 2 could be seen from the chart below:
From all of the calculation above, the writer interpreted the result of pre-test, post-test 1, and post-test 2. Here the writer described the results through the chart below:

**Chart 4.4**

**The Comparison Score of Pre-Test, Post-Test 1, and Post-Test 2**

B. **Data Interpretation**

In this Classroom Action Research, the writer should not be sure and believe on only any single data but the writer have to look and check the various data sources to sustain the result of research. Data sources used in this study was triangulation. It was used to know and to check whether the result of each instrument was in line or had similar result with the result of other instruments. Then writer would know whether the data was valid or not and it could be seen the conformity of the research findings.
1. Data of Interview

The interview data was obtained before and after the implementation of the Classroom Action Research. First, the data obtained from the structured pre-interview with the English teacher showed that the students’ vocabulary competence was poor and low, they had very little English vocabulary, and even some of the students did not know basic words in English. Thus, there were so many students that were hard to achieve Minimum Mastery Criterion (KKM). Before implementing the action research, the English teacher only used memorizing technique to teach vocabulary by giving a vocabulary list to the students and asked them to memorize the words. Then, the students’ participation in English lesson was not too active, most of the students seemed very ignorant to learn English in the classroom, so that made them lazy to do the activity. So, it needed to do the innovation in teaching vocabulary in a fun way, teaching with the technique which the students would enjoy and involving themselves actively in learning English vocabulary. The writer then tried to implement Word Association Games to improve students’ vocabulary. Second, after conducting the action research, the English teacher gave very positive responses toward the action. The English teacher felt satisfied with the improvement of the students’ scores, their participations and their motivation to learn English vocabulary. The English teacher then said that Word Association Games could facilitate the students in learning English well, effective to be implemented in the classroom and it was effective in improving students’ vocabulary.

2. Data of Questionnaire

The questionnaire data was obtained before and after the implementation of the Classroom Action Research and it was given to the students to know their responses before and after the implementation of the action research. The data from the pre-questionnaire showed that vocabulary was one of the English sub skill that difficult to master. Most of the students also had not reached a good score which passed the minimum mastery criterion (KKM) before the action research was implemented because they thought that the task given by the
teacher was hard meanwhile they had very limited English vocabulary. Most of the students also could not answer the teacher’s questions about English vocabulary material but they won’t ask and share their difficulties with the teacher. The students had difficulty in memorizing vocabulary and it was influenced another skill. This indicated that the students become passive learners who only listen to teacher’s explanation and not involved actively in the teaching and learning process. The result also showed that students felt that their teacher didn’t implement the suitable technique to solve their difficulties in learning vocabulary. However, after using Word Association Games in teaching vocabulary, the result of the post-questionnaire showed that the students gave positive responses about the action. Word Association Games could make the classroom atmosphere more interesting, fun, and made them actively involve in the learning process and also made the students easier to keep their vocabulary. The students also said that they felt better to learn through the game rather than only memorizing a word list. It because the application of this technique by playing the game in which a junior high school students were like learning through something fun and could not make them bored, then the students memorizes the vocabulary in enjoys and motivated them to improve their own vocabularies.

3. **Data of Field Notes**

Data of field notes were obtained during the implementation of Classroom Action Research in cycle 1 and cycle 2. There were some problems occurred in the process of the action especially in cycle 1, such as students still made noisy in the class when they asked to make a group by themselves, and some passive students or passive groups could not participate actively in the learning process or even when the game was implemented. The passive students or groups could not mention the words that being asked by the teacher, they were afraid of making mistakes so they felt shy to mention the English words. In cycle 1, some of the students also did not have a good team work with their teams. Then, the writer tried to overcome the problems by re-making the group members by joining active and passive students, the
students did not allowed to choose their own members of group to avoid the noisy that they had made in cycle 1. The results then showed that there was improvement of students’ activity, the passive students in cycle 1 started to adapt themselves with the active students to mention the words as many as they could to make their groups won. Unconsciously, the active students were also helping the passive students to have a confidence in front of the class and also motivate them to make their groups won. In cycle 1, only few students who actively asked questions to the teacher related to the vocabulary material during the learning process. But in cycle 2, most of the students including passive students who usually never asked a question were started to involve themselves in the learning activity by asking questions very often and mention many vocabulary words during the implementation of the game. The students’ responses were good, their enthusiasms for learning English vocabulary were always great from meeting one until meeting six. It showed that they felt happy learning by using game as the learning technique. The writer also tried to motivate them in each meeting in every cycle. To conclude, the result of field notes showed that the students enjoyed the learning activities and they could involve themselves actively into the learning activities. The students also had a good team work when the game was implemented, by making active and passive students gathered, the active students unconsciously help the passive students. Then, it showed that the implementation of Word Association Games had given positive effect in teaching and learning process especially students’ English vocabulary achievement had significantly improved. The data obtained from field notes showed that the teaching and learning processes when implementing Word Association Games in improving students’ vocabulary knowledge had done very well.

4. Data of Observation Sheet

Data of observation sheet were obtained during the implementation of Classroom Action Research in cycle 1 and cycle 2. Observation sheet is used to observe students’ activities during the teaching and learning process, their interest, participation, responses, and their motivation and also to observe
teacher competencies during teaching the material. The observation sheet had been filled by the English teacher who acted as the observer during the action research which consisted of six meetings. In the cycle 1, the students were still acted passively during the learning process, they rarely asked questions and some of the students did not have a good team work with their teams. But their enthusiasms for learning English through Word Association Games were good from the first meeting until the sixth meeting. The teacher had a good explanation and could facilitate the active interaction between the students, the teacher, and the material. But, she could not gave her fully attentions to the passive students. Then, in the cycle 2 the writer tried to overcome the problems by re-making the group members by joining active and passive students and she also tried to motivate them in each meeting in every cycle. Then, the result of the observation sheet in the cycle 2 showed that students’ activities and teacher competencies were improved. Then, it showed that the implementation of Word Association Games had given positive effect in teaching and learning process, students’ interest, participation, responses, and their motivation in learning English had significantly improved.

5. Data of Test

The data of tests were implemented to the students for three times; pre-test, post-test 1 and post-test 2. Based on the result of students’ vocabulary achievement tests’ score, it was found out that the students’ score was gradually improving. It means that there was a very positive effect on the improvement of students’ vocabulary competence. The use of Word Association Games could increasingly help and make the students to participate in an active and fun learning for their improvement of vocabulary competence. Thus, most of the students got better scores at the end of each cycle. The students’ mean score in pre-test was 53.8 or only 18.4 % of the students who passed the KKM, in the post-test 1 the mean score was 72.4 or 57.9 % of students could pass the KKM, and last, in the post-test 2 the mean score was 80.3 or in other words, the criteria of the action success was achieved in which 86.8 % of the students could pass the KKM. There was
34.6% of mean score improvement from students’ score in per-test up to the post-test 1, and there was 11% of mean score improvement from the students’ score in the post-test 1 up to post-test 2. The result of the tests then showed that there is a significant difference of students’ achievement in the pre-test, post-test 1 and post-test 2.

The result of the data obtained from all instruments is valid after accomplishing the Classroom Action Research by applying Word Association Games because the instruments showed the similar results. Each instrument proved that there was a significant improvement not only on students’ vocabulary achievements but also their motivation and confidence to learn English vocabulary. The result of test showed that there was improvement of students’ score in vocabulary achievement, 86.8% students had successfully passed the KKM and achieved the criteria of success. Then, the result of students’ questionnaire also showed that students gave their positive responses in the vocabulary teaching and learning process. The positive responses from the students also supported by the result of teacher’s interview, the result showed that the teacher gave her positive response about Word Association Games which helped and motivated the students in increasing their English vocabulary and would be an alternative way in vocabulary teaching and learning. Last, observation sheet and field notes’ results also showed that Word Association Games had given positive effect in teaching and learning process, such as students’ interests, participations, responses, and their motivation in learning English had significantly improved. Specifically, it means that Word Association Games succeed in helping and motivating the vocabulary knowledge of eighth grade students of VIII A class at SMP Muhammadiyah 17 Cipatat.
CHAPTER V
CONCLUSION AND SUGGESTION

After finishing the entire steps of the Classroom Action Research, the writer made conclusion and suggestion based on the findings of this research.

A. Conclusion

The result of this action research shows that the use of Word Association Games can help and motivate the eighth grade students’ of VIII A class at SMP Muhammadiyah 17 Ciputat in fostering their vocabulary knowledge. First, it is proven by the result of teacher’s interview, the result showed that Word Association Games helped and motivated the students in increasing their English vocabulary, it would be an alternative way in the vocabulary teaching and learning. Second, the result of students’ questionnaire also showed that students gave their positive responses in the vocabulary teaching and learning process. It could be seen from the result of pre-questionnaire mean which was 31 % and the post-questionnaire mean which was 89 %. Third and fourth, the observation sheet and field notes’ results showed that Word Association Games had given positive effect in teaching and learning process; students’ interests, participations, responses, and their motivation in learning English had significantly improved. Last, the result of test also showed that there was improvement of students’ score in vocabulary achievement. In the pre-test, there were only 7 or 18.4 % students who passed the KKM and the mean score of pre-test was 53.8. Then, in the post-test 1 there were 22 or 57.9 % students who passed the KKM and the mean score of post-test 1 was 72.4. In the post-test 2, there were 33 or 86.8 % students who passed the KKM and the mean score was 80.3, so it achieved the criteria of success. To conclude, based on the result above Word Association Games can help and motivate the eighth grade students in fostering their vocabulary knowledge at SMP Muhammadiyah 17 Ciputat.
B. Suggestion

After conducting the Classroom Action Research, the writer would like to give some suggestions for the English teacher and other researchers as follow:

1. In teaching vocabulary, the teacher is hoped to be more creative and innovative in teaching her students to improve their vocabulary achievements and does not make the students to be bored during the learning process.
2. Word Association Games can be the alternative and appropriate technique to teach vocabulary to the students to avoid students’ boredom and improve their vocabulary achievements.
3. For the further research, this technique is suggested to the English teacher or other researchers who want to conduct similar research or those who have the same problems or interests in conducting research.
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### Appendix 1. Students’ Name

#### List of Students’ Name

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<th>No</th>
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Appendix 2. Interview Guide and Results before CAR

Interview Guidelines for Eighth Grade English Teacher of SMP Muhammadiyah 17 Ciputat before Classroom Action Research (CAR)

1. Menurut Ibu, selama proses belajar dan mengajar di kelas bagaimana sikap belajar siswa/i saat pembelajaran Bahasa Inggris?
2. Berapa standar nilai KKM yang Ibu tentukan dalam mata pelajaran Bahasa Inggris dan bagaimana hasil perolehan nilai siswa/i nya?
3. Pada pembelajaran kosa kata atau vocabulary Bahasa Inggris, bagaimana tanggapan atau pengalaman yang Ibu miliki mengenai kemampuan siswa/i Ibu dalam belajar kosakata Bahasa Inggris?
4. Strategi, metode atau teknik apa yang Ibu gunakan dalam mengajarkan vocabulary untuk siswa/i?
5. Apakah metode, strategi atau teknik tersebut efektif dalam meningkatkan pemahaman vocabulary siswa/i?
6. Menurut pendapat Ibu, kelas mana yang membuat Ibu paling sulit untuk mengajarkan vocabulary?
7. Apa saja kesulitan yang Ibu temui saat mengajarkan vocabulary kepada siswa/i?
8. Apakah Ibu sudah pernah mencoba cara lain untuk mengajarkan vocabulary kepada siswa/i?
9. Apakah Ibu pernah menerapkan game di kelas Ibu untuk pengajaran vocabulary?
10. Apakah Ibu sudah pernah mendengar atau mengetahui game yang bernama Word Association Game?

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The Result of Eighth Grade Teacher’s Interview before Classroom Action Research (CAR)

Pewawancara : Maspupah
Guru : Hj. Diana Dewi, S.Pd
Tanggal : 24 Agustus 2017
Tempat : Ruang Guru SMP Muhammadiyah 17 Ciputat

1. Menurut Ibu, selama proses belajar dan mengajar di kelas bagaimana sikap belajar siswa/i saat pembelajaran Bahasa Inggris?

   Sikap siswa/i selama pembelajaran Bahasa Inggris bisa dibilang ada yang suka ada juga yang tidak. Kalau yang suka pelajaran Bahasa Inggris biasanya sangat antusias dalam belajar, tetapi kalau yang tidak suka biasanya cuek. Ditambah, ini kan sekolah swasta ya, biasanya siswa/i di sekolah swasta terlihat malas belajar.

2. Berapa standar nilai KKM yang Ibu tentukan dalam mata pelajaran Bahasa Inggris dan bagaimana hasil perolehan nilai siswa/i nya?

   Standar nilai KKM sebenarnya bukan wewenang Ibu untuk menentukan, sekolah lah yang biasanya menentukan standar nilai KKM tiap mata pelajaran. Di sekolah ini sebenarnya waktu itu diminta nilai KKM nya rata-rata 80, tapi menurut Ibu terlalu tinggi untuk kemampuan anak-anak di sekolah ini, ya setidak-tidaknya 75 atau 70 lah, jadi untuk standar nilai KKM ditentukan menjadi 75, itu saja sebenarnya menurut Ibu masih terlalu tinggi. Kalau hasil perolehan nilai, yang bagus nilainya biasanya hanya siswa yang memiliki peringkat satu, dua atau tiga, siswa yang lainnya ya hasilnya tidak terlalu bagus.
3. Pada pembelajaran kosa kata atau vocabulary Bahasa Inggris, bagaimana tanggapan atau pengalaman yang Ibu miliki mengenai kemampuan siswa/i Ibu dalam belajar kosakata Bahasa Inggris?

Kalau vocabulary, anak-anak kan suka dan senang nyanyi-nyanyi ya, perbendaharaan kata nya juga sudah mulai banyak dari nyanyi-nyanyi itu. Tetapi namanya juga anak-anak ya, kemampuannya bervariatif, ada yang memang vocabularynya sudah banyak, tetapi masih banyak juga siswa/i yang tidak mengetahui kata-kata yang sebenarnya sangat dasar dalam Bahasa Inggris.

4. Strategi, metode atau teknik apa yang Ibu gunakan dalam mengajarkan vocabulary untuk siswa/i?

Teknik menghafal sih biasanya, Ibu suka menulis kosa kata di papan tulis nanti muridnya Ibu suruh menghafal. Kadang-kadang, Ibu juga suka meminta siswa/i Ibu untuk mengartikan kalimat atau cerita yang Ibu tugaskan ke mereka, supaya mereka juga jadinya sering membuka kamus.

5. Apakah metode, strategi atau teknik tersebut efektif dalam meningkatkan pemahaman vocabulary siswa/i?

Kalau menurut Ibu lumayan efektif, karena mereka menjadi sering buka kamus.

6. Menurut pendapat Ibu, kelas mana yang membuat Ibu paling sulit untuk mengajarkan vocabulary?

Kelas VIII A sepertinya cukup menyulitkan Ibu pada saat Ibu mengajarkan vocabulary ke mereka.
7. Apa saja kesulitan yang Ibu temui saat mengajarkan vocabulary kepada siswa/i?

_Mereka sangat malas kalau Ibu suruh buka kamus._

8. Apakah Ibu sudah pernah mencoba cara lain untuk mengajarkan vocabulary kepada siswa/i?

_Belum pernah sih, paling ya hanya menghafal sama meminta mereka untuk buka kamus._

9. Apakah Ibu pernah menerapkan game di kelas Ibu untuk pengajaran vocabulary?

_Kalau ditanya pernah atau tidak, iya Ibu pernah menerapkan game di kelas, Ibu lupa nama gamenya, biasanya game yang diajarkan di MGMP itu yang ibu terapkan di kelas. Tetapi untuk belakangan ini, terutama kelas 8 semester ini, Ibu belum pernah menerapkan game lagi di kelas._

10. Apakah Ibu sudah pernah mendengar atau mengetahui game yang bernama Word Association Game?

_Ibu belum pernah dengar sebelumnya._

Ciputat Timur, 24 Agustus 2017

Guru Mata Pelajaran

Hj. Diana Dewi, S.Pd

NIP. 131 684 617

Guru Peneliti

Maspupah

NIM: 1113014000047
Appendix 3. Interview Guide and Results after CAR

Interview Guidelines for Eighth Grade English Teacher of SMP Muhammadiyah 17 Ciputat after Classroom Action Research (CAR)

1. Apa pendapat Ibu setelah melihat proses pembelajaran vocabulary dengan menggunakan Word Association Games?
2. Menurut pendapat Ibu, apa kekurangan dan kelebihan yang ada pada penggunaan games tersebut?
3. Bagaimana kemampuan pemahaman siswa Ibu dalam pembelajaran vocabulary setelah menggunakan Word Association Games?
4. Menurut Ibu, apakah siswa termotivasi untuk belajar vocabulary setelah menggunakan teknik Word Association Games?
5. Kendala apa yang terlihat selama proses pembelajaran vocabulary dengan menggunakan Word Association Games?
6. Menurut pendapat Ibu, bagaimana cara mengatasi kendala tersebut?
7. Setelah Ibu melakukan observasi pembelajaran vocabulary dengan menggunakan Word Association Games, apakah games tersebut efektif untuk meningkatkan kemampuan siswa/i dalam belajar dan menguasai vocabulary?
The Result of Eighth Grade Teacher’s Interview after Classroom Action Research (CAR)

Pewawancara : Maspupah
Guru : Hj. Diana Dewi, S.Pd
Tanggal : 14 September 2017
Tempat : Ruang Guru SMP Muhammadiyah 17 Ciputat

1. Apa pendapat Ibu setelah melihat proses pembelajaran vocabulary dengan menggunakan Word Association Games?

Ibu melihat para siswa lebih termotivasi dan lebih semangat ya dalam belajar Bahasa Inggris, apalagi ketika game berlangsung, antusiasme mereka terlihat sekali.

2. Menurut pendapat Ibu, apa kekurangan dan kelebihan yang ada pada penggunaan games tersebut?


3. Bagaimana kemampuan pemahaman siswa Ibu dalam pembelajaran vocabulary setelah menggunakan Word Association Games?

Bervariasi siih ya kemampuan mereka, tetapi kebanyakan mereka sudah mulai hafal dengan beberapa vocabulary Bahasa Inggris beserta artinya dalam Bahasa
Indonesia. Karena pada saat game itu berlangsung kan siswa suka banyak-banyak kata ini artinya apa, beberapa dari mereka juga jadi sering membuka kamus karena penasaran ingin tahu arti dari kata-kata Bahasa Inggris yang ingin mereka tau artinya.

4. Menurut Ibu, apakah siswa termotivasi untuk belajar vocabulary setelah menggunakan teknik Word Association Games?

Iya bisa memotivasi mereka, karena mereka kan merasa senang dalam proses pembelajaran. Ketika ditanya siapa yang ingin maju pun antusiasme mereka terlihat sekali ketika mereka berebut maju kedepan sambil bilang “Saya, Bu! Saya, Bu!”

5. Kendala apa yang terlihat selama proses pembelajaran vocabulary dengan menggunakan Word Association Games?

Kendalanya ya itu tadi yang Ibu bilang, suasana kelas jadi agak ramai. Kemudian, kendala yang lain juga ya siswa yang aktif ya aktif pengennya maju terus mau nambah terus majunya, kalau yang pasif ya pasif, belum disuruh maju aja udah ketakutan duluan.

6. Menurut pendapat Ibu, bagaimana cara mengatasi kendala tersebut?

Cara mengatasinya ya mungkin kalau siswa yang pasif itu butuh didekati dan dikasih perhatian lebih ya seperti yang sudah kamu lakukan kemarin. Kalau kelas yang ramai mungkin cara siswa perform nya sebaiknya jangan dibuat perkelompok ya, langsung saja siswa sekelas disuruh perform bersama-sama.
7. Setelah Ibu melakukan observasi pembelajaran vocabulary dengan menggunakan Word Association Games, apakah games tersebut efektif untuk meningkatkan kemampuan siswa/i dalam belajar dan menguasai vocabulary?

*Iya efektif, menurut Ibu game ini dapat menambah wawasan siswa dan juga bisa meningkatkan vocabulary mereka.*

Ciputat Timur, 14 September 2017

Guru Mata Pelajaran
Hj. Diana Dewi, S.Pd
NIP. 131 684 617

Guru Peneliti
Maspupah
NIM: 1113014000047
Appendix 4. Students’ Questionnaire Sheet and Results before CAR

Questionnaire for Students before Classroom Action Research (CAR)

Nama : 
Kelas : 

Petunjuk:

1. Tulislah nama dan kelas di tempat yang telah disediakan
2. Berilah tanda checklist (v) pada salah satu jawaban “Ya” atau “Tidak”
3. Jawablah dengan jujur sesuai dengan keadaan sebenarnya!
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan
5. Terimakasih atas bantuan dan kerjasamanya.

<table>
<thead>
<tr>
<th>No</th>
<th>Pertanyaan</th>
<th>Ya</th>
<th>Tidak</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apakah kamu merasa senang ketika mengikuti pelajaran Bahasa Inggris materi kosakata (vocabulary)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Apakah kamu dengan mudah memahami materi kosakata (vocabulary) dalam bahasa Inggris selama ini?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Apakah kamu merasa nilai bahasa Inggris tentang materi kosakata (vocabulary) selama ini baik/bagus?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Apakah kamu dapat menjawab pertanyaan yang diberikan guru mengenai materi yang diajarkan?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Apakah kamu sering bertanya kepada guru jika ada kesulitan dalam materi kosakata (vocabulary)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Apakah kamu merasa teknik yang digunakan guru dapat mengatasi kesulitanmu dalam menguasai</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Pertanyaan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Apakah teknik yang digunakan guru dapat membantumu memperkaya (vocabulary) kosa katamu?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Apakah guru sering memberikan latihan untuk mengembangkan kemampuan kosakata (vocabulary)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Apakah kamu dapat mengerjakan tugas kosakata (vocabulary) dengan mudah?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Apakah kamu merasa kosakata (vocabulary) Bahasa Inggris kamu sudah banyak?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Result of Students’ Pre-Questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicators</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>The students’ response about teaching and learning processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>- The students were enjoy in the teaching-learning processes</td>
<td>26</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>68.4 %</td>
<td>31.6 %</td>
</tr>
<tr>
<td>2</td>
<td>- The students understood the teacher’s explanation easily</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>39.5 %</td>
<td>60.5 %</td>
</tr>
<tr>
<td>B</td>
<td>The results of students’ vocabulary learning activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>- The students felt good with their score in vocabulary</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23.7 %</td>
<td>76.3 %</td>
</tr>
<tr>
<td>4</td>
<td>- The students could answer questions given by the teacher about the</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>material being taught</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>29 %</td>
<td>71 %</td>
</tr>
<tr>
<td>C</td>
<td>The solution of the problems in vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>- The students asked their difficulties in vocabulary to the teacher</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>39.4 %</td>
<td>60.6 %</td>
</tr>
<tr>
<td>6</td>
<td>- The teacher implemented the suitable technique to solve difficulties</td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>in learning vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>18.4 %</td>
<td>81.6 %</td>
</tr>
<tr>
<td>7</td>
<td>- The technique could help students enrich and memorize vocabulary</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>easily and get the new vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15.8 %</td>
<td>84.2 %</td>
</tr>
<tr>
<td>8</td>
<td>- The teacher gave exercise to develop students’ ability in vocabulary</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31.6 %</td>
<td>68.4 %</td>
</tr>
<tr>
<td>9</td>
<td>- The students could do the task easily</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26.3 %</td>
<td>73.7 %</td>
</tr>
<tr>
<td>10</td>
<td>- The students had rich vocabulary</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15.8 %</td>
<td>84.2 %</td>
</tr>
<tr>
<td></td>
<td><strong>Mean</strong></td>
<td>31%</td>
<td>69%</td>
</tr>
</tbody>
</table>
Appendix 5. Students’ Questionnaire Sheet and Results after CAR

Questionnaire for Students after Classroom Action Research (CAR)

Nama :
Kelas :

Petunjuk:

1. Tulislah nama dan kelas di tempat yang telah disediakan
2. Berilah tanda checklist (v) pada salah satu jawaban “Ya” atau “Tidak”
3. Jawablah dengan jujur sesuai dengan keadaan sebenarnya!
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan
5. Terimakasih atas bantuan dan kerjasamanya.

<table>
<thead>
<tr>
<th>No</th>
<th>Pertanyaan</th>
<th>Ya</th>
<th>Tidak</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apakah kamu merasa senang ketika mempelajari kosakata Bahasa Inggris menggunakan Word Association Game?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Apakah kamu merasa belajar kosakata dengan lebih baik melalui Word Association Game?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Apakah kamu merasa termotivasi belajar kosakata dalam KBM dengan menerapkan Word Association Game?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Apakah kamu merasa kalau Word Association Game cocok diterapkan dalam belajar kosakata Bahasa Inggris?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Apakah kamu lebih mudah memahami kosakata</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Vivienne Baumfield in Neaty Muttahidah, Improving Students’ Vocabulary through Vocabulary Card, (Jakarta: UIN Syarif Hidayatullah, 2011)
<table>
<thead>
<tr>
<th>No.</th>
<th>Pertanyaan</th>
<th>Jawaban</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Apakah kamu menyukai pembelajaran kosakata Bahasa Inggris dengan <strong>Word Association Game</strong>?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Apakah kamu merasa <strong>Word Association Game</strong> dapat membantumu untuk mengembangkan dan memperkaya kosakata kamu?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Apakah kamu merasa <strong>Word Association Game</strong> dapat memecahkan masalah kamu dalam belajar kosakata Bahasa Inggris?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Apakah pembelajaran melalui <strong>Word Association Game</strong> dapat mempermudah cara belajar kamu?</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Apakah kamu merasa lebih mudah mengingat kosakata baru dan kosakata yang telah kamu miliki, ketika belajar melalui <strong>Word Association Game</strong>?</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Apakah kamu merasa lebih mudah mengerjakan tugas kosakata setelah menerapkan <strong>Word Association Game</strong>?</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Apakah kamu diberikan kesempatan bertanya ketika mengalami kesulitan dalam mengerjakan tugas kosakata dalam Bahasa Inggris?</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Apakah kamu sudah merasa ada peningkatan nilai Bahasa Inggris materi vocabulary?</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Apakah pembelajaran kosakata Bahasa Inggris melalui <strong>Word Association Game</strong> lebih baik dibandingkan dengan pembelajaran yang biasa?</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Apakah kamu merasa kepemilikan kosakata (vocabulary) kamu sudah banyak setelah belajar dengan teknik <strong>Word Association Game</strong>?</td>
<td></td>
</tr>
</tbody>
</table>
# The Result of Students’ Post-Questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicators</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>The students’ response about teaching and learning processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>- The students were satisfied in the teaching learning processes through Word Association Games</td>
<td>35</td>
<td>92.1 %</td>
</tr>
<tr>
<td>3</td>
<td>- The students were motivated learning vocabulary through Word Association Games</td>
<td>33</td>
<td>86.8 %</td>
</tr>
<tr>
<td>14</td>
<td>- The students could learn vocabulary better through Word Association Games than the usual learning</td>
<td>34</td>
<td>89.5 %</td>
</tr>
<tr>
<td>B</td>
<td>The results of students’ vocabulary learning activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>- The students were helped in enriching their vocabularies through Word Association Games</td>
<td>35</td>
<td>92.1 %</td>
</tr>
<tr>
<td>8</td>
<td>- The students felt that Word Association Games can solve their problems</td>
<td>34</td>
<td>89.5 %</td>
</tr>
<tr>
<td>11</td>
<td>- The students could do the vocabulary task easily by using Word Association Games</td>
<td>32</td>
<td>84.2 %</td>
</tr>
<tr>
<td>13</td>
<td>- The students’ score were increased after then</td>
<td>34</td>
<td>89.5 %</td>
</tr>
<tr>
<td>15</td>
<td>- The students’ vocabulary were enriched by Word Association Games</td>
<td>36</td>
<td>94.7 %</td>
</tr>
<tr>
<td>C</td>
<td>The solution of the problems in vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>12</td>
<td>- The teacher gave opportunity to ask their difficulties</td>
<td>33</td>
<td>86.8 %</td>
</tr>
<tr>
<td>D</td>
<td><strong>Students’ response about Word Association Games</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>- The students feel better in learning vocabulary through Word Association Games</td>
<td>34</td>
<td>89.5 %</td>
</tr>
<tr>
<td>4</td>
<td>- Word Association Games is suitable to be implied in teaching-learning vocabulary</td>
<td>35</td>
<td>92.1 %</td>
</tr>
<tr>
<td>5</td>
<td>- The students more understand the vocabulary easily</td>
<td>34</td>
<td>89.5 %</td>
</tr>
<tr>
<td>6</td>
<td>- The students like learning vocabulary through Word Association Games</td>
<td>36</td>
<td>94.7 %</td>
</tr>
<tr>
<td>9</td>
<td>- The students feel that Word Association Games facilitate their vocabulary learning</td>
<td>32</td>
<td>84.2 %</td>
</tr>
<tr>
<td>10</td>
<td>- The students could remember both their previous vocabulary and the new word easily</td>
<td>31</td>
<td>81.6 %</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 6. Students’ Pre-Test

Name: 

Class: 

Date: 

Choose the correct answer by crossing (x) a, b, c or d!

1. He is Mr. Danu. He is very____
   a. small  c. tall
   b. big    d. short

2. He is Reza. He is very____
   a. short  c. small
   b. tall   d. big

3. Anita is wearing_____
   a. hat     c. tie
   b. glasses d. earring
4. A: What is Mr. Johan wearing?
   B: He's wearing a_____
   a. glasses    c. shirt
   b. hat       d. short

5. When it is very cold, you probably need a_____
   a. shoes       b. hat       c. sunglasses    d. sweater

6. Santi wanted to send an invitation letter to Aulia. After writing the address on the envelope, she puts_____ on it.
   a. a letter    b. a post card   c. an airmail    d. a stamp

7. Please go to the_____ to send my letter.
   a. café       b. hotel      c. post office    d. police office

8. Thomas: I’m going to invite Anggita to come to my birthday party.
   Naura: That's great. Why don’t you make an_____ for her?
   Thomas: Alright
   a. present    c. invitation card
   b. cake       d. birthday hat
9. Yesterday was Putri’s birthday. So, I gave her a____

a. candle  c. invitation card
b. present  d. birthday hat

10. Joana: Excuse me sir, I want you to pull my tooth.

Mr. Dedi: Oh yes, let me examine it.

Joana: Certainly.

What do you think Mr. Dedi is?


11. Jasmine: I have terrible headache.

Diana: You should go to the____

a. dentist  b. nurse  c. doctor  d. pharmacist

For number 12-13

Yesterday, I had a sore throat. So, I could not swallow the food. Then, I went to the doctor. He gave me the (12)______. After that, I went to the drugstore to buy the (13)______.

12. a. recipe  b. menu  c. drink  d. food

13. a. wallet  b. medicine  c. drink  d. food
14. A person whose job is to care for people who are ill or injured, especially in a hospital is_____  
   a. clinician  
   b. pharmacist  
   c. staff  
   d. nurse

15. You can use my pen for_____  
   a. singing  
   b. crying  
   c. reading  
   d. writing

16. A long narrow, flat piece of plastic, metal, or wood, with straight edges. It used for measuring things and for drawing straight lines. It is called? A______  
   a. pencil  
   b. sharpener  
   c. ruler  
   d. pen

17. A seat for one person, which has a back. Usually for legs and sometimes two arms. It is called? A______  
   a. bench  
   b. couch  
   c. sofa  
   d. chair

18. There is a_____ near school. The student can buy books there.  
   a. grocery  
   b. bookstore  
   c. department store  
   d. library

19. You can sweep the floor with a.....  
   a. duster  
   b. broom  
   c. paper  
   d. map
20. Anis: Could you turn on the ______ please, I want to listen to the music.
Intan: Alright.
Anis: Thanks.

a. television  b. newspaper  c. magazine  d. radio

21. I often listen some news from the ...

a. newspaper  b. radio  c. magazine  d. television

22. Pizza, noodle, sandwich, fried rice and burger. They are called_____

a. vegetables  b. food  c. fruits  d. drinks

23. My mother is a nurse. She works in Hermina Hospital. She ___ the patients.

a. thinks  b. ignores  c. helps  d. finds

24. We must have a flag ceremony every Monday. Our teachers ask ___ to come on time.

a. her  b. our  c. his  d. us

25. My friend and I go to school together.____ go there by Becak.

a. They  b. We  c. I  d. She

---

3 Yona Erviani, The Effectiveness of Using Games towards Students’ Vocabulary Mastery, (Jakarta: UIN Syarif Hidayatullah, 2014), p. 74-75
4 http://www.ilmubahasainggris.com
5 http://www.bigbanktheories.com
Appendix 7. The Result of Students’ Pre-Test

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*Students who could pass the Minimum Mastery Criterion/KKM*
Appendix 8. Students’ Post-Test 1

Name:

Class:

Date:

Choose the correct answer by crossing (x) a, b, c or d!

1. Annisa _____ the match in Olympic Games. She is so sad.
   a. won  b. lost  c. jumped  d. celebrated

2. I went to dentist yesterday because my _____ were in pain.
   a. hands  b. fingers  c. teeth  d. ears

3. Andi: Can you help me?
   Mr. Ian: Yes, of course. What can I do for you?
   Andi: Please, ____ this bag to my room.
   Mr. Ian: Yes, Sir.
   a. bring  b. help  c. give  d. has

4. The exercise was too _____ for me. I got score 100.
   a. difficult  b. easy  c. expensive  d. High
5. Diana’s barbie is broken. Diana is very ____ now.
   a. confuse   b. sad   c. happy   d. Charm

6. The teacher’s duty is to ____ the students in the school.
   a. teach   c. make
   b. play   d. work

7. What do you wear to go to bed? A ____
   a. dress   b. jacket   c. uniform   d. pajama

8. Anna : Aris, your shoes are so fit in your____. You look gorgeous.

   Aris : Thank you.
   a. finger   b. lip   c. hand   d. feet

9. The clown is so _____. He makes all kids laugh and happy.
   a. funny
   b. quiet
   c. noisy
   d. disgusting
10. I am so hungry. So, I _____ a meal.
   a. prepare                      c. kick
   b. walk                       d. Wear

11. Rosa: I want to wear my white gown to Amanda’s party. What do you think?
   Amira: I think the red one is better.
   Rosa: Ok, I will _____ the red gown
   a. wrap                        b. go                     c. wear                   d. give

12. Apple, orange, melon, and mango. They are called_____
   a. vegetables               b. food                c. fruits                d. drinks

13. A: When did you get up in this morning?
   B: _____
   a. I got up at 5.00           c. I was sleepy
   b. I had my breakfast       d. I went to school

14. Tania: Where do you want move?
   Michael: I want to _____ to London with my parents.
   a. come                       b. find                     c. move                    d. run
15. Aldi didn’t study hard. He didn’t _____ the exam.
   a. study b. give c. pass d. break

16. The gardener _____ the grass every Monday and Thursday.
   a. cuts b. plans c. trains d. comes

17. I can’t hear anything since my ____ are sick.
   a. eyes b. ears c. nose d. mouth

18. Sugar is _____, but honey is sweeter than sugar.
   a. salty b. small c. sweet d. smooth

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19. Azizah is a _____. She teaches English in our class. Every students love her.
   a. kind teacher       c. arrogant teacher
   b. ugly teacher       d. emotional teacher

20. I have a brown pencil case. This brown pencil case is_____
   a. mine              b. yours              c. hers              d. his

21. Something that you can find in your bedroom is a _____.
   a. blackboard        b. bed                c. stove             d. garden

22. Mrs. Gina is a tailor. She makes _____
   A. clothes            B. bag                C. belt              D. ice cream

23. I have a sister named Citra. I really love_____
   a. them             b. him              c. her              d. me

7 http://www.bigbanktheories.com
24. I will go to the _____ to drink Bubblegum Milkshake with my friends tonight.
   a. cinema        b. café        c. museum        d. book store

25. I am sorry, all _____ in this hotel have been booked.
   a. pools         b. rooms       c. cars         d. pajamas
**Appendix 9.** The Result of Students’ Post-Test 1

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*Students who could pass the Minimum Mastery Criterion/KKM
Appendix 10. Students’ Post-Test 2

Name : 

Class : 

Date : 

Choose the correct answer by crossing (x) a, b, c or d!

1. After eating or drinking in the restaurant, you give and pay the bill to the 
   ______
   a. waiter   b. cashier   c. waitress   d. manager

2. Rio and his brother often watch ______ in the evening.
   a. newspaper   b. radio   c. magazine   d. television

3. Siti : Do you have a _____?
   Shopkeeper : Yes, we do. The book shelf is right there.
   a. football shoes   c. red apples
   b. persian cat   d. drawing book

4. My mother usually slices some meat with a ______
   a. stick   b. fork   c. knife   d. spoon
5. The teacher asked _____ why I didn’t do my English homework.
   a. I   b. mine   c. me   d. ours

6. Nabil : Fried chicken is my favourite food.
   Adinda : I like it too. The taste of fried chicken is very _____
   a. delicious   b. bitter   c. salty   d. dangerous

7. Faqih : What is your father’s job?
   Nina : He is a ______. He flies the plane.
   a. doctor   b. farmer   c. postman   d. pilot

8. Coca cola, tea, juice and milk. They are called_____
   a. vegetables   b. food   c. fruits   d. drinks

9. The carpet is_____. I want to clean it.
   a. large   b. shiny   c. dirty   d. soft

10. The students’ duty is to_____ in the school.
    a. teach   b. work   c. play   d. study

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http://www.ilmubahasainggris.com
11. My mother told me to have a _____ every morning.
   a. breakfast  b. dinner  c. lunch  d. spoon

12. _____ is a kind of Italian food.

13. We need_____ to send a letter.
   a. glue  b. stamp  c. coin  d. pen

14. You have to wear uniform to go to_____
   a. school  b. mall  c. bed  d. party

15. My father is so hungry. So, I _____ fruit for him.
   a. prepare  b. wear  c. throw  d. kick

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9 http://www.bigbanktheories.com
16. Tita is celebrating her birthday. Now Tita feels ____
   a. angry    b. dusty    c. easy    d. happy

17. Mother needs rice, egg, onion, and vegetables. She will make ... 
   a. burger    b. soup    c. noodle    d. fried rice

18. Mr. Yusuf is a doctor. He works in ...
   a. hotel    b. school    c. hospital    d. office

19. Something that you can find in your bathroom is a ____
   a. pillow    b. stove    c. television    d. soap

20. We are ____ at SMP Muhammadiyah 17 Ciputat
   a. students    b. artists    c. doctors    d. farmers

21. A ____ makes some food.
   a. teacher    b. doctor    c. chef    d. lawyer

22. Onion, spinach, potato and tomato. They are called ____
   a. vegetables    b. utilities    c. fruits    d. drinks

23. Raffi did not study hard, so he did not ____ the English exam.
   a. study    b. pass    c. break    d. go
24. Please take off your _____ outside.
   a. clothes
   b. shoes
   c. bag
   d. socks

25. _____ just left five minutes ago.
   a. He
   b. His
   c. Him
   d. Their
Appendix 11. The Result of Students’ Post-Test 2

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*Students who could pass the Minimum Mastery Criterion/KKM*
Appendix 12. The Result of ANATES Program

Result of Pre-Test

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Rata² = 10.97
Simpang Baku = 3.53
Korelasi = 0.23
Reliabilitas Tes = 0.38
Butir Soal = 25
Jumlah Subyek = 35
Nama berkas: D:\ANATES 1 NEW.ANA
**Result of Post-Test 2**

**REKAP ANALISIS BUTIR**

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Rata2 = 11.44  
Simpang Baku = 2.65  
KorelasiXY = 0.14  
Reliabilitas Tes = 0.25  
Butir Soal = 25  
Jumlah Subyek = 34  
Nama berkas: D:\ANATES 2.ANA
Appendix 13. Lesson Plans of Cycle 1

LESSON PLAN CYCLE 1/1
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Muhammadiyah 17 Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 1
Standar Kompetensi : 2. Memahami makna dalam teks tulis fungsional pendek dan esai pendek sederhana yang berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar
Kompetensi Dasar : 2.1 Memahami makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar
Tema : English Basic Vocabulary Words
Aspek/Skill : Mendengarkan
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:

➢ Menyebutkan kata-kata paling sederhana dalam Bahasa Inggris sesuai dengan kategori kata yang diminta oleh guru
➢ Memahami kata-kata berbahasa Inggris sesuai dengan kategori atau jenis kata-katanya

➢ Karakter siswa yang diharapkan : Dapat dipercaya (trustworthiness)
Rasa hormat dan perhatian (respect)
2. Materi Pembelajaran
   
   a. Recalling Vocabulary

   Pengenalan kosakata yang berkaitan dengan basic English vocabulary:
   - Animals
   - Colors
   - Fruits
   - Occupations
   - Transportations
   - Family Members
   - Vegetables

3. Metode Pembelajaran: Three phase technique

4. Langkah-Langkah Kegiatan

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Langkah-Langkah</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | • Melakukan pembukaan dengan salam pembuka dan mengkondisikan suasana belajar yang menyenangkan.  
              • Mengecek absensi siswa.  
              • Menyampaikan kompetensi yang akan dicapai dan manfaatnya bagi kehidupan  
              • Menyampaikan garis besar cakupan materi dan kegiatan yang akan digunakan. | 10 menit |
| Inti | • Guru meminta siswa untuk menyebutkan vocabulary bahasa Inggris yang mereka ketahui | 60 menit |
sebelum guru memulai pembelajaran dan menjelaskan materi
• Peserta didik diberi kesempatan untuk bertanya tentang vocabulary yang telah mereka sebutkan sebelum guru mulai menjelaskan materi
• Guru menjelaskan *Word Association Games*
• Guru membagi siswa kedalam tujuh kelompok secara acak dimana satu kelompok terdiri dari lima sampai enam siswa per kelompoknya
• Guru memanggil setiap kelompok untuk maju kedepan kelas untuk menjawab atau menyebutkan kata-kata yang kategorinya akan diberikan oleh guru
• Peserta didik bekerja secara berkelompok untuk mengerjakan tugas yang telah diberikan atau menjawab instruksi yang telah diberikan
• Peserta didik mendiskusikan hasil kerjanya dengan teman kelompoknya masing-masing.

Penutup
• Peserta didik dengan bimbingan guru menyimpulkan pembelajaran hari itu.
• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

*Thank you very much for your participation.*

*You have done a good job today, I’m very happy with your activity in the class. How about you, Do you enjoy my class?, etc.*
• Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

5. Sumber Pembelajaran

Sumber materi : - Buku LKS
Media : - Papan tulis
6. Penilaian Pembelajaran

Penilaian diambil dari *observation sheet of students and teachers’ activity* mengenai partisipasi siswa dan guru dalam proses belajar mengajar serta *field notes* untuk menilai proses kegiatan belajar mengajar dikelas terkait dengan respon dan keaktifan siswa maupun situasi dan kondisi kelas selama pembelajaran berlangsung.

Mengetahui;
Guru Mapel Bahasa Inggris
(Hj. Diana Dewi, S.Pd)
NIP. 131 684 617

Tangerang Selatan, 29 Agustus 2017
Peneliti
(Maspupah)
NIM: 1113014000047
LESSON PLAN CYCLE 1/2  
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Muhammadiyah 17 Ciputat  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII (Delapan) / 1  
Standar Kompetensi : 2. Memahami makna dalam teks tulis fungsional pendek dan esai pendek sederhana yang berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar  
Kompetensi Dasar : 2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar  
Tema : Things around You (School)  
Aspek/Skill : Mendengarkan  
Alokasi Waktu : 2 x 40 menit  

1. Tujuan Pembelajaran  
Pada akhir pembelajaran, siswa dapat:  
  ➢ Menyebutkan kata-kata dalam Bahasa Inggris terkait dengan kategori kata yang berhubungan dengan tema things around you.  
  ➢ Memahami kata-kata berbahasa Inggris sesuai dengan kategori atau jenis kata-katanya

▲ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)  
  Rasa hormat dan perhatian (respect)  
  Tekun (diligence)  
  Tanggung jawab (responsibility)
2. Materi Pembelajaran

a. Recalling Vocabulary

Pengenalan kosakata yang berkaitan dengan tema things around you (school):

- school
- classroom
- office
- canteen
- library
- sports field
- laboratory

3. Metode Pembelajaran: Three phase technique

4. Langkah-Langkah Kegiatan

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Langkah-Langkah</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan  | • Melakukan pembukaan dengan salam pembuka dan mengkondisikan suasana belajar yang menyenangkan.  
               • Mengecek absensi siswa.  
               • Menyampaikan kompetensi yang akan dicapai dan manfaatnya bagi kehidupan  
               • Menyampaikan garis besar cakupan materi dan kegiatan yang akan digunakan. | 10 menit |
| Inti         | • Guru meminta siswa untuk mengamati hal yang ada di sekitar mereka, terutama benda-benda yang ada di lingkungan sekolah  
               • Guru menjelaskan Word Association Games | 60 menit |
Guru memanggil setiap kelompok yang telah dibuat pada pertemuan sebelumnya untuk maju kedepan kelas untuk menjawab atau menyebutkan kata-kata yang kategorinya terkait dengan *things around you (school)*

- Peserta didik bekerja secara berkelompok untuk mengerjakan tugas yang telah diberikan atau menjawab instruksi yang telah diberikan
- Peserta didik mendiskusikan hasil kerjanya dengan teman kelompoknya masing-masing.
- Guru memberikan peserta didik kesempatan untuk bertanya mengenai materi yang telah dipelajari

Guru dididik dengan bimbingan guru menyimpulkan pembelajaran hari itu.

Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

*Thank you very much for your participation.*

*You have done a good job today, I’m very happy with your activity in the class. How about you, Do you enjoy my class?, etc.*

- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

**5. Sumber Pembelajaran**

- Sumber materi : - Buku LKS
- Media : - Papan tulis

**6. Penilaian Pembelajaran**

Penilaian diambil dari *observation sheet of students and teachers’ activity* mengenai partisipasi siswa dan guru dalam proses belajar mengajar serta *field notes* untuk menilai proses kegiatan belajar mengajar dikelas terkait dengan
Mengetahui;
Guru Mapel Bahasa Inggris
(Hj. Diana Dewi, S.Pd)
NIP. 131 684 617

Tangerang Selatan, 31 Agustus 2017
Peneliti
(Maspakah)
NIM: 111301400047

respon dan keaktifan siswa maupun situasi dan kondisi kelas selama pembelajaran berlangsung.
LESSON PLAN CYCLE 1/3
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Muhammadiyah 17 Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 1

Standar Kompetensi : 2. Memahami makna dalam teks tulis fungsional pendek dan esai pendek sederhana yang berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar : 2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar

Tema : Home
Aspek/Skill : Mendengarkan
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:

- Menyebutkan kata-kata dalam Bahasa Inggris terkait dengan kategori kata yang berhubungan dengan home.
- Memahami kata-kata berbahasa Inggris sesuai dengan kategori atau jenis kata-katanya

Karakter siswa yang diharapkan : Dapat dipercaya ( Trustworthiness)
Rasa hormat dan perhatian ( respect )
Tekun ( diligence )
Tanggung jawab ( responsibility )
2. Materi Pembelajaran
   
a. Recalling Vocabulary

   Pengenalan kosakata yang berkaitan dengan home:
   - home
   - kitchen
   - living room
   - bathroom
   - bedroom
   - dining room
   - front/back yard

   **READ THE TEXT CAREFULLY!**

   **My Lovely House**

   My name is Friza. I live with my family. Our house is not too big and not too small. There are four bedrooms for us. One bedroom is for my parents, one is for me, one is for my brothers, and another one is for guest who stays overnight in our house. Our dining room is clean. There are a dining table, six chairs, a glass display, a fridge, and a microwaves oven.

   My favorite room is the family room. It is very comfortable. There are a sofa, a table, a cupboard, a telephone, a TV, a DVD player, home theater, some paintings on the wall, and some decorations. I usually watch TV while lying down on the sofa.

3. Metode Pembelajaran: Three phase technique
4. Langkah-Langkah Kegiatan

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Langkah-Langkah</th>
<th>Waktu</th>
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</thead>
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<tr>
<td>Pendahuluan</td>
<td>• Melakukan pembukaan dengan salam pembuka dan mengkondisikan suasana belajar yang menyenangkan.</td>
<td>10 menit</td>
</tr>
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<td>• Mengecek absensi siswa.</td>
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<tr>
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<td>• Menyampaikan kompetensi yang akan dicapai dan manfaatnya bagi kehidupan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Menyampaikan garis besar cakupan materi dan kegiatan yang akan digunakan.</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>• Guru meminta siswa untuk membaca dan mengamati teks deskriptif berjudul My Lovely House yang ada pada LKS mereka.</td>
<td>60 menit</td>
</tr>
<tr>
<td></td>
<td>• Peserta didik diberi kesempatan untuk bertanya mengenai teks yang telah mereka baca.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menjelaskan Word Association Games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memanggil setiap kelompok yang telah dibuat pada pertemuan sebelumnya untuk maju kedepan kelas untuk menjawab atau menyebutkan kata-kata yang kategorinya terkait dengan home.</td>
<td></td>
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<tr>
<td></td>
<td>• Peserta didik bekerja secara berkelompok untuk mengerjakan tugas yang telah diberikan atau menjawab instruksi yang telah diberikan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Peserta didik mendiskusikan hasil kerjanya dengan teman kelompoknya masing-masing.</td>
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<td>• Guru memberikan Post Test 1 yang terdiri dari 25 soal pilihan ganda dan meminta siswa untuk mengerjakannya secara individual.</td>
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</tr>
<tr>
<td>Penutup</td>
<td>• Peserta didik dengan bimbingan guru menyimpulkan pembelajaran hari itu.</td>
<td>10 menit</td>
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<tr>
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<td>• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</td>
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</table>
Thank you very much for your participation.
You have done a good job today, I’m very happy with your activity in the class. How about you, Do you enjoy my class?, etc.

- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

5. Sumber Pembelajaran

Sumber materi : - Buku LKS
Media : - Papan tulis

6. Penilaian Pembelajaran

Penilaian diambil dari observation sheet of students and teachers’ activity mengenai partisipasi siswa dan guru dalam proses belajar mengajar serta field notes untuk menilai proses kegiatan belajar mengajar di kelas terkait dengan respon dan keaktifan siswa maupun situasi dan kondisi kelas selama pembelajaran berlangsung.

Mengetahui;
Guru Mapel Bahasa Inggris

Tangerang Selatan, 5 September 2017

( Hj. Diana Dewi, S.Pd )
NIP. 131 684 617

Peneliti

(Maspupah )
NIM: 1113014000047
Observation Sheet of Teacher’s Activity

Nama Sekolah : SMP Muhammadiyah 17 Ciputat
Kelas : VIII A
Cycle/Pertemuan : 1/1
Tanggal : 29 Agustus 2017

Berilah tanda check list (✓) pada kolom sesuai dengan pengamatan anda!

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<tr>
<td>1</td>
<td>Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran</td>
<td>✓</td>
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<tr>
<td>2</td>
<td>Memberikan penjelasan tentang kompetensi yang hendak dicapai</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Memberikan penjelasan mengenai metode pembelajaran dengan <em>Word Association Games</em></td>
<td>✓</td>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
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<tr>
<td>6</td>
<td>Memberikan kesempatan siswa untuk bertanya atau mengungkapkan pendapat</td>
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<td>7</td>
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<td>Status</td>
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<td>-----------------------------------------</td>
<td>--------</td>
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<tr>
<td>9</td>
<td>Melaksanakan pembelajaran aktif dan menyenangkan</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Menyimpulkan materi pembelajaran dan memberi motivasi terhadap siswa</td>
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Ket:

SB = (Sangat Baik/Very Good); B = (Baik/Good); C = (Cukup/Adequate); K = (Kurang/Insufficient)
Observation Sheet of Teacher’s Activity

Nama Sekolah : SMP Muhammadiyah 17 Ciputat
Kelas : VIII A
Cycle/Pertemuan : 1/2
Tanggal : 31 Agustus 2017

Berilah tanda check list (✓) pada kolom sesuai dengan pengamatan anda!

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<tr>
<td>7</td>
<td>Antusias terhadap pendapat dan jawaban siswa</td>
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<tr>
<td>8</td>
<td>Mengamati kesulitan atau kemajuan siswa</td>
<td>✓</td>
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<tr>
<td>9</td>
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Ket:

SB = (Sangat Baik/Very Good); B = (Baik/Good); C = (Cukup/Adequate); K = (Kurang/Insufficient)
Observation Sheet of Teacher’s Activity

Nama Sekolah : SMP Muhammadiyah 17 Ciputat
Kelas : VIII A
Cycle/Pertemuan : 1/3
Tanggal : 5 September 2017

Berilah tanda check list (✓) pada kolom sesuai dengan pengamatan anda!

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menyenangkan

| 10 | Menyimpulkan materi pembelajaran dan memberi motivasi terhadap siswa | ✓ |

Ket:

SB = (Sangat Baik/Very Good); B = (Baik/Good); C = (Cukup/Adequate); K = (Kurang/Insufficient)
Observation Sheet of Students’ Activity

Nama Sekolah : SMP Muhammadiyah 17 Ciputat
Kelas : VIII A
Cycle/Pertemuan : 1/1
Tanggal : 29 Agustus 2017

Berilah tanda check list (✓) pada kolom sesuai dengan pengamatan anda!

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Ket:

SB = (Sangat Baik/Very Good); B = (Baik/Good); C = (Cukup/Adequate); K = (Kurang/Insufficient)

Observer

Hj. Diana Dewi, S.Pd
NIP. 131 684 617
Observation Sheet of Students’ Activity

Nama Sekolah : SMP Muhammadiyah 17 Ciputat
Kelas : VIII A
Cycle/Pertemuan : 1/2
Tanggal : 31 Agustus 2017

Berilah tanda check list (✓) pada kolom sesuai dengan pengamatan anda!

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<tr>
<td>3</td>
<td>Memperhatikan penjelasan materi pembelajaran</td>
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<tr>
<td>4</td>
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Observation Sheet of Students’ Activity

Nama Sekolah : SMP Muhammadiyah 17 Ciputat
Kelas : VIII A
Cycle/Pertemuan : 1/3
Tanggal : 5 September 2017

Berilah tanda check list (√) pada kolom sesuai dengan pengamatan anda!

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<td>Memberikan pertanyaan atau komentar terhadap penjelasan yang diberikan guru</td>
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Keterlibatan siswa dalam menyimpulkan pembelajaran

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Ket:

SB = (Sangat Baik/Very Good); B = (Baik/Good); C = (Cukup/Adequate); K = (Kurang/Insufficient)
FIELD NOTES

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</tr>
<tr>
<td>Time</td>
<td>: 08.20 – 09.40</td>
</tr>
</tbody>
</table>

1. Situasi dan kondisi kelas pada saat game berlangsung.

*Siswa terlihat antusias untuk mengikuti pembelajaran dengan metode game atau permainan karena menyenangkan. Kondisi kelas cukup ramai karena pada pertemuan pertama ini siswa sibuk untuk membentuk kelompok dengan teman-teman yang mereka inginkan, padahal guru telah menentukan kelompok masing-masing siswa sesuai dengan tempat duduk mereka.*

2. Perhatian dan interaksi guru terhadap siswa

*Perhatian dan interaksi guru sangat baik dengan siswa yang aktif, guru terlihat bisa membimbing siswa dalam mengatur permainan. Namun, perhatian guru masih kurang untuk siswa yang pasif atau malu-malu untuk bertanya ataupun maju kedepan kelas.*


*Guru terlihat menguasai teknik Word Association Game, penjelasan dari aturan dan alur permainan dijelaskan dengan cukup baik dan jelas sehingga siswa dapat mengerti tanpa harus merasa bingung atau tidak tau harus berbuat apa ketika maju kedepan kelas.*
4. Respon siswa terhadap teknik Word Association Game.

Siswa terlihat sangat antusias dalam proses pembelajaran, namun masih ada beberapa siswa yang terlihat pasif dalam proses pembelajaran. Dalam pertemuan pertama ini, beberapa kelompok juga masih terlihat malu-malu ketika diminta untuk maju ke depan kelas, banyak dari siswa yang beralasan bahwa mereka tidak bisa dan takut salah dalam menjawab pertanyaan.

5. Kemampuan siswa untuk bekerja sama dengan masing-masing group/team.

Beberapa kelompok sudah sangat bagus dalam bekerja sama dengan anggota kelompoknya yang lain dalam menjawab kata-kata yang kategorinya telah diberikan oleh guru, mereka saling mengingatkan agar memperhatikan jawaban teman seperkelompokannya untuk menghindari pengulangan kata yang akan menyebabkan gugurnya kelompok mereka. Namun masih banyak juga kelompok siswa yang masih sangat butuh bantuan dan bimbingan guru dalam menyebutkan vocabulary Bahasa Inggris, beberapa siswa juga butuh di motivasi agar bisa berperan aktif dalam proses pembelajaran.

Observer

Hj. Diana Dewi, S.Pd

NIP. 131 684 617
FIELD NOTES

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<thead>
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1. Situasi dan kondisi kelas pada saat game berlangsung.

Antusiasme siswa masih sama dengan pertemuan sebelumnya, siswa terlihat sangat antusias dalam berkompetisi dengan kelompok lainnya. Kondisi kelas pun cukup aktif dan ramai karena semua siswa terlibat dalam proses pembelajaran, namun ketika diminta untuk bertanya siswa menjadi pasif dan diam dan tidak ada yang ingin bertanya.

2. Perhatian dan interaksi guru terhadap siswa.

Perhatian dan interaksi guru sangat baik dengan siswa yang aktif, terjadi interaksi yang positif antara guru dan murid, guru juga terlihat bisa membimbing siswa dalam mengatur proses pembelajaran melalui game yang diberikan. Guru juga sudah mulai terlihat untuk mencoba mendekati dan memperhatikan siswa-siswa yang pasif dan malu-malu untuk maju ke depan kelas maupun menjawab pertanyaan.


Kekampuan guru cukup baik dalam menguasai teknik game ini dan dapat menarik perhatian siswa pada saat menjelaskan maupun pada saat game berlangsung. Penyampaian guru pun cukup jelas dan dapat menjangkau siswa-siswa yang berada di barisan belakang kelas.
4. Respon siswa terhadap teknik *Word Association Game*.

Respon siswa bervariasi, kelompok yang pada pertemuan sebelumnya sangat aktif masih terlihat aktif dalam proses pembelajaran. Namun, beberapa kelompok masih terlihat malu-malu dan kurang bisa menyebutkan vocabulary Bahasa Inggris yang kategori katanya telah ditentukan dengan anggota kelompoknya yang juga memang pasif dalam pembelajaran.

5. Kemampuan siswa untuk bekerja sama dengan masing-masing group/team.

Pada pertemuan kedua ini, beberapa kelompok meskipun mereka saling berkompetisi satu sama lain namun mereka saling memberi masukan atau saran dengan kelompok lain saat game berlangsung. Seperti misalnya beberapa siswa memberikan clue kata-kata dalam Bahasa Indonesia agar diterjemahkan oleh kelompok yang sedang berada didepan kelas.

Observer

Hj. Diana Dewi, S.Pd
NIP. 131 684 617
1. Situasi dan kondisi kelas pada saat game berlangsung.

Antusiasme siswa masih sama dengan pertemuan pertemuan sebelumnya, siswa terlihat sangat antusias dalam berkompetisi dengan kelompok lainnya. Kondisi kelas juga aktif dan selalu ramai dengan diskusi siswa karena semua siswa terlibat dalam proses pembelajaran, namun ketika siswa diminta untuk bertanya mereka masih saja malu-malu untuk menanyakan apa saja yang mungkin mereka belum pahami ataupun sekedar menanyakan terjemahan dari suatu kata.

2. Perhatian dan interaksi guru terhadap siswa

Guru dapat memberikan interaksi yang aktif antara guru dan siswa maupun siswa dan siswa, pada pertemuan ini guru mulai terlihat memberikan pujian terhadap siswa yang dapat menyebutkan kata yang paling banyak dengan kelompoknya agar mereka menjadi semakin termotivasi untuk memperbanyak vocabulary mereka dan bagi kelompok yang tertinggal pun agar menjadi semakin termotivasi untuk mengejar ketertinggalan mereka.


Kemampuan guru cukup baik dan menarik dalam penguasaan teknik Word Association Games dan begitu pula penyampaianannya, sehingga siswa semangat dan berusaha untuk mencari arti kosa kata atau vocabulary secara mandiri dengan mencari di kamus atau bertanya kepada teman, group lain atau kepada guru.
4. Respon siswa terhadap teknik *Word Association Game*.

Pada pertemuan ketiga ini, siswa terlihat lebih bersemangat dan senang pada saat proses pembelajaran. Hal ini disebabkan karena siswa merasa dapat belajar sambil bermain dalam mendapatkan ilmu kosa kata yang baru. Kelompok yang sebelumnya terlihat malu-malu pun sudah mulai terlihat antusias pada saat game berlangsung, mereka sudah mulai terbiasa sehingga rasa takut mereka akan membuat kesalahan dalam menyebutkan kata mungkin saja perlahan sudah mulai hilang.

5. Kemampuan siswa untuk bekerja sama dengan masing-masing group/team.

Kebanyakan siswa sudah mulai bisa bekerja sama dengan kelompoknya masing-masing, mereka mulai terlihat belajar dari kesalahan-kesalahan yang mereka perbuat pada pertemuan-pertemuan sebelumnya dan mulai terlihat memperbaiki kesalahan mereka. Mereka juga masih saling mengingatkan temannya yang lain agar selalu fokus dan berusaha memperbanyak vocabulary mereka.

Observer

Hj. Diana Dewi, S.Pd  
NIP. 131 684 617
Appendix 17. Lesson Plans of Cycle 2

LESSON PLAN CYCLE 2/1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Muhammadiyah 17 Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 1

Standar Kompetensi : 2. Memahami makna dalam teks tulis fungsional pendek dan esei pendek sederhana yang berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar : 2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

Tema : Sports
Aspek/Skill : Mendengarkan
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Menyebutkan kata-kata dalam Bahasa Inggris terkait dengan kategori kata yang berhubungan dengan tema sports.
- Memahami kata-kata berbahasa Inggris sesuai dengan kategori atau jenis kata-katanya

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (respect)
2. Materi Pembelajaran

a. Recalling Vocabulary

Pengenalan kosakata yang berkaitan dengan tema sports:

- kinds of sports
- your feeling when exercising
- sports equipment
- things you do when exercising
- place when you do sports
- badminton
- football

READ THE TEXT CAREFULLY!

There are some popular sports in our country. One of them is badminton. People play it everywhere in the cities, towns and villages. It is no wonder that we have a lot of good badminton players.

Badminton was played first in India. It was called Poona. British army officers brought it to England in 1860’s. The 8th duke of Beaufort introduced the game to English people in the early 1970’s at his estate, called Badminton. In 1934 the international Badminton Federation was founded.

Badminton is a simple game, but it is expensive enough. People usually play badminton on a court, indoors or outdoors. They use the rackets to hit the shuttle cock back and forth over the net five feet high. They must return it before it touches or land on the ground. It will be more comfortable if we wear spots shoes when we play.
In an official game, there are an umpire, a service judge and some linesman. They usually play singles, doubles, and mixed doubles games.

3. **Metode Pembelajaran:** Three phase technique

4. **Langkah-Langkah Kegiatan**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Langkah-Langkah</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | • Melakukan pembukaan dengan salami pembuka dan mengkondisikan suasana belajar yang menyenangkan  
• Mengecek absensi siswa.  
• Menyampaikan kompetensi yang akan dicapai dan manfaatnya bagi kehidupan  
• Menyampaikan garis besar cakupan materi dan kegiatan yang akan digunakan.                                                                                                                                                                                                                                                                                                                                                           | 10 menit |
| Inti        | • Guru meminta siswa untuk membaca dan mengamati teks yang ada pada LKS mereka  
• Guru memberi kesempatan kepada siswa untuk bertanya terkait dengan teks yang telah mereka baca  
• Guru menjelaskan *Word Association Games*  
• Guru membuat ulang kelompok dengan menggabungkan atau menyamaratakan siswa yang aktif dan pasif kedalam satu kelompok  
• Guru memanggil setiap kelompok yang telah dibuat untuk maju kedepan kelas untuk menjawab atau menyebutkan kata-kata yang kategorinya terkait dengan *sports*  
• Peserta didik bekerja secara berkelompok untuk mengerjakan tugas yang telah diberikan atau menjawab instruksi yang telah diberikan                                                                                                                                                                                                                                                                                                | 60 menit |
• Peserta didik mendiskusikan hasil kerjanya dengan teman kelompoknya masing-masing.

Penutup

• Peserta didik dengan bimbingan guru menyelesaikan pembelajaran hari itu.
• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

Thank you very much for your participation.
You have done a good job today, I’m very happy with your activity in the class. How about you, Do you enjoy my class?, etc.
• Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

10 menit

5. Sumber Pembelajaran

Sumber materi : - Buku LKS
Media : - Papan tulis

6. Penilaian Pembelajaran

Penilaian diambil dari observation sheet of students and teachers’ activity mengenai partisipasi siswa dan guru dalam proses belajar mengajar serta field notes untuk menilai proses kegiatan belajar mengajar dikelas terkait dengan respon dan keaktifan siswa maupun situasi dan kondisi kelas selama pembelajaran berlangsung.

Mengetahui;
Guru Mapel Bahasa Inggris

Tangerang Selatan, 7 September 2017
Peneliti

( Hj. Diana Dewi, S.Pd )
NIP. 131 684 617

(Maspupah )
NIM: 111301400047
LESSON PLAN CYCLE 2/2  
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Muhammadiyah 17 Ciputat  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII (Delapan) / 1  
Standar Kompetensi : 2. Memahami makna dalam teks tulis fungsional pendek dan esai pendek sederhana yang berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar  
Kompetensi Dasar : 2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount  
Tema : Birthday Party at My House  
Aspek/Skill : Mendengarkan  
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran  
Pada akhir pembelajaran, siswa dapat:  
 Menyebutkan kata-kata dalam Bahasa Inggris terkait dengan kategori kata yang berhubungan dengan tema birthday party dan house.  
 Memahami kata-kata berbahasa Inggris sesuai dengan kategori atau jenis kata-katanya

❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)  
Rasa hormat dan perhatian (respect)  
Tekun (diligence)  
Tanggung jawab (responsibility)
2. Materi Pembelajaran

   a. Recalling Vocabulary

   Pengenalan kosakata yang berkaitan dengan tema birthday party at my house:

   - things you do at home
   - your feelings when you’re at home
   - describe your home in one word!
   - birthday
   - birthday party equipments
   - place to do a birthday party

3. Metode Pembelajaran: Three phase technique

4. Langkah-Langkah Kegiatan

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Langkah-Langkah</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>• Melakukan pembukaan dengan salam pembuka dan mengkondisikan suasana belajar yang menyenangkan.</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>• Mengecek absensi siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Menyampaikan kompetensi yang akan dicapai dan manfaatnya bagi kehidupan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Menyampaikan garis besar cakupan materi dan kegiatan yang akan digunakan.</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>• Guru menjelaskan bagaimana caranya bertanya tentang tanggal hari ulang tahun kepada teman sebaya</td>
<td>60 menit</td>
</tr>
<tr>
<td></td>
<td>• Guru meminta siswa untuk melakukan praktek dengan cara menanyakan kapan hari ulang tahun teman sebangkunya secara bergantian dalam</td>
<td></td>
</tr>
</tbody>
</table>
Bahasa Inggris

- Guru memberi kesempatan kepada siswa untuk bertanya
- Guru menjelaskan Word Association Games
- Guru memanggil setiap kelompok yang telah dibuat pada pertemuan sebelumnya untuk maju kedepan kelas untuk menjawab atau menyebutkan kata-kata yang kategorinya terkait dengan birthday party dan house
- Peserta didik bekerja secara berkelompok untuk mengerjakan tugas yang telah diberikan atau menjawab instruksi yang telah diberikan
- Peserta didik mendiskusikan hasil kerjanya dengan teman kelompoknya masing-masing.

Peserta didik dengan bimbingan guru menyimpulkan pembelajaran hari itu.

- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

Thank you very much for your participation. You have done a good job today, I’m very happy with your activity in the class. How about you, Do you enjoy my class?, etc.

- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

Penutup

10 menit

5. Sumber Pembelajaran

Sumber materi : - Buku LKS
Media : - Papan tulis
6. Penilaian Pembelajaran

Penilaian diambil dari observation sheet of students and teachers’ activity mengenai partisipasi siswa dan guru dalam proses belajar mengajar serta field notes untuk menilai proses kegiatan belajar mengajar dikelas terkait dengan respon dan keaktifan siswa maupun situasi dan kondisi kelas selama pembelajaran berlangsung.

Mengetahui;
Guru Mapel Bahasa Inggris

Tangerang Selatan, 12 September 2017
Peneliti

( Hj. Diana Dewi, S.Pd )
NIP. 131 684 617

(Maspupah )
NIM: 1113014000047
LESSON PLAN CYCLE 2/3
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Muhammadiyah 17 Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 1
Standar Kompetensi : 2. Memahami makna dalam teks tulis fungsional pendek dan esai pendek sederhana yang berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar
Kompetensi Dasar : 2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
Tema : Things around You (Public Places)
Aspek/Skill : Mendengarkan
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:

- Menyebutkan kata-kata dalam Bahasa Inggris terkait dengan kategori kata yang berhubungan dengan tema public places
- Memahami kata-kata berbahasa Inggris sesuai dengan kategori atau jenis kata-katanya

❖ Karakter siswa yang diharapkan : Dapat dipercaya (trustworthiness)
   Rasa hormat dan perhatian (respect)
   Tekun (diligence)
   Tanggung jawab (responsibility)
Berani (courage)

2. Materi Pembelajaran
   
a. Recalling Vocabulary

   Pengenalan kosakata yang berkaitan dengan tema public places:
   
   - hospital
   - airport
   - restaurant
   - park
   - post office
   - museum
   - bank

3. Metode Pembelajaran: Three phase technique

4. Langkah-Langkah Kegiatan

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Langkah-Langkah</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | • Melakukan pembukaan dengan salam pembuka dan mengkondisikan suasana belajar yang menyenangkan.  
  • Mengecek absensi siswa  
  • Menyampaikan kompetensi yang akan dicapai dan manfaatnya bagi kehidupan  
  • Menyampaikan garis besar cakupan materi dan kegiatan yang akan digunakan. | 10 menit |
| Inti | • Guru meminta siswa untuk berdiskusi dengan teman sebangkunya untuk menuliskan public places yang mereka ketahui  
  • Guru memberi kesempatan kepada siswa untuk bertanya mengenai public places | 60 menit |
Guru menjelaskan *Word Association Games*

Guru memanggil setiap kelompok yang telah dibuat pada pertemuan sebelumnya untuk maju ke depan kelas untuk menjawab atau menyebutkan kata-kata yang kategorinya terkait dengan *public places*

Peserta didik bekerja secara berkelompok untuk mengerjakan tugas yang telah diberikan atau menjawab instruksi yang telah diberikan.

Peserta didik mendiskusikan hasil kerjanya dengan teman kelompoknya masing-masing.

Guru memberikan Post Test 2 yang terdiri dari 25 soal pilihan ganda dan meminta siswa untuk mengerjakannya secara individual.

Peserta didik dengan bimbingan guru menyimpulkan pembelajaran hari itu.

Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

*Thank you very much for your participation. You have done a good job today, I'm very happy with your activity in the class. How about you, Do you enjoy my class?, etc.*

Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

---

**5. Sumber Pembelajaran**

Sumber materi : - Buku LKS

Media : - Papan tulis
6. Penilaian Pembelajaran

Penilaian diambil dari observation sheet of students and teachers’ activity mengenai partisipasi siswa dan guru dalam proses belajar mengajar serta field notes untuk menilai proses kegiatan belajar mengajar dikelas terkait dengan respon dan keaktifan siswa maupun situasi dan kondisi kelas selama pembelajaran berlangsung.

Mengetahui;
Guru Mapel Bahasa Inggris

( Hj. Diana Dewi, S.Pd )
NIP. 131 684 617

Tangerang Selatan, 14 September 2017
Peneliti

(Maspupah )
NIM: 111301400047
**Appendix 18. Observation Sheet of Teacher’s Activity in Cycle 2**

**Observation Sheet of Teacher’s Activity**

Nama Sekolah : SMP Muhammadiyah 17 Ciputat

Kelas : VIII A

Cycle/Pertemuan : 2/1

Tanggal : 7 September 2017

Berilah tanda check list (✓) pada kolom sesuai dengan pengamatan anda!

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek Yang Diamati</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SB</td>
</tr>
<tr>
<td>1</td>
<td>Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Memberikan penjelasan tentang kompetensi yang hendak dicapai</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Memberikan penjelasan mengenai metode pembelajaran dengan <em>Word Association Games</em></td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Pengelolaan kegiatan dan pemberian kesempatan kepada siswa untuk menggunakan teknik <em>Word Association Games</em></td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Memfasilitasi adanya interaksi antar siswa-siswa, siswa-guru dan siswa-mata pelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Memberikan kesempatan siswa untuk bertanya atau mengungkapkan pendapat</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Antusias terhadap pendapat dan jawaban siswa</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>8</td>
<td>Mengamati kesulitan atau kemajuan siswa</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Melaksanakan pembelajaran aktif dan menyenangkan</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Menyimpulkan materi pembelajaran dan memberi motivasi terhadap siswa</td>
<td>✓</td>
</tr>
</tbody>
</table>

Ket:

SB = (Sangat Baik/Very Good); B = (Baik/Good); C = (Cukup/Adequate); K = (Kurang/Insufficient)

Observer

Hj. Diana Dewi, S.Pd
NIP. 131 684 617
Observation Sheet of Teacher’s Activity

Nama Sekolah : SMP Muhammadiyah 17 Ciputat
Kelas : VIII A
Cycle/Pertemuan : 2/2
Tanggal : 12 September 2017

Berilah tanda check list (✓) pada kolom sesuai dengan pengamatan anda!

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek Yang Diamati</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SB</td>
</tr>
<tr>
<td>1</td>
<td>Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>pembelajaran</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Memberikan penjelasan tentang kompetensi yang hendak dicapai</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Memberikan penjelasan mengenai metode pembelajaran dengan Word Association Games</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pengelolaan kegiatan dan pemberian kesempatan kepada siswa untuk menggunakan teknik Word Association Games</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Memfasilitasi adanya interaksi antar siswa-siswa, siswa-guru dan siswa-mata pelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Memberikan kesempatan siswa untuk bertanya atau mengungkapkan pendapat</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Antusias terhadap pendapat dan jawaban siswa</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Mengamati kesulitan atau kemajuan siswa</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Melaksanakan pembelajaran aktif dan</td>
<td>✓</td>
</tr>
</tbody>
</table>
menyenangkan

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Menyimpulkan materi pembelajaran dan memberi motivasi terhadap siswa</td>
</tr>
</tbody>
</table>

Ket:

SB = (Sangat Baik/Very Good); B = (Baik/Good); C = (Cukup/Adequate); K = (Kurang/Insufficient)
Observation Sheet of Teacher’s Activity

Nama Sekolah : SMP Muhammadiyah 17 Ciputat
Kelas : VIII A
Cycle/Pertemuan : 2/3
Tanggal : 14 September 2017

Berilah tanda check list (✓) pada kolom sesuai dengan pengamatan anda!

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek Yang Diamati</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SB</td>
</tr>
<tr>
<td>1</td>
<td>Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Memberikan penjelasan tentang kompetensi yang hendak dicapai</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Memberikan penjelasan mengenai metode pembelajaran dengan Word Association Games</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Pengelolaan kegiatan dan pemberian kesempatan kepada siswa untuk menggunakan teknik Word Association Games</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Memfasilitasi adanya interaksi antar siswa-siswa, siswa-guru dan siswa-mata pelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Memberikan kesempatan siswa untuk bertanya atau mengungkapkan pendapat</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Antusias terhadap pendapat dan jawaban siswa</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Mengamati kesulitan atau kemajuan siswa</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Melaksanakan pembelajaran aktif dan</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Menyimpulkan materi pembelajaran dan memberi motivasi terhadap siswa</td>
<td>✓</td>
</tr>
</tbody>
</table>

Ket:

SB = (Sangat Baik/Very Good); B = (Baik/Good); C = (Cukup/Adequate); K = (Kurang/Insufficient)
Appendix 19. Observation Sheet of Students’ Activity in Cycle 2

Observation Sheet of Students’ Activity

Nama Sekolah : SMP Muhammadiyah 17 Ciputat
Kelas : VIII A
Cycle/Pertemuan : 2/1
Tanggal : 7 September 2017

Berilah tanda check list (✓) pada kolom sesuai dengan pengamatan anda!

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek Yang Diamati</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SB</td>
</tr>
<tr>
<td>1</td>
<td>Antusiasme siswa dalam proses pembelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Mendengarkan penjelasan tentang kompetensi yang hendak dicapai</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Memperhatikan penjelasan materi pembelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Memberikan pertanyaan atau komentar terhadap penjelasan yang diberikan guru</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Keterlibatan siswa dalam mengikuti proses kegiatan pembelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Keteraturan siswa pada materi yang disajikan dengan Word Association Game</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Keaktifan partisipasi siswa pada materi yang disajikan melalui Word Association Game</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Kemampuan bekerja sama antar siswa dalam</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>mempelajari sumber belajar</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---------------------------</td>
<td>---</td>
</tr>
<tr>
<td>9</td>
<td>Siswa secara aktif berdiskusi dengan guru dan teman dalam mempelajari sumber belajar</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Keterlibatan siswa dalam menyimpulkan pembelajaran</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Ket:**

SB = (Sangat Baik/Very Good); B = (Baik/Good); C = (Cukup/Adequate); K = (Kurang/Insufficient)
Observation Sheet of Students’ Activity

Nama Sekolah : SMP Muhammadiyah 17 Ciputat
Kelas : VIII A
Cycle/Pertemuan : 2/2
Tanggal : 12 September 2017

Berilah tanda check list (✓) pada kolom sesuai dengan pengamatan anda!

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek Yang Diamati</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SB</td>
</tr>
<tr>
<td>1</td>
<td>Antusiasme siswa dalam proses pembelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Mendengarkan penjelasan tentang kompetensi yang hendak dicapai</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Memperhatikan penjelasan materi pembelajaran</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Memberikan pertanyaan atau komentar terhadap penjelasan yang diberikan guru</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Keterlibatan siswa dalam mengikuti proses kegiatan pembelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Keterarikan siswa pada materi yang disajikan dengan <em>Word Association Game</em></td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Keaktifan partisipasi siswa pada materi yang disajikan melalui <em>Word Association Game</em></td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Kemampuan bekerja sama antar siswa dalam mempelajari sumber belajar</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Siswa secara aktif berdiskusi dengan guru dan teman dalam mempelajari sumber belajar</td>
<td>✓</td>
</tr>
<tr>
<td>No</td>
<td>Keterangan</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>------------</td>
<td>---</td>
</tr>
<tr>
<td>10</td>
<td>Keterlibatan siswa dalam menyimpulkan pembelajaran</td>
<td>✓</td>
</tr>
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</table>

Ket:

SB = (Sangat Baik/Very Good); B = (Baik/Good); C = (Cukup/Adequate); K = (Kurang/Insufficient)
Observation Sheet of Students’ Activity

Nama Sekolah : SMP Muhammadiyah 17 Ciputat
Kelas : VIII A
Cycle/Pertemuan : 2/3
Tanggal : 14 September 2017

Berilah tanda check list (✓) pada kolom sesuai dengan pengamatan anda!

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek Yang Diamati</th>
<th>SB</th>
<th>B</th>
<th>C</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Antusiasme siswa dalam proses pembelajaran</td>
<td>✓</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>Mendengarkan penjelasan tentang kompetensi yang hendak dicapai</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Memperhatikan penjelasan materi pembelajaran</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Memberikan pertanyaan atau komentar terhadap penjelasan yang diberikan guru</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Keterlibatan siswa dalam mengikuti proses kegiatan pembelajaran</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Keterikan siswa pada materi yang disajikan dengan <em>Word Association Game</em></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Keaktifan partisipasi siswa pada materi yang disajikan melalui <em>Word Association Game</em></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Kemampuan bekerja sama antar siswa dalam mempelajari sumber belajar</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Siswa secara aktif berdiskusi dengan guru dan teman dalam mempelajari sumber belajar</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Keterlibatan siswa dalam menyimpulkan pembelajaran

Ket:

SB = (Sangat Baik/Very Good); B = (Baik/Good); C = (Cukup/Adequate); K = (Kurang/Insufficient)
Appendix 20. Result of Field Notes in Cycle 2

FIELD NOTES

<table>
<thead>
<tr>
<th>Cycle/Meeting</th>
<th>: 2/1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day/Date</td>
<td>: Thursday, 7 September 2017</td>
</tr>
<tr>
<td>Time</td>
<td>: 10.00 – 11.20</td>
</tr>
</tbody>
</table>

1. Situasi dan kondisi kelas pada saat game berlangsung.

Siswa masih sangat antusias untuk mengikuti pelajaran dengan metode permainan (game), karena merasa menyenangkan dan menantang sehingga mereka tertarik untuk belajar sambil bermain. Kondisi kelas pun menjadi ramai dan dinamis karena semangat belajar siswa terbilang cukup tinggi.

2. Perhatian dan interaksi guru terhadap siswa

Pada pertemuan kali ini, guru memperhatikan siswa baik yang aktif maupun yang pasif. Siswa yang aktif diberikan pujian dan reward sehingga mau belajar lebih banyak lagi. Sementara siswa yang pasif diberikan semangat dan dipandu sehingga siswa mampu belajar dengan baik.


Kemampuan guru cukup baik dan menarik dalam penguasaan teknik Word Association Games dan begitu pula penyampaianannya, setiap pertemuan juga guru dapat memberikan tema kosa kata yang berbeda sehingga pengetahuan siswa akan vocabulary Bahasa Inggris pun tentunya akan bertambah pula. Namun guru juga harus lebih bisa memperhatikan kelompok siswa yang sedang menunggu giliran untuk maju kedepan, karena terkadang siswa yang
sedang menunggu tersebut senang untuk mengganggu temannya yang lain dan dapat mengganggu proses pembelajaran.

4. Respon siswa terhadap teknik Word Association Game.

Pada pertemuan kali ini, guru merombak kelompok yang telah dibuat pada siklus pertama, guru membuat kelompok baru dengan mencampur atau menggabungkan siswa yang aktif dan pasif dalam satu kelompok. Sehingga siswa yang aktif semua tidak berkumpul dalam satu kelompok, begitu pun sebaliknya dengan siswa yang pasif. Sehingga respon siswa yang pasif pun akhirnya bisa terbantu dengan rekan sekelompoknya yang aktif. Respon siswa yang pada pertemuan-pertemuan sebelumnya pasif pun sudah mulai terlihat keaktifannya dengan kelompok baru yang telah dibuat tersebut.

5. Kemampuan siswa untuk bekerja sama dengan masing-masing group/team.

Dengan dibentuknya kelompok baru, siswa terlihat masih menyesuaikan diri dengan anggota kelompoknya yang baru. Beberapa kelompok sudah sangat bagus cara bekerja samanya dengan teman-temannya yang lain, namun masih ada beberapa kelompok yang masih belum bisa terlihat kompak dengan teman anggota kelompoknya.

Observer

Hj. Diana Dewi, S.Pd
NIP. 131 684 617
FIELD NOTES

Cycle/Meeting : 2/2
Day/Date : Tuesday, 12 September 2017
Time : 08.20 – 09.40

1. Situasi dan kondisi kelas pada saat game berlangsung.

Antusiasme siswa sepertinya selalu sama dalam setiap pertemuan, masih sama dengan pertemuan sebelumnya, siswa terlihat sangat antusias dalam belajar maupun dalam berkompetisi dengan kelompok lainnya. Kondisi kelas pun cukup aktif dan ramai karena semua siswa terlibat dalam proses pembelajaran.

2. Perhatian dan interaksi guru terhadap siswa.

Guru dapat memberikan atau mewadahi adanya interaksi positif antara guru dengan siswa maupun antara siswa dengan siswa, terutama siswa, mereka dapat berinteraksi satu sama lain antara yang aktif maupun yang pasif dalam satu kelompok. Yang sedari awal terlihat malu mulai terlihat keaktifannya jika digabungkan bersama kelompok siswa yang memang aktif dan memiliki kemampuan vocabulary yang lumayan bagus, mereka menjadi semakin termotivasi untuk menang dengan cara berkompetitif secara positif.


Kemampuan guru lumayan bagus dalam menguasai teknik Word Association Games ini dan dapat menarik perhatian siswa pada saat menjelaskan maupun pada saat game berlangsung. Penyampaian guru pun jelas dan dapat menarik perhatian siswa untuk mendengarkan penjelasan dari guru dalam setiap pertemuan.
4. Respon siswa terhadap teknik Word Association Game.

Pada pertemuan kali ini, terlihat ada beberapa siswa yang ingin melakukan game tersebut selama berkali-kali, terlihat antusiasme mereka dalam bermain game tersebut. Padahal kelompok mereka telah mendapat giliran untuk maju kedepan kelas, namun mereka ingin maju kedepan kelas untuk menjawab pertanyaan lagi dan lagi. Tanpa disadari, sebenarnya keinginan dan motivasi mereka untuk belajar bahasa Inggris cukup meningkat dengan adanya game tersebut. Mereka tidak sadar bahwa dengan bermain game tersebut sebenarnya mereka juga belajar untuk menambah vocabulary Bahasa Inggris mereka.

5. Kemampuan siswa untuk bekerja sama dengan masing-masing group/team.

Pada pertemuan ini, beberapa kelompok meskipun mereka saling berkompetisi satu sama lain namun mereka saling memberi masukan atau saran dengan kelompok lain saat game berlangsung. Mulai terlihat juga mana kelompok yang unggul dan kurang unggul. Kelompok yang pada pertemuan sebelumnya masih terlihat menyesuaikan diri dengan anggota kelompoknya yang lain juga sudah mulai terlihat peningkatan kemampuan bekerja samanya dengan anggota kelompoknya.

Observer

Hj. Diana Dewi, S.Pd
NIP. 131 684 617
1. Situasi dan kondisi kelas pada saat game berlangsung.

Situasi dan kondisi kelas hampir sama pada setiap pertemuan, antusiasme siswa dalam pembelajaran terbilang cukup besar, pada saat game berlangsung pun siswa terlihat sangat antusias dalam berkompetisi dengan berusaha menyebutkan kata sebanyak-banyaknya. Kondisi kelas juga aktif dan selalu ramai dengan diskusi siswa karena semua siswa terlibat dalam proses pembelajaran.

2. Perhatian dan interaksi guru terhadap siswa

Guru dapat memberikan interaksi yang aktif antara guru dan siswa maupun siswa dan siswa, dalam setiap pertemuan guru selalu terlihat usahanya untuk mencoba memberi perhatian khusus dan lebih kepada siswa yang memang terbilang cukup pasif dan malu-malu, terlebih siswa yang pasif tersebut memang kurang mengerti pelajaran Bahasa Inggris dan takut akan membuat kesalahan. Perhatian dari guru pun terbilang cukup berhasil karena beberapa siswa yang tadinya pasif, dalam pertemuan di siklus kedua ini mulai terlihat keaktifannya.


Kemampuan guru cukup bagus dan menarik dalam penguasaan teknik Word Association Games dan begitu pula penyampaianya, sehingga siswa semangat dalam belajar dan meningkatkan vocabulary mereka dan berusaha
untuk mencari arti kosa kata atau vocabulary secara mandiri dengan mencari di kamus atau bertanya kepada teman, group lain atau kepada guru.

4. Respon siswa terhadap teknik Word Association Game.

Respon siswa cukup baik, mereka terlihat lebih bersemangat dan senang pada saat proses pembelajaran. Hal ini disebabkan karena siswa merasa dapat belajar sambil bermain dalam mendapatkan ilmu kosa kata yang baru. Siswa juga sudah mulai banyak bertanya mengenai kosa kata Bahasa Inggris yang ingin mereka ketahui artinya dan mereka mulai belajar mengkategorikan kata-kata sesuai dengan kategori besarnya.

5. Kemampuan siswa untuk bekerja sama dengan masing-masing group/team.

Kebanyakan siswa sudah mulai bisa bekerja sama dengan kelompoknya masing-masing, kelompok yang tadinya kurang unggul pun sudah mulai bisa mengejar ketertinggalan mereka. Mereka mulai terlihat belajar dari kesalahan-kesalahan yang mereka perbuat pada pertemuan-pertemuan sebelumnya dan mulai terlihat memperbaiki kesalahan mereka. Mereka juga saling mengingatkan satu sama lain agar selalu fokus, cepat dalam berfikir, dan jangan sampai mengulangi kata yang telah disebutkan oleh temannya dan berusaha memperbanyak vocabulary mereka.

Observer

Hj. Diana Dewi, S.Pd
NIP. 131 684 617
Appendix 21. Documentation (Photos)
Appendix 22. Surat Bimbingan Skripsi

KEMENTERIAN AGAMA
UN JAKARTA
FITK
A. H. M. Juanda No 65 Copel F14/12 Jakarta

FORM (FR)
No. Dokumen : FITK-FR-AKD-081
Tgl. Terbit : 1 Maret 2010
No. Revisi : 01
Hal : 1/1

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F1/KM.01/3/225/2017
Lamp. : -
Hal : Bimbingan Skripsi

Jakarta, 06 Februari 2017

Kepada Yth.

Ds. Syauqi, M.Pd.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Mansupah
NIM : 111301400047
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Delapan)
Judul Skripsi : Fostering Students’ Vocabulary Knowledge through Word Association Games


Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

a.n. Dakar

a.n. Pendidikan Bahasa Inggris

Tembusan:
1. Dokun FITK
2. Mahasiswa ybs.

Ketua
Kementerian Agama
Rektor
KEMENTERIAN AGAMA
UII JAKARTA
FITK
FORM (FR)

No. Dokumen : FTK-FR-AKD-081
Tgl. Terbit : 1 Maret 2017
No. Revisi : 01
Hal : 1/1

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F1/KM.01.3/1934/2017
Lamp. : -
Hal : Bimbingan Skripsi

Jakarta, 06 Februari 2017

Kepada Yth.

Zahari Anasy, M. Hum.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIII Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing V/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Masapah
NIM : 1113014000047
Jurusan : Pendidikan Bahasa Inggris
Semester : 8

Judul Skripsi : Fostering Students' Vocabulary Knowledge through Word Association Games


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Assalamu'alaikum wr. wb.

a.n : Dekan
Ketua Pendidikan Bahasa Inggris

Tembusan:
1. Dekan
2. Mahasiswa ybs.
Appendix 23. Surat Permohonan Izin Penelitian

KEMENTERIAN AGAMA
UIN JAKARTA
FITK
Jl. Prof. Dr. H. Yahya, M.Si., Ph.D.
52161 Jakarta, Indonesia

FORM (FR)
No. Dokumen: FITK-PR-AKD-002
Tgl. Tanda: 1 Maret 2017
No. Revisi: 01
Hal: 1

SURAT PERMOHONAN IZIN PENELITIAN

Jakarta, 28 Agustus 2017

Nomor: Un.01/F1/KM.01.3/1495/2017
Lamp. : Outline/Proposal
Hal : Permohonan Izin Penelitian

Kepada Yth.

Kepala SMP Muhammadiyah 17 Ciputat
Tempat

Assalamu’alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama : Maspah
NIM : 111301400047
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)

Judul Skripsi : Fostering Students’ Vocabulary Knowledge through Word Association Games (A Classroom Action Research at the Eighth Grade Students of SMP Muhammadiyah 17 Ciputat)

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun Skripsi, dan akan mengadakan penelitian (wet) di sekolah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

S.d. Yth.

Kepala Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan

M.F.

Dr. A. M.PD.
Appendix 24. Surat Keterangan Penelitian

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH CIPUTAT TIMUR
SMP MUHAMMADIYAH 17 CIPUTAT
TERAKREDITASI “A”
Jl. Ir. H. Juanda 211, Rempoa Ciputat Timur Kode Pos 15412 Telp. (021) 7401364

SURAT KETERANGAN
NOMOR: 019/IV.4.AU/F/IX/2017

Yang bertanda tangan dibawah ini Kepala SMP Muhammadiyah 17 Ciputat Kota Tangerang Selatan
Provinsi Banten, menerangkan bahwa:

Nama: MASPUPAIH
NIM: 1113014000047
Fakultas/Jurusan: Ilmu Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
Universitas: Universitas Islam Negeri (UIN) Jakarta
Semester: IX (Sembilan)

Mahasiswa tersebut telah selesai melaksanakan observasi di SMP Muhammadiyah 17 Ciputat Kota
Tangerang Selatan, dari bulan Agustus s/d September 2017, untuk keperluan melengkapi persyaratan
skripsi dengan judul “Fostering Students’ Vocabulary Knowledge through Word Association Games
(A Classroom Action Research at the Eight Grade Students of SMP Muhammadiyah 17 Ciputat)’.

Demikian surat keterangan ini kami buat, agar bisa dipergunakan sebagaimana mestinya.

Salam, Timur, 12 September 2017
Kepala Sekolah,

[signature]

Drs. SAYUTI SUFIATNA, MM
NBM: 943 199

Tembusan:
1. Kepada Yth. Pimpinan Cabang Muhammadiyah Ciputat Timur
2. Kepada Yth. Majelis Dikdasmen Muhammadiyah Cabang Ciputat Timur
4. Arsip