IMPROVING ENGLISH VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS OF SMP NEGERI 50 PALEMBANG BY USING SHOPAHOLIC GAME

A Thesis by

ASMAUL HUSNA

Student's Number: 06081001040

English Education Study Program

Language and Arts Educations Department

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDERALAYA

2015

IMPROVING ENGLISH VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS OF SMP NEGERI 50 PALEMBANG BY USING SHOPAHOLIC GAME
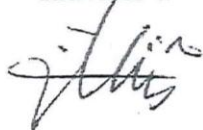
A Thesis by

Asmaul Husna
06081001040

English Education Study Program
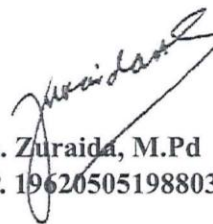**Language and Arts Education Department**

Approved by,

Advisor 1

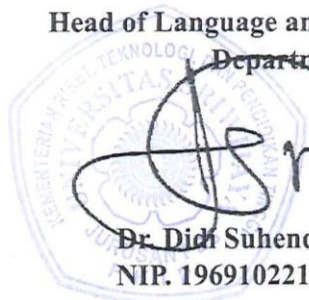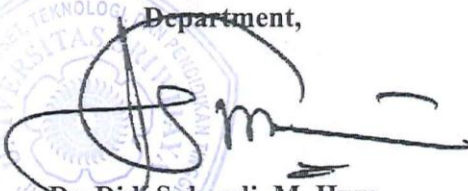**Drs. Bambang A Loenoeto, M.A**
NIP. 195504131984031001

Advisor 2

Dra. Zuraida, M.Pd
NIP. 196205051988032004

Certified by,

Head of Language and Arts Education
Department,

Dr. Didi Suhendi, M. Hum
NIP. 196910221994031001

Head of English Education Study
Program,

Hariswan Putera Jaya, S.Pd., M.Pd
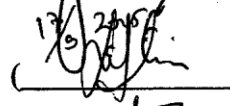**NIP. 197408022002121003**

This thesis was defended by the writer in the final program examination and was approved by the examination committee on:

Day : Thursday

Date : July 30ᵗʰ, 2015

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson : Drs. Bambang A Loeneto, MA.   ( )

2. Secretary : Dra. Zuraidah, M.Pd.   ( )

3. Member : Fiftinova, S.S., M.Pd   ( )

4. Member : Erlina, S.Pd., M.Pd., M.Ed   ( )

5. Member : Hariswan Putra Jaya, S.Pd, M.Pd.   ( )

Indralaya,   July 2015

Certified by

The Head of English Education

Study Program

Hariswan Putra Jaya, S.Pd, M.Pd

NIP. 197408022002121003

iii

DECLARATION

I, The undersigned's

Name   : Asmaul Husna

Student's Number   : 06081001040

Study Program   : English Study Program

Certify that the thesis entitled "Improving English Vocabulary Mastery of The Seventh Grade Students of SMP Negeri 50 Palembang By Using Shopaholic Game" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commenced the Ministry of Education of Republic Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the cord if I find to have plagiarized this work.

Indralaya,   July 2015

The Undersigned

Asmaul Husna

06081001040

This thesis is dedicated to:

- *My beloved Parents*

  Thanks for your love, pray, and support. I love you so much.

- *My beloved brothers and Sister, Ambo Tuwo, S.Th.I, Siti Marwa, Ibnu Hajar, and Adriansyah. Thanks for great support.*

- *Special thanks to Citra Dwi Purnama Sari, S.Pd.*

  You're shoulder to cry on, thanks for always reminding me about my thesis and for everything.

- *All my lecturers, thanks for lighting spirit.*

- *My best friends, Rappbonk (Dhafid, 8ball, and Okta). Thanks for supporting me.*

"Allah is Always Beside You"

ACKNOWLEDGEMENTS

Alhamdulillah, all praises and thanks to Allah SWT that I could finish writing this thesis as one of the requirements for getting Sarjana Degree (S1) from English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Sriwijaya University.

It is with immense gratitude that I acknowledge the support and help of my academic advisors, Drs. Bambang Loeneto, MA. and Dra. Zuraida, M.Pd whose help, stimulating suggestions, knowledge, experience and encouragement helped me in all the times of study and analysis of the project during the research period.

I am also very grateful to the Head of English Education Study Program, Hariswan Putra Jaya, S.Pd., M.Pd., the Head of Language and Arts Education Department, Dr. Didi Suhendi, S.Pd., M.Hum. and the Dean of Teacher Training and Education Faculty for their assistance in administration matters. I am also very thankful to all lecturers of English Education Study Program FKIP UNSRI who had taught me well. Also, very special thanks to the teachers and staff of administrations of SMP Negeri 50 Palembang, for providing me a golden opportunity to conduct a research in that area.

In addition, I would like to express my appreciation and love to my parents, brothers, and sister for their love and support. I would also like to extend my gratitude to my classmates and friends.

Inderalaya,   July 2015
The Writer,

AH

TABLE OF CONTENTS

IMPROVING ENGLISH VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS OF SMP NEGERI 50 PALEMBANG BY USING SHOPAHOLIC GAME

ABSTRACT

The objective of this study was to find out whether or not there was a significant difference on the vocabulary mastery between the students who were taught through Shopaholic Game. An experimental method was used in this study. The population of this study was all the Seventh grade students of SMP Negeri 50 Palembang in the academic year 2014/2015 with the total number of 400 students. The sample were 40 students which was taken by using purposive sampling. Twenty students from class VII.10 belonged to the experimental group and twenty students from class VII.9 became the control group. In this study, the experimental group was taught through Shopaholic Game while the control group was not any treatment at all. The data were collected by means of vocabulary test which was administered as the pretest and posttest for both groups. The data obtained from the test were analyzed by using t-test (paired sample t-test and independent sample t-test) statistically. The finding showed that Shopaholic Game was more effective to improve student's vocabulary achievement.

Key words: Shopaholic Game, Vocabulary mastery, Seventh grade Student

A thesis of English Education Study Program Students, Faculty of Teacher Training and Education, Sriwijaya University

Name   : Asmaul Husna

Student Number : 06081001040

Advisors   : 1. Drs. Bambang A Loeneto, MA

        2. Dra. Zuraida, M.Pd

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter discusses, (1) background, (2) the problem of the study, (3) the objective of the study, and (4) the significance of the study.

1.1 Background

English holds a key as an international language that is useful as lingua franca among people around the world to connect international relationships such as trading, socio-cultural, science and, technology. In Indonesia, English is a foreign language. In learning English as a foreign language, vocabulary plays an important role. It is one of the elements that links the four language skills all together.

Like any other languages, English consists of four skills, namely as reading, listening, speaking, and writing. To be able to master those for skills, students must enrich and improve their vocabulary. The mastery of vocabulary is the first thing to be mastered by the students. Since, it is almost impossible for students to read, write, speak, and listen English without possessing adequate vocabulary.Vocabulary is a vital aspect in language, because it appears in every skill of language including listening, speaking, reading, and writing skills. Many people realize that their vocabulary is limited so that they have difficulties in expressing their idea.

In order to communicate well in English, students should acquire an adequate number of words and should know how to use them accurately. Rivers (1991) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary we will be unable to use the structures and functions we may have learned for comprehensible communication (p. 117).

In vocabulary lessons, the teacher merely write words on the white board then explain the meaning. However, according to Douglash (1987), this routine activities can make the students feel bored and as the result their motivation and participation decrease. In other word, that teaching technique is not interesting for the students.

Based on the Douglash's statement above, teachers must have experienced certain problem during class activities. Inappropriate method, class mismanagement, and the lack of opportunity and time for the students to adapt to learning atmosphere became obstacles during learning process. Therefore, it is important for a teacher to create an interesting atmosphere in delivering lessons.

In vocabulary lessons, by using games, teachers can create various contexts in which students have to use the language to communicate, exchange information and express their own ideas.Newton (2001) states that this approach can enable students to manage their vocabulary meaning and develop their communicative skill at the same time. Many experts of language teaching methodology also agree that playing a game is a good way to learn vocabulary.

The writer had asked an English teacher and some students at SMP Negeri 50 Palembang. Based on the interview with the English teacher, she said that students' interest in learning English was low especially in the seventh grade. That was because of students experience difficulties to get the meaning of word due to the lack of vocabulary. According to the teacher, the conventional method in which teachers asked the students to look up the words in the dictionary and memorize them was still used in this school. The English teacher also said that it was very hard for her to speak English all the time because of that problem. Beside that, based on the interview with some students, it was found out that they searched the meaning of new

words in dictionary but they would forget easily afterwards. They could not remember the meaning of a new words they just obtained.

Based on the explanation of the students and the teacher above, it is suggested that students need more explanation when they learn English because they lack of vocabulary. In addition, the students felt bored, lazy, and lack of motivation because there was no variation of teaching methods used by the teachers and this made the students prefer playing, chatting, and making noise rather than studying.

Vocabulary class will be more interesting if wrapped in the form of games. Shopaholic is a person who enjoys shopping very much and does it a lot. In other word, Shopaholic is shopping activity or selling and buying transaction. In this research, shopaholic was applied in the form of guessing game which was part of a purchasing activity namely Shopaholic game. This Shopaholic game was created by the writer. Some factors inspire him in creating it. The writer observed that students often found it difficult to memorize new vocabulary because they rarely used those new vocabularies in daily life. Therefore, the writer, if there is a teaching strategy that integrates daily activity into the learning process itself, students can be easier to learn new vocabulary. This is a simple game and it is suitable to be applied in young learners especially for the seventh grade students. When the writer conducted teaching practice (Program PPL) at SMP Negeri 1 Palembang, this game was once used to introduce and improve students' vocabulary mastery. Beside that, this game has been applied during his private teaching. In addition, this game has similarities and differences compared to another game about vocabulary. A game namely "Mr. Dumb" (Andriani, 2012) is related and compared to the Shopaholic game. The similarities are as follows,

1. Both games aim to improve students' vocabulary
2. Both games are classified as guessing game, which require the students to guess certain word.

Despite of its similarities, the Shopaholic game has some differences compared to Mr. Dumb game. They are as follows,

1. Shopaholic game requires the students to guess certain word through description but Mr. Dumb game is guessing through gestures without any voice at all.

2. Both games have different victory condition. In Shopaholic game, the winner is determined through their possession after purchasing but in Mr. Dumb game the winner is the group which holds most victory cards.

The steps of Shopaholic game are students in the classroom are divided into four groups. They play as seller and other students play as buyer. Every group is given the same amount of money. It is used to buy things that are successfully guessed. One group comes to front of the class as seller. This group tries to describe something that they want to sell and the other three groups as buyers, their group hear explanation from the seller and try to guess what the seller trying to sell. Any group that is successfully guess will have a right to buy that thing. These games focus on student's idea. The students have to improve their idea in order to express the meaning of the vocabularies. Therefore, they do not only remember the words, but also understand the meaning of the words itself. Hadley (2001) asserts that effective strategies to employ in communication are guessing and using gestures. In this game, students have to guess and making gesture in order to express their idea.

The result of this game is to make a class atmosphere be more competitive since there is a passion to be the winner in this game. Students will definitely feel interested to guess the for sale item. Beside that, this game will make students laugh in a happy situation when each group commits mistake in the process of guessing.

Shopaholic game is a game that the writer created. Therefore, there is no single research about the game. However, there is study that has been done previously and used games as the teaching strategy. For example, the previous study done by Andriani (2012) used word chain games as atechnique. This study showed that the word chain the game helped the students memorize vocabulary and the game was also effective to improve student's vocabulary ability. It showed that there was a significant difference of vocabulary achievement between the pupils who were taught through word chain game and those who were not. Basically, these studyshowed that a game is very helpful to improve students' vocabulary achievement and a game is also effective method to teach vocabulary.As a result, students became enthusiastic to learn English.

Based on the explanation above, the writer would like to conduct a research entitled "Improving English Vocabulary Mastery of the Seventh grade Students of SMP Negeri 50 Palembang by Using Shopaholic Game". In this research, the writer would find out whether or not Shopaholic Game gave contribution to students achievement in vocabulary mastery.

1.2   The Problem of the Study

The Problem of the study is formulated in the following question:

Is it effective to teach vocabulary using Shopaholic game to improve the vocabulary mastery of the seventh grade students of SMP Negeri 50 Palembang?

1.3   The Objective of the Study

Based on the problem above, the objective of this study is:

To find out whether or not teaching vocabulary using Shopaholic game is effective to improve vocabulary mastery of the seventh grade students of SMP Negeri 50 Palembang.

1.4   The Significance of the Study

The result of the study is hopefully able to give paradigm of the teaching vocabulary. By doing this study, the writer expects that the teacher of English at SMP Negeri 50 Palembang and the English teachers in general can find that Shopaholic games can be used as a teaching technique in teaching students vocabulary. For the students, the use of Shopaholic game can motivate them in studying English, especially vocabulary. It is also hoped that this study will give a useful contribution to the teachers of SMP Negeri 50 Palembang as an alternative teaching strategy in developing students' vocabulary and guiding them to have better achievement in developing their vocabulary. The last, hopefully this study will be useful to anybody who needs information related to the topic of the research in the future.

REFERENCES

Andriani, S. (2012). *Using Mr. dumb games to improve vocabulary achievement of the first grade students of SMP Negeri 3 Palembang* (Unpublished Undergraduate Thesis). Sriwijaya University, Indralaya.

Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. New Jersey, NJ: Pearson Education, Inc.

Douglash, A. (1987). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford.

Granowsky, A. (2002). *Vocabulary Works Research Paper*. New York, NY: Pearson Learning Group.

Hadley. (2001*). Intelligence reframed: Multiple intelligences for the 21 st century*. New York, NY: Basic Books.

Hornby (1989,p.959)
Hornby, A. (2006). *Oxford advanced learners' dictionary* (7th ed.). Oxford: Oxford University Press.

Kim, L. S. (2001). Creative games for language class. *English teaching forum*, 7(2), 1-15.

Mcmillan, J. H. (1992). *Educational research: Fundamental for the consumers*. New York, NY: Harper-Collins Publishers

Nation, Paul. (1997). Learning vocabulary in another language. *English Language Institute Occasional Publication*. Wellington, Victoria University.

Newton. (2002). *Teaching and researching listening*. London, UK: Longman.

Nunan, D., & Bailey, K. M. (2009).*Exploring second language classroom research: A Comprehensive Guide*. Ottawa, Heile Cengage Learning.

Nurfitrina, Y. (2006). *The influence of writing correction on writing achievement of the first year students of SMA Negeri 10 Palembang* (Unpublished Undergraduated Thesis). Sriwijaya University, Palembang.

Richard, J., & Renandya, W. (2002). *Methodology in language teaching: An Anthology of Current Practice*. New York, NY: Cambridge University Press.

Rivers. (1991). *Vocabulary acquisition: Understanding second language acquisition*. New York, NY: Cambridge University Press.

Saputra, O. (2012). *Improving english vocabulary mastery of the eighth grade students' of SMP Negeri 41 Palembang by using scrabble and personal vocabulary notes (PVN)* (Unpublished Undergraduate Thesis). Sriwijaya University, Indralaya.

Stahl, L. (2005). *Practical english language teaching: Young learners*. New York, NY: McGraw Hill.

Wallace, J. Michael. (1987). *Teaching Vocabulary*. London : Briddles. Ltd.

Wallen, N., & Fraenkel, J. (1991). *Educational research: A Guide to the process*. San Fransisco: McGraw-Hill. Inc.