The Effect of Using Fun Activities on Learning Vocabulary at the Elementary Level

(An Experiment Research at the fifth Grade Students SD IT Juara, in academic Year of 2018/2019)

THESIS

This Thesis is submitted the requirement for “sarjana” degree in English Language Education

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Assalamualaikum Wr. Ws

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Dengan harap penolongan ini dari sisi Anda, Terima kasih.

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Finally, the writer needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education for acknowledgement above, and those are not mentioned, May Allah SWT give them the best reward.

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Curup, Desember 2018

Writer

Huriyatul Najmi

NIM. 14551005
Motto and Dedication

Motto:

It doesn’t matter how long you walk. The important thing is you don’t stop

If you feel born into a week figure
So, was born a stronger foreign figure

Dan bahwasanya seorang manusia tidaklah memperoleh
selain apa yang telah diusahakannya.
(QS.An-Najm :39)

This thesis is dedicated to “savior of my life” my parents

“Ibu” (Lasnida) and “Ayah” (Isman)

Thank you so much for all forms your lasting love. I forget the the last time make you proud, but, I hope this one counts.

I love you so much.
Dedication:

This thesis will be such endless work without the favor of my great advisor,

Mrs. Jumatul Hidayah, M.pd and Mr. Sarwo Edy, S.pd.I . M.pd

Thank you so much for all the times and efforts you spent on me.

In particular, special thanks to:

My Brothers and Sisters

Muthia Ismala Sari, Allativun Tri Ismandela, Afriyane Ismandela, Iqbal Cahya Islami.

UNFORGETTABLE “BURHAN’s SQUAD”

My best friend who never leave me in everything

Indri Febriana, S.Pd (Burr), Putri Wahyuni S.Pd, Rani Maryana S.Pd and Ayu S.E.

MY FELLOW KPM “KELOMPOK”12 PUNGGUK BERINGANG

MY FELLOW PPL GROUP at SENIOR HIGH SCHOOL NUMBER on CURUP UTARA SMAN 3 REJANG LEBONG (ANGKATAN XXI-2018)

For you, yes you!

I know “thanks” is not enough for giving your best effort.

I’m working on it now.

PGB’S-12 Squad

( Rety (etek), Dina, Dila, Rizky (Buntel),
MY FELLOW KOSAN OIN

Thanks for everything:

My sister Mila, Nopi, Egiks,

That always support me

Thank you so much,


My ald class, PBI A ’14

Thanks for still supporting me and ever be my unforgettable memories in my live

All my best friend in English tadris study program of IAIN Curup.

Thank you for everything.

Everyone who I have, that I cannot write the name, I remember every single we have.

And for the last,

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And All of my beloved lecturers in stain curup,

I am nothing without you,

Thanks so much for all the lesson you taught me.
ABSTRACT

Huriyatul Najmi (14551005): The Effect of Using Fun Activities on Learning Vocabulary at the Elementary Level (An Experiment Research at the fifth Grade Students SD IT Juara, in academic Year of 2018/2019)

Advisor : Mrs. Jummatul Hidayah, M.pd
Co.Advisor : Mr. Sarwo Edy, M.pd

This thesis focused on the effect of using fun activities on learning vocabulary at the elementary level. This study applied a quasi experiment design to examine hypothesis. The population of this study was the whole fifth grade students at SDIT Juara and sample consisted of both of classes VB as the experimental group and VA as the control group. In collecting the data, the researcher relied on the test formed into pre and post test. Pre test was given before the treatment. In this study, treatment in the form of Fun Activities implementation was given to students having seat on the class VA. The finding showed that learning vocabulary before conventional and fun activities implemented was in homogenously bad condition yet, I which data proving referred to the result of pre-test from both groups. Subsequently, learning vocabulary and conventional teaching technique implemented varied previous occasion to be good where, both groups respectively had increasing score. However, the result of post test from experimental group was higher than control groups. The last, the effect of using fun activities was got based on examining hypothesis. The researcher examined the hypothesis by using “t” calculation with the figure of “t” acquired in the amount of 4.4 and t-table 2.02 where, Ha was accepted and Ho was rejected. finally, this study inferred that fun activities was effective on learning vocabulary at the elementary level.

Keyword: vocabulary, Fun Activities, on Learning Vocabulary
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CHAPTER I
INTRODUCTION

A. Background of the Research

Language is a system of arbitrary conventionalized, vocal, written and gestural symbols that enable members of a given community to communicate intelligibly with one another.¹ Language is used to express idea, thought, and feelings to other people. People in a society use language, which is mutually understood to communicate with others.² Nowadays language as a tool of communication and social control. Without language we cannot communicate, express our feeling and share with other people around the world.

Since English is used as a means of communication among nation in the world we have to master it well. Although English is not the largest number of native or first language speakers, it is widely used by many people all over the world as their second language.³ English is a foreign language for Indonesian. English is one of thousands of language used and spoken in many countries. English is international language that used in almost every aspect of education such as science, technology, economic, travel, information exchange, popular culture, education and politic⁴. It means that it is very important thing to learn and to be developed, because it can be useful to adopt

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and improve knowledge, technology, art, culture and keep relationship to other countries. It shows that, when someone understands English language, he or she will know many matters and add his or her knowledge. Hence, English language becomes one of the important tools of communication in societies of international world.

In Indonesia, English is the first foreign language which has played important roles in the development of Indonesia; it is used as a means of communication when Indonesia wants to cooperate with other countries. It is also used as a national development. It is apparent that English in Indonesia is very important. As the most important foreign language in Indonesia, English becomes one of the compulsory subjects taught in education institute. English is also considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary. The government always made effort to improve the quality of English teaching. By improving the teachers’ quality and other components involved in educational process, the English teaching in Indonesia improved time to time.

Teaching English in elementary school is useful. As we know that young students especially students in elementary school have big memory to memorize everything they learn. Thus, in elementary school, English is taught as an additional subject. As elementary school is the place for students to learn English for the first time, the students just learn the basic vocabulary. Vocabulary is the one of the English components, which has to be mastered
and acquired by students in learning a new language.\textsuperscript{5} Vocabulary is an important aspek that must be mastered first in communicating.

Based on the reason above, the focus should be on the vocabulary in the elementary school. It can help them understand the basis of studying English and prepare to study English in higher level. Vocabulary is major concern in elementary schools materials because vocabulary is an essential means in conducting communication. Students who want to improve their English should master the vocabulary. Vocabulary is one of the important aspects in learning English. The mastery of it would be very helpful when one was learning foreign language having a great mastery on it; it would also facilitate him to comprehend the subject learnt in which it was in English. Vocabulary is used in any situation; it is in the form of spoken or written language. \textsuperscript{6} We should have an adequate vocabulary to improve the four language skills. Without grammar very little can be conveyed. Without vocabulary nothing can be conveyed.

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

\textsuperscript{5} Frank, M. Modern English. (New Jersey: Prentice Hall, Inc. 1972). P. 6  
During the language learning process, young learners are quick to learn vocabulary, slower to learn structures. Having exposure and using words in the contexts such as fun activities (Brainstorm, charades, modified catch phrase, the dictionary game, letter scramble,) can be a beneficial in order to fix them in their mind. According Ashraf, Ghaneimotlagh & Salami Fun activities can help establishing the relationship between the words to other lexical items so that a vocabulary network is built up.\(^7\) So language learning process, should be varied to make students feel fun during the process. In language learning, they need more than instruction and common from their teacher. This is challenge for the teacher to be able to motivate the students to pay attention. one of them uses fun on learning vocabulary activities.

Teacher's creativity in using fun teaching activities will increase the likelihood that students will learn more and knowledge will be better in their memory, one of them is by using fun activities . The researcher hopes that by using such teaching aids, our students will not be bored and learn English with full motivation. A good teacher has several exciting activities so it is more efficient so that students are more interested in learning. In this research, the researcher focuses on the students on fifth graders at SD IT Juara, Usually students in young learners think that English is difficult. To improve students’ vocabulary achievement, teacher should be more creative and keep the students away from feeling bored. The teacher must be able to

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organize the students in teaching learning process. If the teacher cannot teach the students properly, the students will not enjoy their learning. Consequently, the teaching learning will fail.

SD IT Juara, educational contexts, have strict class management and lack of fun activities that has made the classes boring and out of enjoyment because teachers don't use game, pictures, role playing, songs, in their teaching to attract students, this way of teaching is meaningless for children and so they'll lose their motivation for learning second language. This effects students' learning also in this way of teaching students don't exposed to the vocabulary for learning because of lack of time for those words to be acquired, or learn vocabulary in long lists or in isolation from a text, or by the use of traditional way such as giving synonym, definition, and opposite and giving example and use of translation and repetition, they are more learning difficulties when it comes to acquiring vocabulary. Learning vocabulary in this way makes difficulties and will lead to anxiety for some students. Through games and fun activity students interact with each other and also make students to learn by themselves and from other students in the processes of playing that reduce the fear of making mistake. Learning in this way gives the students an opportunity to challenge and exposure out of stress and anxiety for learning.

The writer looked that teacher of English subject on fifth graders at in SD IT Juara, still use conventional methods, the teacher only translates the words just monotone, so the students will easy to get bored and they will say
that English is difficult. The teacher must be able to use strategies and technique in teaching and language learning process. Learning vocabulary can be done through many ways, such as: dictionary, picture, guessing, reading, game etc. To make effective techniques in teaching vocabulary especially common nouns, the teacher should create various teaching techniques to increase the motivation of students; one of them is using game. According to Honarmand & Rostampour, the use of games and fun activities for vocabulary teaching and its wash-back effect are well documented in various studies that help many students to shed their embarrassment and be able to participate more actively in the meaning making process. It can be improve students’ vocabulary achievement is appropriate technique to apply in class.

Additionally, Derakhshan and DavoodiKhatir various methods such as using games can be used to teach and learn vocabulary. Games can assist the teachers to create social contexts in which the language is useful and meaningful. To successfully advance learning, amusements must incorporate routes for understudies to think about and clarify what is going on. Learning may not happen without time for reflection. Its mean that, games is one of kind of medium that can help teacher draw students’ interest and arouse their motivation in the teaching learning process more effective. Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students. Second,

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games usually involve friendly completion and they keep learners interested.¹⁰

The facts above underline may intention to present teaching vocabulary to fifth graders of SD IT Juara, by using “fun activities”. The students play the games that are taught by the teacher. So, the teacher should place a higher a priority on having fun in this teaching. The students are interested in fun activities while they learn something through it.

Based on the phenomenon above, the researcher on “The effect of Using Fun Activities on Learning Vocabulary at the Elementary Level” (A experiment Research at the Fifth Grade Students SD IT Juara, in the Academic Year of 2018/2019).

B. Research Questions

Does the use of fun activities affect learning vocabulary among EFL Learners at the elementary level to the Fifth Grade Students of SD IT Juara, in the Academic Year of 2018/2019.?

C. Objectives of the Research

To find out the effect of fun activities to learning vocabulary among EFL Learners at the elementary level to the Fifth Grade Students of SD IT Juara, in the Academic Year of 2018/2019.

D. Delimitation of the Research

The scope of English study is so broad. The research may not be able to reach all the aspects to be studied as a whole. Particularly in English learning context, there are so many components that may become the concern of the study such as the students, the textbook used, the materials, the process of teaching and learning, etc. Thus, the boundary of this study specifies on the learning vocabulary using fun activities is more effective than learning vocabulary without games to the Fifth Grade Students of SD IT Juara, in the Academic Year of 2018/2019.

E. Significance of the Research

The significances of the research are:

1. For the Students

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

2. For the Teacher

   Especially those who teach at SD IT Juara, in making be motivated to learn English and learning vocabulary. It is expected that the study can enrich the using fun activities in learning vocabulary. This research will provide supports to English teachers to develop the teaching aids for English teaching. They may improve the traditional methods in teaching and learning
vocabularies. They may also use the new methods for making students enjoy in learning, so they are not confused anymore in choosing the appropriate methods for students’ need. This method can help the teachers to improve students’ interest in learning vocabularies.

3. For the Researcher

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

F. Definition of key terms

To avoid an ambiguity and misunderstanding on the terms used in this study, the researcher defines some key terms as follows:

1. Vocabulary

Vocabulary is needed in all aspects of language and without vocabulary, we cannot say information very well, in other word vocabulary is the basic element of a language which will make a language can understand and have meaning full.

2. Fun activities

Fun activities for vocabulary teaching and its wash-back effect well documented in various Studies that help many students to shed their embarrassment and be able to participate more actively in the meaning making process.
G. Organization of Research

The systematic discussion in this research has five chapters, they are
Chapter I is Introduction. In this chapter the researcher, explain specifically
about the background, problem of the study, research objectives, significance
of the study, operational definition, delimitation of the research and
organization of the study.

Chapter II, this chapter contains of review of related literature, the
researcher include review or related theories, it is fill about definition of
vocabulary.

Chapter III, included the kind of research which explain used about
this research, kind of the research, object of the research, source of data,
research instruments and technics of data collections.

In Chapter IV, this Chapter entitled the finding and conclusion. In this
chapter the researcher will explain and interpret the result of the research.

The last chapter is Chapter V. this chapter entitled the conclusion and
suggestion. In this chapter, the researcher will conclude the result of the
research and give suggestion.
CHAPTER II
LITERATURE REVIEW

A. Review of The Related Theories

1. Teaching English as a Foreign Language

Teaching is a combined process where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction\(^\text{11}\). Moreover, Brown Stated that Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences\(^\text{12}\). So Teaching Process is a combination process between students and teachers to using fun activities on learning vocabulary.

Actually in teaching there are three elements to combine. Sprinthall says that teaching demand a combination of three elements: transmitting knowledge, teaching of process inquiry and encouraging interpersonal relationship. The way of teaching and assessing will depend on the level and the goal of the teacher select before\(^\text{13}\). It means that before teaching we have to consider level of students and purpose of teaching in the class.


\(^{13}\) Richard C. Sprinthall,(1977), Educational Psychology, Developing Approach Canada: Addison Wesley Publishing Company, p.382
In the teaching and learning activity there so many variables involved in the process. There are; learning methods, learning media, and learning sources that are referred to the subjects’ and students’ characteristics, the selection of scientific, approaches etc. Teaching also is the systematic activity which includes many components. Every components cannot be separated, but it has to be run together dependently and continually. It is necessary for having a good management in teaching. It should be considered about ability of the teacher in managing the class, her skill, and also the professionalism of the teacher so that teaching goal can be achieved. Further, some teacher understanding of how the learn will determine teacher philosophy of education, teaching style, approach method, and classroom technique. Additionally, Harmer said, teaching means to give someone knowledge or instruct or to train someone. It show that, somebody how to do something or to change somebody’s idea.

Teaching English is a foreign language in Indonesia. According Wilkins teaching English as foreign as language is not the mother tongue of any group within the country where it is being learned.\textsuperscript{14} It can conclude, the students who learned English as foreign language have a little opportunity to use their English in real life situation. Teaching foreign language also provide the students with the skills which enable to communicate orally with speakers other nationalities who also learn this English language.

\textsuperscript{14} D.A Wilkins, Linguistics In Language Teaching(London: Edward Arnold Publisher, 1980), p.7
From statement above, it can be conclude that Teaching is the systematic activity which includes many components. And give someone knowledge or instruct or to train someone. And also share knowledge experience, building attitude, character, and change somebody’s idea.

2. Concept of Teaching and learning

Teaching process is a combined process where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction. Moreover, Brown Stated that Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences. So Teaching Process is a combination process between students and teachers to fulfill the certain activities learning.

Learning is a process of changing from not knowing, particularly this research discusses the learning process of vocabulary in English especially about noun. Further, Brown also said, learning is acquiring or getting of knowledge of a subject or skill by studying, experiencing, of instruction. It is relatively permanent change in a behavioral tendency and the result of reinforced practice. In addition, learning involves activeness, conscious focus on and acting upon evens outside or inside the organism, and also some forms of practices, perhaps reinforces practices. Learning can be defined as changes

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in behavior. This change occurs as a consequence of experience in some forms of practices. The change brought about by developing a new skill, understanding a scientific law, and attitude. The change is not merely incidental or human in the way human appearance change as people get older.

According to the theories above, it can be concluded that teaching is to give (someone) knowledge, setting the conditions for learning and learning is the process of getting the students understanding for the lesson that the teacher give to them.

3. Concept of vocabulary

a. Definition of vocabulary

Vocabulary knowledge occupies a crucial position in the process of second language learning. Vocabulary is one of the language components which have to be mastered by students of all level of school in Indonesia in learning a new language. They will get difficulties in using English if they are lack of vocabulary. As we know the language learners want to be success in studying language. Furthermore, they must be mastery most vocabularies. If students did not have more vocabulary, they cannot communicate effectively of express their ideas both oral and written form. Vocabulary is a listing of the words used in some enterprise. According to the Oxford Dictionary, vocabulary is the total of words you know in particular language. It can be concluded that vocabulary is a stock of words in language, written

\[\text{http://wordnet-princeton.edu/vocabulary, accessed 20th February 2019}\]
or spoken with the meaning that considered as cultural meaning used by group or individual community because it uses of the people to communicate and interact to other people.

According coxhead, Vocabulary is an important part of a language. The more words students acquire and use it, the more meaning they can communicate in a wide variety of situations.\textsuperscript{19} It means that vocabulary is one important part of language. It influences the ability of speaking, listening, reading and writing. Nasr also said that there are four abilities that need to be developed in learning a language, there are hearing, reading, speaking, writing with understanding. This show that our chief concern should not be about difficulties of pronunciation growth of vocabulary, and grammar, our chief concern should be with language abilities.

To sum up, it can be concluded that the four abilities we need to concern on language ability, but in the language abilities. So, pronunciation, vocabulary, and grammar are included in language ability. All of it should be taught and learned equally. Those opinions show that the vocabulary is one of the basics in learning English. Trought learning the vocabulary naturally, it can will improve other skills like reading, speaking listening and writing.

b. learning vocabulary

Teaching vocabulary is clearly more than just presenting new words. Teacher must be careful in selecting the vocabulary that he/she will teach. Both students and teacher need to know how it talks about language at

various points during learning and teaching.\textsuperscript{20} It means, the teacher has to master more vocabulary than students. So if he/she wants to teach, they must know the point of language and vocabulary that will be delivered in learning and teaching process. One of them is by using games and fun activities.

Using games and fun activity as an instructive device isn't something new and had a long history in dialect educating. Diversions were utilized for more redundancy in Audio lingual; they were presented in Desuggestopedia as pretend exercises or different exercises planning to lesson dialect obstructions; most exercises in TPR were amusement like ones to embed fun in classroom condition; and they observed to be convenient in Cooperative dialect educating.\textsuperscript{21} So as to boost the student association. This long story may demonstrate the viability of amusements.

According Honarmand & Rostampour said that The use of games and fun activities for vocabulary teaching and its wash-back effect well documented in various Studies that help many students to shed their embarrassment and be able to participate more actively in the meaning making process.\textsuperscript{22} Additionally to Derakhshan and DavoodiKhatir various methods such as using games can be used to teach and learn vocabulary. Games can assist the teachers to create social contexts in which the language is useful and meaningful. To successfully advance learning, amusements

\textsuperscript{20} Jeremy, Harmer, How to Teach English, (London: Longman, 1998), p.34
must incorporate routes for understudies to think about and clarify what is going on. Learning may not happen without time for reflection.

The game teaching is of great significance for children. Chen state, holds that games not only make children lively and arouse children’s learning interest, but also can provide help for teachers as an effective teaching method.\textsuperscript{23} When playing a group game, children have the chance to cooperate with others and they can have the chance to show their talent to develop communication skills and language skills in the game.

The game teaching as a very crucial method plays a very momentous role in English vocabulary for children, it is the best way to stimulate their motivation and inspire their greater enthusiasm for English learning. In the process of the activity, children can improve their self confidence through hard-working which lays a solid foundation in their language learning. Therefore, as a teacher, when using games to teach English vocabulary in kindergartens, they should take the therefore as a teacher, when using games to teach English vocabulary in kindergartens, they should take the characteristics of children’s mind and body into consideration and make full use of games combining with the learning vocabulary to improve children’s abilities of imagination and the interests to learn. This research were also supported by Based on kumar and lightener, “Learning through recreations is valuable, important, and commendable and powerful that brings

inspiration, unwinding and amusing to students in the class. The students can learn dialects on a very basic level and effectively through amusement”.  

4. How to apply of Fun Activities

1. How to Apply Word Clap

   a. Teacher prepares the theme.

   b. Teacher led the game.

   c. Teacher explains the rule of playing this game.

   d. Students stand or sit in a circle and follow teacher’s lead, maintain a four-beat rhythm, clapping their hands on their thighs three times (one-two-three...) and then both hands together (four!).

   e. Students have to mention a word from a pre-selected lexical set (for example, fruit and vegetable) or every fourth beat.

   f. Students who either repeat the word already mentioned,

   g. or break the rhythm or say nothing are out.

   h. The game ends when the there is only one student left as the winner.

2. How to Apply Word Search

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

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

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25 Scott Thornbury, How to teach Vocabulary,(Harlow, England: Long Man, 2002), P.102
c. The teacher asks the head man to in front of the class to give some clue or scrambled clue to his group one by one

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

e. The teacher discusses the students' answer

f. The teacher asks the students to pronounced their answer word by word together.²⁶

5. Advantages of Fun Activities

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language. Fun activities have proven to have advantages and effectiveness in learning vocabulary in various ways:

a) Fun activities can be enjoy the opportunity to look through the dictionary and enrich your vocabulary. With using the fun activities the students will be easier to understand the meaning of word and the students can have many vocabulary. So, Can improve the students vocabulary.

b) The fun activites can make the students be entertaining because when the students don’t feel if they studying. So, the students don’t feel surprised and it learning is not monotonous.

c) Fun activities bring in relaxation and fun for students, thus help them learn and retain new words more easily. when the student learn the material,

²⁶ Lie Pu Hwa, Refresh Your Vocabulary (fun learning English vocabulary), (Yogyakarta: CV. Andi OFFSET, 2009), P.22-23
students feel relaxation because the students feel relax and don’t feel bored so make the students more easier to memories the new words.

d) Fun activities usually involve friendly competition and they keep learners interested. With the students competition will make students be spirit because they must be competition with the others group the get mark and enthusiastic to be the winner.

e) Fun activities bring real world context into the classroom and enhance students use of English in a flexible, communicative way. So, fun activities will make the students feel life because the students can learn while playing.

f) The teacher did not need to explain too many materials.27

g) Games provide language practice in the various skills

h) They create a meaningful context for language use.28

6. Teaching and Learning English at Elementary School

a. The Definition of Elementary School

In Indonesia, English is not only taught at High School but also Elementary School. According to Kasihani, there are two function of English subject. First, English subject as vehicle to the students’ development in the field of science, technology and culture. Second, English as one of local content subject function to improve students’ competence

27 Nova Pravita Rusdiana, “The Advantages and Disadvantages of using games in teaching vocabulary to the grades of top school the Faculty of Letters and Fine Arts”, (The Library of University of Sebelas Maret)
based on their region.²⁹ Besides, the earlier the students learn English the more knowledge and skill in English they will have and the society or people in certain district the necessity of English to be taught at Elementary School students. Moreover, the function of language learning is to be able to communicate with that language in their real life.

B. Related of Finding

Related on this reseach ,especially about vocabulary that have been done investigate recently by researcher, they are :

The first, kurniawan yudhi N.2007. The Use OF Circle Games ad a Strategy to improve the Students Mastery in English Vocabulary: An Action Reseach in The Case of Elementary School Students of SDN 01 Bayumanik Semarang base on his study showed that achievement. Of students in learning vocabulary through this way was improved. It was supported by the significant result of the test. The average achievement of the students was 68% at pre-test, 89% at first cycle, 94% at second cycle, and 83% at the post test. So, it can be conclude that there was a significant effert on the students vocabulary achievement.

The second, Omega Oktaria Rizana,2007 entitle “The Influence of Using Games Toward Students Achievement in vocabulary building”, the averages of students score when did not using games in teaching and learning process.. there are from mean 57 to be 60 the students achievements to get a new vocabulary ,with average true questions 390 in test of students achievement to translate the

²⁹ Kasihani K. E. Suyanto, English For Young Learners, (Jakarta: PT. Bumi Aksara, 2007), P.4
vocabulary and 248 in test of students achievement to get a new vocabulary. Word hunt and picture with word give influence more high than an actor game. there are from mean score test 60,18 in word hunt an 60.08 in picture with words, whereas an actor score of test students achievement in vocabulary building 60,3. It means that mean score of test in actor game more low than score test in word hunt games and picture with word game. Base on the statement above, there are influences of using games toward students achievement.

There are two differences of the experts study results with the researchers . firstly, the researcher were done by the experts to find out the effect of dictionary games toward students vocabulary achievement. second, the researchers study is concerned with the use of dictionary games in teaching vocabulary. In this study, the researchers study is implemented in first Grade of Junior High School 1 North Curup in 2011-2012 academic years.
A. Research Method

1. Kind of the Study

This study is an experimental study. An experimental study analyses the relatedness among two or more variables or it seeks the effect of one variable towards other variables. In other words, an experimental study has a predictive disposition. The experiment itself is designed and undertaken by the researcher to collect the data needed to examine the hypothesis\(^\text{30}\).

Based on the explanation above, it can be concluded that experimental study is a study that is conducted to recognize an action given as a subject of the study. This study possesses two variables. The first variable is called as independent variable and the second variable is as dependent variable. The independent variable is the variable influenced by the dependent variable. In this research independent variable is Fun Activities. Whereas, the dependent variable is the variable whose value influenced by independent variable. In this research dependent variable is learning Vocabulary. The figure below shows the variable of this study clearly:

\(^{30}\) Nana Sudjana and Ibrahim, *Penelitian dan Penilaian Pendidikan*, (Bandung: Sinar Baru Algesindo, 2004), P. 19
This study is the quasi experimental study that is designed in non-equivalent comparison-group design. In this study, there are available two groups which involve experimental and control group. Experimental group indicates the class given the treatment in the form of teaching reading by using Fun Activities. However, the control group is used as the comparative group including the class that is not taught by Fun Activities learning. It is taught by conventional teaching technique. Both experimental and control group will be given the pre-test and also post-test in which pre-test is given before the given treatment and post-test is provided after the given treatment. Then, the scores of post-test will be compared with the scores of pre-test on the data analysis step to acquire the real result of the study.

2. Research Design

This research used quasi experimental design, that is designed in non-equivalent comparison-group design. In this study, there are available two
groups which involve experimental and control group. Experimental group indicates the class given the treatment in the form of fun activities. Whereas, the control group is used as the comparative group including the class that is not taught by using fun activities but it is taught by the technique usually applied by the English teacher previously. Both experimental and control group, they will be given the pre-test and also post-test after the treatment process on the experimental group has been done. Then, the scores of post-test will be contrasted with the scores of pre-test on the data analysis step to acquire the real result of study.

<table>
<thead>
<tr>
<th>0₁</th>
<th>0₂</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
</tr>
<tr>
<td>0₃</td>
<td>0₄</td>
</tr>
</tbody>
</table>


The pre-test and post-test could be represented based on Sugiono’s theory as follows:

- \( O_1 \) = Pre-test of experimental group
- \( O_3 \) = Pre-test of control group
- \( O_2 \) = Post Test of experimental group
- \( O_4 \) = Post Test of control group

---

X = Treatment

B. Population and Sample

1. Population

Hartas said, “A population is a group of individuals or organizations that share the same characteristic that is of interest to our study.” In addition, Frankell and Wallen said that population was a group which the research of the study was indeed to apply. The population in this study involved the whole First grade students in SD IT Juara that consisted of Two classes. The students from those classes have several homogenous characteristics such as the same age, level, burden of learning ability and etc. It is because they are from the same level of the students. The Population in this study could be as in the table below:

<table>
<thead>
<tr>
<th>NO</th>
<th>CLASS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VA</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>VB</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>TOTAL POPULATION</td>
<td>44</td>
</tr>
</tbody>
</table>

Source SDIT Juara

The researcher chose those population based on some reasons. Therefore, the researcher was interested in conducting this study at that school. Besides, the researcher found that so many students at first grade at SD IT Juara were still difficult to Learning Vocabulary. The last was based on the

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33Dimitra Hartas, Educational Research and Inquiry (Qualitative and Quantitative Approaches). (London: Continum British Library, 2010), P. 67
theories justification, if this activities could be used in all subjects and at all
grade levels, so the researcher chose first grade students of SD IT Juara as her
population.

2. Homogenity sampling

Homogenous sampling is selecting participants who are very similar in
experience, perspective or outlook: this produces narrow, homogenous sample,
making data collection and analyzing sampler. The mean of analysis sampler
is the researcher determines the effect of experiment both separately and in
combination.

Actually the whole students who had been the population in this study
had automatically possessed the homogenous aspects such as the age, level,
burden of learning and etc. It was typically for homogenous ability, it became
the basic view to get the sample of this study. To acquire the homogenous
ability of students, the researcher took the data in the form of English scores of
whole students who became the population in this study. The scores referred to
what they had got based on their last previously semester examination given by
the English teachers respectively. These scores were the pure scores in
assessing students’ ability without influenced by any other characteristics
because the researcher took these scores from their English teachers before
they were put into students’ evaluation report. These score was assumption as
the homogenous score in assessing the homogeneity sampling, because there
was no specific score for each skill in english. The students’ scores were then

35Gay and petter, Educational Research Competencies and AnalysisApplication, imprint of practice hail, New
jersew, Ohio.p.134
administered with taking the mean score of the entire students representing each of classes. Those mean scores can be seen as on the table below:

**Table 1.2 The result of mean score from the population**

<table>
<thead>
<tr>
<th>NO</th>
<th>CLASS</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VA</td>
<td>75.56</td>
</tr>
<tr>
<td>2</td>
<td>VB</td>
<td>75.26</td>
</tr>
</tbody>
</table>

Based on those mean scores of eight classes above, the classes who got nearest with the smallest mean score were VA and VB, unfortunately the researcher could not take those class because they have different ability, level and major. So the researcher took two mean scores VA and VB, which were in the nearest and the smallest friction of mean score in the same major, they were the mean scores possessed by. The table indicates that VA and VB are the most appropriate classes which can be classified into the level of homogenous ability. Eventually, it can be concluded that VA and VB, had completely owned homogenous characteristics involving the age, level, burden of learning, ability and etc.

3. Sample

Sample is a representative from the population that has large number. David mentioned, “A sample is a part of population from which we actually collect information. We use a sample to draw conclusion about the entire
population. In addition, Gulo added that the sample is often called as “example”; it makes sense as the part of a community from a population. As the part of population, sample gives a correct representation regarding the population. Taking sample from population is frequently called in the technical term as “sampling”.

The process of having sample in this study included the technique in removing the sample. The sample in this study referred to non-probability sample. Non-probability sample means that the members of population are not given the same opportunity to be the sample. It is because the subjects which is chosen as the sample in this study must have the same characteristics such as age, ability, level, knowledge and etc. The researcher selected the sample by using some consideration only.

To get the sample in this study, the researcher took two classes possessing homogenous characteristics, such as the homogenous age, level, knowledge, ability and etc. The sample in this study consisted of two classes who had the nearest mean scores with the homogenous age, level, burden of learning, ability and etc. The major guide viewed by the researcher in selecting the sample in the homogenous ability had by students of the two classes adopted based on the procedure explained on the homogeneity element above. The sample in this study was VA and VB because based on the mean scores of students’ marks from students’ ability test given by the English teachers on the last previously semester examination, VA and VB had the mean scores which

David s Moore, *The Basic Practise of Statistics*, (Newyork: Purdue University, 1996), P. 202
were nearest with the homogenous level. VA had obtained 72.56 and VB had acquired 75.26. The friction on these both classes mean scores was the smallest. Besides, the researcher took these clases with the mean score 75, it is because based on the Ministry of Education in 2008 stated that the minimum target score is 75. So the researcher can took VA and VB as her subject in her study.

Therefore, it was obviously clear that these both classes had several homogenous characteristics overwhelming the age, level, burden of learning, ability and etc. Then, both classes were classified into experimental and control group. The experimental group was a randomly class which was given a treatment that it indicated the Fun Activities. Whereas, control group was a class which was not taught by Fun Activities but, this activities referred to the conventional teaching ways done by the English teacher. The researcher selected VB as the experimental group and VA as the control group. The researcher decided used flip coin in decided experimental group and control group from both classes.

C. Procedure of the Study

Before the researcher gave the treatment for experimental group, the researcher had given training for the students. The researcher trained them for how to using fun activities in the classroom. The researcher also coached the students about how to activities. Besides, they were also taught to become critical
thinkers. The schedule of the training in experimental group is presented in the table below:

Table 1.3 The training Schedule in Experimental Group

<table>
<thead>
<tr>
<th>Meet</th>
<th>Day</th>
<th>Materials</th>
<th>Activities</th>
<th>Exp. Group</th>
<th>Cont. group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Wed, Feb 20th 2019</td>
<td>-</td>
<td>Pre test</td>
<td>Exp. Group</td>
<td>Cont. group</td>
</tr>
<tr>
<td>2nd</td>
<td>Fri, Feb 22nd 2019</td>
<td>Animals</td>
<td>Treatment I</td>
<td>Conventional Teaching</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>Sat, Feb 23rd 2019</td>
<td>Family</td>
<td>Treatment II</td>
<td>Conventional Teaching</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>Mon, Feb 25th 2019</td>
<td>My hobby</td>
<td>Treatment III</td>
<td>Conventional Teaching</td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>Tue, Feb 26th 2019</td>
<td>My body</td>
<td>Treatment IV</td>
<td>Conventional Teaching</td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>Wed, Feb 27th 2019</td>
<td>Jobs</td>
<td>Treatment V</td>
<td>Conventional Teaching</td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>Thu, Feb 28th 2019</td>
<td>Transportation</td>
<td>Treatment VI</td>
<td>Conventional Teaching</td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>Sat, Mar 1st 2019</td>
<td>-</td>
<td>Pre test</td>
<td>Posttest</td>
<td></td>
</tr>
</tbody>
</table>

After the students were given the training, most of the students have understood about the rules of this activities. They were able to make the questions
and be able to answer the questions. After the students were ready, the researcher started to give the treatment for them. The procedure of the study in both experimental and control group can be viewed such as on the explanation below:

**a) Procedure in Experimental Group**

In the experimental class, there are some steps done which are divided into three parts teaching, as follow:

1. Pre Teaching
   a) Focusing students attention on the materials of learning
   b) Giving pre perception to students
   c) Giving information about importance of learning
   d) Introducing the main materials
   e) Giving instruction what students should do in while teaching

2. While Teaching
   a) Divide a class into teams of 4 or 5 members.
   b) Give a text based on the material and fun activities. In fun activities there are many word games that have some meaning. It means that, in a word have meaning.
   c) The students read the text and point out a specific word in the sentence base on the context.
   d) The team reports their conclusion to be the class.
   e) The team receive points for correct definition.

3. Post Teaching
a) Giving questions to check students understanding
b) Concluding

**D. Procedure in control Class**

The step in control class are also dived into three parts of teaching:

1. Pre teaching
   a) Check attendance list first
   b) Introducing the main material

2. While teaching
   a) Conveying materials with implementing conventional technique (teachers presentation)
   b) List the difficulties vocabularies on the white board and do the LKS

3. Post Teaching
   a) Giving questions to check students understanding
   b) Concluding.

**E. Technique of Collecting Data**

The technique of collecting data used by the researcher in doing this study only relied on the test.

1. Test

   “Test is the formulating of items examined to the sample of study. Where, the characteristics of sample are based on the needs of study”\(^4\). In this study, the data were collected by organizing the test into pre-test and post-test.

   a. Pre-Test

\(^4\) _ibid_, P. 5.23
The researcher gave the pre-test to both groups (experimental and control group). Pre-test was given to know how far the students’ standard abilities in the context about their abilities to comprehend English vocabulary. This was actually a way to receive the first data of this study. This pre-test was given to sample members before the treatment (Fun Activities) was implemented in the experimental group and the conventional teaching activities was implemented in the control group.

The form of pre-test was organized into the multiple choices format which included the material fields as: Animals, Family, Sport, my hobby, My Body, Transportation because based on the syllabus, the materials for second grade students were referred to Animals, Family, Sport, hobby, My Body, Transportation. In classifying the points of items of the test, the cases about the materials were constructed into 20 items in multiple choices format.

In giving the pre-test, the researcher used one meeting being out of time period for cultivating study treatment. The length of time in giving pre-test to both groups was allocated as long as 60 minutes in the concept that one item was supposed to be accomplished in 3 minutes. The researcher also controlled students more causiously in order that they were not cooperative while doing the pre-test. In this study, pre-test had been provided to students on Wednesday, February 20th 2019 at 09:00-10:30 in both groups.

b. Post-test

Post-test was given by the researcher to the students after the implementation of Fun Activities at the end or after the treatment had really
finished to be given in the experimental group and also if the conventional
teaching activities had been implemented in the control group. It indicated that
post-test was given to both control and experimental group and the result
obtained by both groups became the contrast value between them. Giving post-
test manifested in the last action of this study collecting data. The post-test was
also constructed in the multiple choices format in which the materials tested
were the same as those in the pre-test including Animals, Family, Sport, my
hobby, My Body, Transportation. In classifying the points of items of the test,
the cases about both materials were administered into 20 items in multiple
choices format.

In giving post-test, the researcher also used one meeting being out of
time period for cultivating study treatment. The length of time in giving post-
test to both groups was also allocated as long as 60 minutes in the concept that
one item was supposed to be accomplished in 3 minutes. The researcher also
controlled students more cautiously in order not to be cooperative among them
in doing the post-test. In this study, post-test had been provided to students on
Thursday, Friday, February 22nd 2019 in both groups.

After furnishing pre-test and post-test to either experimental or control
group, the researcher could eventually know the scores of both groups, and
could find the differences between those group. Therefore, the researcher could
then get the conclusion whether using fun activities had the effect toward
students’ learning vocabulary or not.

c. Treatment
As has been stated before, the Activities of learning vocabulary implies in this research as the treatment that is given to experimental group in the form of Fun Activities as the additional activity in learning vocabulary process, meanwhile for control group is in the form of conventional learning vocabulary activities.

In the experimental group, the students will be taught by additional learning vocabulary activity in the form Fun Activities and control group will be taught by conventional learning vocabulary activities. The treatment will implement to the subject for one month (9 meetings) and at the first both groups will be given pre-test and at the end will be given post-test.

The vocabulary materials in this study are Animals, Family, Sport, my hobby, My Body, Transportation. In Fun Activities, the materials in the form medium vocab. The text is in intermediate level which consist of 4-6 word. In SD IT Juara, the second grade students are at intermediate level. It is the result from the interviewed which has done by the researcher to English teacher in that school. The researcher make the level of difficulty of materials in Fun Activities is based on students’ level. In experimental group, the researcher will take 10 vocabulary in Animals, Family, Sport, my hobby, My Body, Transportation. Meanwhile for the control group, the texts will be chosen by the English teacher.

At the beginning of the experimental group, further, the teacher explains the procedures and what should they do in Fun Activities. In doing, it is expected that the students are mentally ready. The treatment will conduct in
nine meetings. The schedule of the treatment for both groups is presented in the table below:

**Table 1.4 The Schedule of the Treatment of the Experimental Group**

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Pre-test</td>
<td>Wed, Feb 20th 2019</td>
</tr>
<tr>
<td>2 Animals</td>
<td>Fri, Feb 22nd 2019</td>
</tr>
<tr>
<td>3 Family</td>
<td>Sat, Feb 23rd 2019</td>
</tr>
<tr>
<td>4 My hobby</td>
<td>Mon, Feb 25th 2019</td>
</tr>
<tr>
<td>5 My body</td>
<td>Tue, Feb 26th 2019</td>
</tr>
<tr>
<td>6 Jobs</td>
<td>Wed, Feb 27th 2019</td>
</tr>
<tr>
<td>7 Transportation</td>
<td>Thu, Feb 28th 2019</td>
</tr>
<tr>
<td>9 Post-test</td>
<td>Sat, Mar 1st 2019</td>
</tr>
</tbody>
</table>

**Table 1.5 The Schedule for the Control Group**

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Pre-test</td>
<td>Wed, Feb 20th 2019</td>
</tr>
<tr>
<td>2 Animals</td>
<td>Fri, Feb 22nd 2019</td>
</tr>
<tr>
<td>3 Family</td>
<td>Sat, Feb 23rd 2019</td>
</tr>
</tbody>
</table>
Furthermore, in experimental group the procedures of teaching activity will be taught by Fun Activities and in Control group will be taught by conventional teaching activity.

1. **Instrument**

   “Instrument is the tool used to collect the data or the needed information”

   Instrument in this study involve test regularize in pre and post-test. The test was made by the researcher. The test was made based on the materials in the syllabus on Curriculum 2013. The reason for using multiple choices format was because multiple choices format would make students produce the accurate answers for both correct and incorrect ones. Multiple choices format even facilitated the researcher in correcting the result of students’ work. Besides, the researcher decided to make the test in multiple choice based on practical consideration. This test consisted of 20 items, the correct answer got 1 score and the wrong answer got 0. It was based on the limited time used by the students to

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4Ibid, P. 5.2
accomplish the test. The researcher gave 60 minutes for the students to finish the test.

To give the score for the students, the researcher using this formula;

Correct answer

The score = \frac{3}{\text{Correct answer}}

There were several steps that the researcher did in developing and constructing the test. The frame work of the test is presented in figure below:

\[\text{Blueprint/test Content Specification} \rightarrow \text{Writing Test} \rightarrow \text{Experts Validation} \rightarrow \text{First Revision} \rightarrow \text{Trying out the test} \rightarrow \text{Analysis} \rightarrow \text{Final Revision} \rightarrow \text{Final Form}\]

(adopted from Sulistyo, 2002)\(^{43}\)

Figure 1.4 The test development plan

a. Writing Blue Print

The blueprint or test content specification consisted of some points: identifying syllabus, determining the objective of the test, level of reading comprehension, kind of the test, number of texts in the test and number of items. In developing and constructing the test the researcher prepared the blue print of the test. The test-blue print described about planning a test before constructing items. It was a guideline in writing a test. Generally, it consisted of what skill of a language being tested, the level of the students, the basic competence to be reached, and the item indicator based on the basic competence, the material of the test, cognitive domains for each items and number of items based on the indicators.

Identifying syllabus was important because it was related to ensure the content validity. The test must measure what have to be measured based on the syllabus. The basic competence of English vocabulary for second grade students of SD IT Juara was that the students were able to respond the meaning and rhetorical steps in Animals, Family, Sport, Jobs, My Body, Transportation. The micro skill of the sixth materials mentioned materials depend on the limited of words required for fifth grade students triggered by the text books indicators used by school.

b. Writing the Test

After writing the blue-print, then the researcher needed to write the test items with the format of multiple choices. It was chosen
to make because to make students give the accurate answers between correct ones. With this format, students were coped with four options of answers between in which there was only available one correct answer. The test was prepared in 20 items which covered the five materials mentioned before.

c. Analyzing the Test Validity

The next way which was done by the researcher was assuring the test. Validity was very vital in writing test. the researches relied on two aspects of examining the validity they were content and construct validity. Content validity was achieved by referring the test with the materials finished in the syllabus applied by the school, for the fifth grade students of SD IT Juara, and the micro skills of the entire learning materials were obviously based on the standard and limitation emphasized on the accurate used text book.

Another kind of validity was gotten by examining the construct validity which commonly committed by getting the professional judgment. The detail information regarding construct validity progressed could be viewed in the next explanation.

d. Experts Validation

In this step, the researcher examined the validation with getting the judgment of the test from the expert having lots of experience and understanding a lot about constructing and ascertaining the vocabulary test. The test would be corrected in order to acquire
good correction and feedback. The validation was analyzed by considering the six points. They were: the qualified indicators, qualified number of test, the qualified and specific function of the test whether the questions provided really measure the indicators tested or not, and the accuracy of the test.

Furthermore, there was one expert that was invited in the research to provide critical content on the test, he was one of the lectures in IAIN Curup who was expert in assessment subject.

e. First Revision

The purpose of first revision was to evaluate test whether there was a test or some points that had to be revised. The researcher revised the test based on the expert judgment. After the expert validation correct the test was made by the researcher, and then the researcher revise some items based on the suggestion from the expert.

f. Trying Out the Test

The try out test aimed at producing the requirement data with relatively valid instrument. The try out was given before the real test was hold. This test was given to the students from another group with the same characteristic as the subjects of this research. The try out was given to another class except experimental class and control class. However, the class which was given the try out should have the same characteristics as the subject of this study. The subject of this research are VA and VB. So the try out was conducted to another class which
have the same characteristic with both groups. In this research, the try out was on Monday, 18th February 2019.

g. Analyzing the Result of the Try Out

The result of try out was analyzed to estimate the reliability and validity of the test.

i. Reliability

To know whether the test was reliable or not the researcher measured the reliability of the test before the instrument/test steadily was made as pre and post-test in which it was the same as in Validity of the test activity. An instrument was reliable if it gave steady result as long as the measured variable did not change. In order to have reliability of the instrument, the researcher used Anates V4 to compute the try out data. The researcher inputted the data into V4 program then the program automatically analyzed the result of reliability estimation. The researcher used this program based on the practical considerations. The table below represents the range of reliability and its interpretations:

**Table 1.6 The Range Score and Interpretation of Reliability**

<table>
<thead>
<tr>
<th>Reliability</th>
<th>Index range</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt; .40</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>.40 - .69</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>.70 - .1.00</td>
<td>High</td>
</tr>
</tbody>
</table>
Based on the scores fitted by using anates V4 of reliability, the result showed that the score of reliability calculation was 0.73 in which, this score was classified into the highest level. Therefore, it was thoroughly obvious that the instrument of this study was reliable. Based on the calculation, it could be concluded that this study instrument had really been appropriate to use in giving pre-test and post-test section of this study.

j. Item Difficulty

Table 1.7 The If index Range and Interpretation

<table>
<thead>
<tr>
<th>Index Range</th>
<th>Category</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>Very easy</td>
<td>Should be revised</td>
</tr>
<tr>
<td>60-79</td>
<td>Easy</td>
<td>Possible to be retained</td>
</tr>
<tr>
<td>40-59</td>
<td>Moderate</td>
<td>Possible to be retained</td>
</tr>
<tr>
<td>20-39</td>
<td>Difficult</td>
<td>Possible to be retained</td>
</tr>
<tr>
<td>00-19</td>
<td>Very Difficult</td>
<td>Should be revised</td>
</tr>
</tbody>
</table>

(adopted from R.L.Ebel, 1979:267)\(^{15}\)


The results of estimating the item of difficulty then became the guideline to decide whether some items of the test should be revised or not. So it could be said that the items of test had moderate contents inferring some easy and difficult items. The results of analysis for items of difficulty could be viewed in the following table:

**Table 1.8 The Result of the Item Difficulty Analysis**

<table>
<thead>
<tr>
<th>Index Range</th>
<th>Interpretation</th>
<th>Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>.00-.19</td>
<td>Very Difficult (Should be revised)</td>
<td></td>
</tr>
<tr>
<td>.20-.39</td>
<td>Difficult (Possible to be retained)</td>
<td></td>
</tr>
<tr>
<td>.40-.59</td>
<td>Moderate(Possible to be retained)</td>
<td>4,5,7,10,13,14,15,18</td>
</tr>
<tr>
<td>.60-.79</td>
<td>Easy (Possible to be retained)</td>
<td>1,2,3,6,9,11,12,16,17,19,20</td>
</tr>
<tr>
<td>.80-.00</td>
<td>Very easy (Should be revised)</td>
<td>8</td>
</tr>
</tbody>
</table>

Based on the item analysis of the try out result, there was 1 item very easy, 11 items were easy and 8 item were moderate. The result of the item difficulty analysis would be point of consideration for researcher for revising the very easy, easy and moderate.

k. Item Discrimination

ID index ranged from 1.00 (if all the upper group students answered correctly and all the lower group students answered incorrectly to 1.00 (if the lower group students answered correctly and
all the upper group students answered incorrectly). The closer the index to 1.00 was, the better it was. The categorization of the item discrimination was based on guidelines from Ebel as shown in table below

Table 1.9 The Indices of Item Discrimination

<table>
<thead>
<tr>
<th>Index Range</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 0.192</td>
<td>Very poor item</td>
</tr>
<tr>
<td>.20-.24</td>
<td>Poor item</td>
</tr>
<tr>
<td>.25-.39</td>
<td>Good item</td>
</tr>
<tr>
<td>&gt; .40</td>
<td>Very good item</td>
</tr>
</tbody>
</table>

(Adopted from R.L.Ebel, 1979:70)\(^6\)

Table 1.10 The result of the Item Discrimination Analysis

<table>
<thead>
<tr>
<th>Index Range</th>
<th>Interpretation</th>
<th>Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;.19</td>
<td>Very poor item</td>
<td>2,8,17,20</td>
</tr>
<tr>
<td>.20-.24</td>
<td>Poor item</td>
<td></td>
</tr>
<tr>
<td>.25-.39</td>
<td>Good item</td>
<td>1,3,4,6,10,12,13,15,16</td>
</tr>
<tr>
<td>&gt;.40</td>
<td>Very good item</td>
<td>5,7,11,14,18,19</td>
</tr>
</tbody>
</table>

Based on the table above, there were 4 items under 19. They were items number 2, 8, 17, 20. The items could not sufficiently group students. Thus some the items were rejected and some others were accepted.

1. Validity

Sugiono said, “Validity is the occasion when there is found similarity between the data collected and the actual data on the object of study”\(^{47}\). According to Ngalim Purwanto, “validity is the quality that shows correlation between a certain measuring with meaning or the purpose of studying criteria and behavior.\(^{48}\) Based on Sugiono’s statement, he recommended that the instrument used in the test had to be correlated with the materials in the syllabus. The validity test was to assure that this study instrument could be proper to become pre and post-test. Furthermore, both pre and post-test were given to control and experimental group.

**Table 1.11 The Range Score and Interpretation of Validity**

<table>
<thead>
<tr>
<th>Number of Item</th>
<th>Index Range</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,3,4,5,6,7,9,10,11,12,14,15,16,18,19</td>
<td>≥ .354</td>
<td>Valid Item</td>
</tr>
<tr>
<td>2,8,13,17,20</td>
<td>&lt; .354</td>
<td>Not valid need to be revised</td>
</tr>
</tbody>
</table>

\(^{47}\)Sugiono, *Statistika Untuk Penelitian*, (Jakarta: Rineka Cipta, 1998), P. 172
Based on the result of the item validity analysis, question number 2, 8, 13, 17, 20 needed to be revised.

m. Final Revision

After getting the overall correction of the test being as the study instrument such as getting the validity and reliability with particular aids within them, the researcher finally carried out the final revision. After the revision had been done, the instrument of the research was ready to be made as pre and posttest to collect the data required in this research.

F. Technique for Analysing Data

The researcher also analysed whether the students had the improvement in their learning vocabulary abilities after the using fun activities was applied or even in contrast. Then, the data from pre-test and post-test were analysed by employing these formulas:

1. Mean score

To get the mean score of pre and post test result in the control group, the researcher used the formula below:

\[
M = \frac{\sum Y}{N}
\]

Where:

\[M\]: Mean score of control group

\[ \sum Y: \text{The sum of students’ scores in control group} \]

\[ N: \text{The amount of students at control group} \]

In addition, in order to acquire the mean score of pre and post-test-result in the experimental group, the researcher used the formula below:

\[ M = \frac{\sum Y}{N} \]

Where:

\[ M: \text{Mean score of experimental group} \]

\[ \sum X: \text{The sum of students’ scores in experimental group} \]

\[ N: \text{The amount of students at experimental group} \]

### 2. Standard Deviation

In gaining the standard deviation of scores in conducting the study at control group, the researcher applied the formula below:

\[ SD_y = \sqrt{\frac{\sum Y^2 - (\overline{Y})^2}{N-1}} \]

Where:

\[ SD_y: \text{Standard deviation of control group} \]

\[ Y: \text{Score of control group} \]

\[ \overline{Y}: \text{Mean score of control group} \]

\[ N: \text{the amount of students at control group} \]

In addition, to acquire the standard deviation of scores in conducting the study at experimental group, the researcher used the formula below:
3. Hypothesis testing

In testing the hypothesis devised previously, the researcher used the statistical formula such in the following below:

$$t = \frac{M_x - M_y}{s_t}$$

Where:

- $$t = t$$ test
- $$M_x =$$ Mean score of the post-test at experimental group
- $$M_y =$$ Mean score of the post-test at control group
- $$S_x =$$ Standard deviation of post-test result at experimental group
- $$S_y =$$ Standard deviation of post-test result at control group
- $$N_x =$$ the amount of students at experimental group
- $$N_y =$$ the amount of students at control group
A. Findings

1. Students’ learning vocabulary in control class (using conventional fun activities)

a. The Result of pre-test

In this study, conventional learning vocabulary is implemented in the control group (VA). In getting the first data before the learning process, the researcher gives students the pre-test. The result of pre-test which the researcher has gained can be viewed on the table below:

Table 2.1

The scores of students’ pre-test in control group

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ sequence based on absent list</th>
<th>Y (Score Pretest)</th>
<th>Y2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>50</td>
<td>3600</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>55</td>
<td>3025</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>100</td>
<td>10000</td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>80</td>
<td>6400</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>65</td>
<td>4225</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
<td>90</td>
<td>8100</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>19</td>
<td>Student 19</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>20</td>
<td>Student 20</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>21</td>
<td>Student 21</td>
<td>80</td>
<td>6400</td>
</tr>
<tr>
<td>22</td>
<td>Student 22</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>1530</td>
<td><strong>108,865</strong></td>
</tr>
</tbody>
</table>

$$M_y = \frac{\sum Y}{N^2} = \frac{1530}{22} = 69.5$$

$$S_y = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$
Based on the data showed on the table above, the result of calculation of 22 students’ scores in pre-test at control group proves that they possess the mean score as 69.5 and the standard deviation that is found out has the degree of score as 13.3. From the result, it implies that the students’ score were not good, there were large range score between them. Some of the students get higher and others get lower score.

**Table 2.2**

**The score of students pretest in experimental group**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ sequence based on absent list</th>
<th>X (Score Pretest)</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>55</td>
<td>3025</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td>X</td>
<td>Y</td>
</tr>
<tr>
<td>----</td>
<td>-------------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>65</td>
<td>4225</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>65</td>
<td>4225</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>80</td>
<td>6400</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>65</td>
<td>4225</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
<td>85</td>
<td>7225</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>19</td>
<td>Student 19</td>
<td>90</td>
<td>8100</td>
</tr>
<tr>
<td>20</td>
<td>Student 20</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>21</td>
<td>Student 21</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>22</td>
<td>Student 22</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1390</td>
<td>102050</td>
</tr>
</tbody>
</table>

\[
N_x = \frac{\sum X}{N_x} = \frac{1390}{22}
\]
\[ \text{SD}_X = \sqrt{ \frac{\sum X^2}{N} - \left( \frac{\sum X}{N} \right)^2 } \]

\[ = \sqrt{ \frac{102050}{22} - \frac{(1390)^2}{22} } \]

\[ = \sqrt{ \frac{102050 - 19321}{22} } \]

\[ = \sqrt{82.72} \]

\[ = 9.0 \]

Based on the data presented on the table above, the calculation result of 22 students' scores in post-test at experimental group indicates that they possess the mean score as 63.18 and the standard deviation is 9.0.

In cultivating the result of pre test from both groups, it has basic function that it is to find out five aspect of score. They overwhelm the highest score lowest, scores, total score, mean score and the standard deviation. Based on the data presented on the table 2.1 and 2.2, the aspects can be viewed on the table below:

<table>
<thead>
<tr>
<th>Group</th>
<th>Highest Score</th>
<th>Lowest Score</th>
<th>Total score</th>
<th>Mean score</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>90</td>
<td>50</td>
<td>1390</td>
<td>63.18</td>
<td>9.0</td>
</tr>
<tr>
<td>Control</td>
<td>100</td>
<td>50</td>
<td>1530</td>
<td>69.5</td>
<td>13.3</td>
</tr>
</tbody>
</table>

From the pre test result, the highest score in experiment group is 90 by one students and the low score is 50 gained by fourth students.
Meanwhile, in the control groups the highest score is 100 gained by one student and the lowest score is 50 gained by third students. From the calculation it shows that the mean score in experiment group is 63.18 and the standard is 9.0. whereas, in control group the mean score is 69.5 and the standard deviation is 13.3.

b. The result of post test

The result of post test also used to get highest score, the lowest score, total score, the mean score and the standard deviation by using same formulas in the pre test result.

Table 2.4

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ sequence based on the attendance list</th>
<th>Y (Score post-test)</th>
<th>Y^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>90</td>
<td>8100</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>85</td>
<td>7225</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>100</td>
<td>10000</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>100</td>
<td>10000</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>85</td>
<td>7225</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>85</td>
<td>7225</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>80</td>
<td>6400</td>
</tr>
<tr>
<td>16</td>
<td>16</td>
<td>90</td>
<td>8100</td>
</tr>
<tr>
<td>17</td>
<td>17</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>85</td>
<td>7225</td>
</tr>
<tr>
<td>19</td>
<td>19</td>
<td>80</td>
<td>6400</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>80</td>
<td>6400</td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td>90</td>
<td>8100</td>
</tr>
<tr>
<td>22</td>
<td>22</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1755</strong></td>
<td><strong>150975</strong></td>
<td></td>
</tr>
</tbody>
</table>

\[ N_2 = 22 \]

\[ \sum Y^2 = 1755 \]

\[ M_2 = \frac{1755}{22} = 79.7 \]

\[ SD_2 = \sqrt{\frac{\sum Y^2 - \left( \frac{\sum Y}{N} \right)^2}{N}} \]

\[ = \sqrt{\frac{150975 - (79.7)^2}{22}} \]

\[ = \sqrt{ } \]
\[ \sqrt{\frac{150975 - 6.35}{22}} = 6.86 \]
\[ = 2.6 \]

Based on the data showed on the table above, the result of calculation of 22 students’ scores in post-test at control group proves that they possess the mean score as 79.7 and the standard deviation that is found out has the degree of score as 2.6.

**Table 2.5**

The result of students’ post test in experimental group

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ sequence based on absent list</th>
<th>X (Score Pretest)</th>
<th>( X^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>100</td>
<td>10000</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>90</td>
<td>8100</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>85</td>
<td>7225</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>95</td>
<td>9025</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>100</td>
<td>10000</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>85</td>
<td>7225</td>
</tr>
<tr>
<td></td>
<td>Student 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>95</td>
<td></td>
<td>9025</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>90</td>
<td>8100</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>85</td>
<td>7225</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>90</td>
<td>8100</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>100</td>
<td>10000</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>95</td>
<td>9025</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>100</td>
<td>10000</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>100</td>
<td>10000</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
<td>85</td>
<td>7225</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
<td>100</td>
<td>10000</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
<td>90</td>
<td>8100</td>
</tr>
<tr>
<td>19</td>
<td>Student 19</td>
<td>100</td>
<td>10000</td>
</tr>
<tr>
<td>20</td>
<td>Student 20</td>
<td>90</td>
<td>8100</td>
</tr>
<tr>
<td>21</td>
<td>Student 21</td>
<td>95</td>
<td>9025</td>
</tr>
<tr>
<td>22</td>
<td>Student 22</td>
<td>95</td>
<td>9025</td>
</tr>
<tr>
<td>Total</td>
<td>2035</td>
<td></td>
<td>190.150</td>
</tr>
</tbody>
</table>

\[ N_x = \frac{\sum X}{N_x} \]

\[ = \frac{2035}{22} \]

\[ = 92.5 \]
\[ SD_X = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2} \]

\[ = \sqrt{\frac{190.150}{22} - (92.5)^2} \]

\[ = \sqrt{\frac{190.150 - 8.55}{22}} \]

\[ = \sqrt{181.6} \]

\[ = 13.4 \]

Based on the data showed on the table above, the result of calculation of 22 students’ scores in post-test at control group proves that they possess the mean score as 92.5 and the standard deviation that is found out has the degree of score as 13.4.

In cultivating the result of pre-test and post test in control group, it also has the basic function that is to encounter five aspects of score. They involve the highest score, lowest score, total score, mean score and the standard deviation. In accordance with the data displayed on the table 2.1 and 2.2, the five aspects can be seen on the table 2.6 below:

<table>
<thead>
<tr>
<th>Group</th>
<th>Highest Score</th>
<th>Lowest Score</th>
<th>Total score</th>
<th>Mean score</th>
<th>Standart deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>90</td>
<td>50</td>
<td>1390</td>
<td>63.18</td>
<td>9.0</td>
</tr>
<tr>
<td>Experiment</td>
<td>100</td>
<td>75</td>
<td>2035</td>
<td>92.5</td>
<td>13.4</td>
</tr>
</tbody>
</table>

From the table above it could be seen that in the experimental group the highest score is 100 gained seventh students and the lowest score is 75
gained by one student. The mean score is 92.5 and standard deviation is 13.4. while, in control group the highest score is also 90 gained by two students and the lowest score is 60 gained by one student. The result of mean score is 79.7 and standard deviation is 2.6.

2. Analysis of pretest and posttest result

In analyzing pretest and posttest result, the score both of each groups were compared to see whether the treatments has the effect or not for students vocabulary.

Table 2.7

The comparative of result between Experiment and Control Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Score</th>
<th>Standard Deviation</th>
<th>Students who get the score &gt;7,5</th>
<th>Students who get the score &lt;7,5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>Control</td>
<td>69.5</td>
<td>79.7</td>
<td>2.6</td>
<td>13.3</td>
</tr>
<tr>
<td>Experiment</td>
<td>63.18</td>
<td>92.5</td>
<td>9.0</td>
<td>13.4</td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>Control</td>
<td></td>
<td></td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Experiment</td>
<td></td>
<td></td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>Control</td>
<td></td>
<td></td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Experiment</td>
<td></td>
<td></td>
<td>14</td>
<td>0</td>
</tr>
</tbody>
</table>

From the table 2.7, the mean score of experimental group in the pretest is 63.18 and in the post test is 92.5. furthermore, in the pretest there are eight students got score up to 75, fourteen students who get the score less than 75 and in the post test there were 22 students who get the score up to 75, no
one students get the score less than 75. Meanwhile, the mean score of control group in the pretest is 69.5 and in the post test is 79.7. while in the pretest there are ten students who get the score up to 75 and twelve students who get the score less than 75. Furthermore in the posttest there are fifteen students get the score up to 75. And seven students who get the score less than 75.

In reviewing the data presented on the table 2.7, the fact shows that the experimental group produces the scores higher than the scores found out from the control group. It is proven by the calculation of mean scores owned by both groups. In the control group, the mean score got from pre-test is 69.5 and from post-test is 79.7. The range of increasing score only reaches 10.2 point. It can be said that the conventional fun activities only improves learning vocabulary as high as 10.2 based on the measurement through a valid and reliable instrument. Meanwhile, in the experimental group, the mean score acquired from pre-test is 63.18 and from post-test is 92.5. The range of the increasing score achieves 29.32 point. It can be said that fun activities is effective toward students’ learning vocabulary as high as 29.32. based on the same procedure of measurement through the same valid and reliable instrument.

The explanation above indicates that the treatment of this study which is as the using of fun activities has been obviously successful. It can even produce a significant improvement of students’ learning vocabulary. In order to have further information concerning with the data of both groups, the researcher forms the table below:
Table 2.8
The score of pre-test and post-test

<table>
<thead>
<tr>
<th>No of Subject</th>
<th>Control Group</th>
<th></th>
<th>Experimental Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>1</td>
<td>50</td>
<td>60</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>75</td>
<td>90</td>
<td>55</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>70</td>
<td>60</td>
<td>85</td>
</tr>
<tr>
<td>4</td>
<td>70</td>
<td>85</td>
<td>50</td>
<td>95</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
<td>70</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>55</td>
<td>75</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>100</td>
<td>100</td>
<td>70</td>
<td>85</td>
</tr>
<tr>
<td>8</td>
<td>60</td>
<td>70</td>
<td>50</td>
<td>95</td>
</tr>
<tr>
<td>9</td>
<td>60</td>
<td>70</td>
<td>75</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>11</td>
<td>80</td>
<td>100</td>
<td>65</td>
<td>90</td>
</tr>
<tr>
<td>12</td>
<td>65</td>
<td>70</td>
<td>65</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>75</td>
<td>85</td>
<td>80</td>
<td>95</td>
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<tr>
<td>14</td>
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<td>100</td>
</tr>
<tr>
<td>15</td>
<td>75</td>
<td>80</td>
<td>75</td>
<td>100</td>
</tr>
</tbody>
</table>
a. Hypothesis Testing

To examine the hypothesis, the researcher employs the t-test formula. Basically, the objective of t-test is to prove whether the “t” which is obtained refers to a significant difference between the mean score of both control and experimental group. Actually based on the analysis of the researcher towards the data produced by both groups, the researcher has dared to certify that fun activities has effect toward students' learning vocabulary. Somehow, the calculation is steadily needed because it can more certainly decide whether hypothesis alternative can be accepted or not. The data calculation of both groups is done by employing the t-formula which can be seen on the presentation below:
<table>
<thead>
<tr>
<th>No</th>
<th>Students’ sequence based on the attendance list</th>
<th>Y (Score post-test)</th>
<th>Y²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>90</td>
<td>8100</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>85</td>
<td>7225</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>100</td>
<td>10000</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>100</td>
<td>10000</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>85</td>
<td>7225</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>85</td>
<td>7225</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>80</td>
<td>6400</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
<td>90</td>
<td>8100</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>No</td>
<td>Students’ sequence based on absent list</td>
<td>X (Score Pretest)</td>
<td>X²</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------</td>
<td>------------------</td>
<td>----</td>
</tr>
<tr>
<td>1</td>
<td>Student 1</td>
<td>100</td>
<td>10000</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>90</td>
<td>8100</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>85</td>
<td>7225</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>95</td>
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<td>5</td>
<td>Student 5</td>
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<td>5625</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>100</td>
<td>10000</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>85</td>
<td>7225</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>95</td>
<td>9025</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
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<td>8100</td>
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<td>10</td>
<td>Student 10</td>
<td>85</td>
<td>7225</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>90</td>
<td>8100</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>100</td>
<td>10000</td>
</tr>
</tbody>
</table>

Table 2.10

Data analysis of post-test in experimental group
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Student 13</td>
<td>95</td>
<td>9025</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>100</td>
<td>10000</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>100</td>
<td>10000</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
<td>85</td>
<td>7225</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
<td>100</td>
<td>10000</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
<td>90</td>
<td>8100</td>
</tr>
<tr>
<td>19</td>
<td>Student 19</td>
<td>100</td>
<td>10000</td>
</tr>
<tr>
<td>20</td>
<td>Student 20</td>
<td>90</td>
<td>8100</td>
</tr>
<tr>
<td>21</td>
<td>Student 21</td>
<td>95</td>
<td>9025</td>
</tr>
<tr>
<td>22</td>
<td>Student 22</td>
<td>95</td>
<td>9025</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2035</td>
<td>190.150</td>
</tr>
</tbody>
</table>

1. **Standard Deviation of Post-test result in Experimental Group**

\[
N_x = 22
\]

\[
= \frac{\sum X}{N_x}
\]

\[
= \frac{2035}{22}
\]

\[
= 92.5
\]

\[
SD_x = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}
\]

\[
= \sqrt{\frac{190.150}{22} - (92.5)^2}
\]
2. Standard Deviation of Post-test result in Control Group

\[ N_2 = 22 \]
\[ \sum Y^2 = 1755 \]
\[ M_2 = \frac{1755}{22} = 79.7 \]
\[ SD_2 = \sqrt{\frac{\sum Y^2}{N} - \left( \frac{\sum Y}{N} \right)^2} \]
\[ = \sqrt{\frac{150975}{22} - (79.7)^2} \]
\[ = \sqrt{\frac{150975 - 6.35}{22}} \]
\[ = 6.86 \]
\[ = 2.6 \]

3. The “t” Calculation

\[ M_1 = 92.5 \]
\[ M_2 = 79.7 \]
\[ S_1 = 13.3 \]
\[ S_2 = 2.6 \]
\[ N_1 = 22 \]
\[ N_2 = 22 \]
\[ t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}} \]
\[ t = \frac{92.5 - 79.7}{\sqrt{\frac{(13.3)^2}{22} + \frac{(2.6)^2}{22}}} \]
\[ t = \frac{12.8}{\sqrt{8.04 + 0.30}} \]
\[ t = 4.4 \]

\[ t\text{-test} = 4.4 \]
\[ t\text{-table} = 2.02 \]
\[ t\text{-test} > t\text{-table} \]
\[ 4.4 > 2.02 \]
\[ H_1 \text{ is accepted} \]
\[ H_0 \text{ is rejected} \]
3. Discussion

The research is an experimental study which is to investigate the effect of using fun activities toward students’ learning vocabulary ability with the second grade students in SD IT Juara as the population of the research. Based on the result of calculating score of both groups, the experimental group and control group above, it was found that there was a significant effect of using fun activities toward students’ learning vocabulary. The result of calculation for the experimental group showed that they had higher score than the result of calculation for the control group.

While in the control group, it was taught by using conventional learning vocabulary. The mean score result from learning by using conventional learning vocabulary in control group increased from 69.5 to 79.7. It increased 10 point or it could be said that there was an increasing score of the range from score in control group. Based on the data above, the students’ learning vocabulary was quietly good because there was an increasing score after they had learnt with the conventional learning vocabulary. On the other hand, the result of teaching learning process in experimental group (mean score), which was taught by using fun activities also increased from 63.18 to 92.5. It increased 29.32. From the data, it could be seen that there was a significant effect of using fun activities toward students’ learning vocabulary because there was an increasing score that was higher than the score got in the control group after they had learnt with different activities by using the conventional learning activities.
From the explanation above, the result of the mean score in experimental group was higher than control group. It indicated that the using fun activities was effective toward students’ learning vocabulary. In line with Honarmand & Rostampour he stated that The use of games and fun activities for vocabulary teaching and its wash-back effect well documented in various Studies that help many students to shed their embarrassment and be able to participate more actively in the meaning making process. This research findings were also supported by Kumar and Lightner who stated:

“Learning through fun activities is valuable, important, and commendable and powerful that brings inspiration, unwinding and amusing to students in the class. The students can learn dialects on a very basic level and effectively through amusements”.

It mean that this strategy could help students to encourage their learning vocabulary, and students can improve their vocabulary. Fun activities was effective toward learning vocabulary because by this fun activities the students not only wrote the definition of each word, but also were able to make antonym about the word. those benefits could make students increase their vocabulary.

Based on the calculation, the t obtained was compared to the value of the table. In this study, t calculation was 4.4 and t table was 2.02. So the score of t calculation was higher than the score of t table(4.4 > 2.02), it meant that the null hyphotesis was rejected and the alternative hyphotesis was accepted.

Finally, it could be concluded that using fun activities had a contribution and a significant effect toward students’ learning vocabulary.
CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result and discussion in chapter IV before, the researcher takes some conclusions:

1. The students’ learning vocabulary can increased after using fun activities. It can be seen from the mean score of the post test. The mean score before using conventional activities was 69.5, however the mean score in the post test after using conventional technique is 79.7. It is concluded that the using conventional activities is effective toward students learning vocabulary.

2. The students’ learning vocabulary can increased after the fun activities is implemented, the students’ learning vocabulary is much better than the previous one. It can be seen from the mean score, in which, the mean score of post test in the experimental group is higher than pre test score (63.18 > 92.5). It is concluded that the using fun activities is effective toward students learning vocabulary.

3. The using of fun activities toward students’ learning vocabulary is better than conventional activities. This activities is more effective to be implemented toward students’ learning vocabulary, because this activities makes the students more critical when improving the word. Furthermore, it makes the students become active, and interested because this activities leads students to formulate their own vocabulary. This activities is more effective to be implemented toward students’ learning vocabulary, it is proven by the students’ score in the
experimental group that is higher than the students’ score in the control group (92.5 > 79.7).

**B. SUGGESTION**

After doing the research which finds out the effectiveness of fun activities toward students’ learning vocabulary, in getting the result of the research, the researcher makes some suggestions for some people who are probably related to the research.

1. For the teacher, the teacher should consider that the using fun activities is one of alternative techniques which toward students’ learning vocabulary. By applying this technique, the teacher will be easier to make the students become active and interested because they will not feel bored and fun. By using this technique, the students can improving their vocabulary will be easier.

2. For the students, they should improve their learning vocabulary and also have high motivation in learning vocabulary. One of effective ways which can be used toward students’ learning vocabulary is learning with the teaching that uses fun activities. This technique will not be monotonous in every teaching-learning process. This technique even makes the teaching and learning process become more effective.

3. For the next researchers, who want to conduct the research in this area. The researcher hopes that this technique can be conducted in other schools in order to those schools can be acquainted with the effectiveness of fun activities toward students’ learning vocabulary.
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Pre-test

1. Animal that has trunk and ivories . . . .
   a. bee       b. elephant       c. bear       d. snake

2. The animal who slither is . . . .
   a. dog       b. snake       c. peacock       d. lion

3. It is a kind of bird. It has a beautiful fur . . . .
   a. peacock       b. snake       c. cat       d. polar bear

4. . . . is a dangerous animal
   a. bird       b. cat       c. tiger       d. sheep

5. Your grandfather and grandmother are your ....
   a. mother       b. father       c. parents       d. grandparents

6. The brother of your father is your .....  
   a. uncle       b. aunt       c. mother       d. grandmother

7. The daughter of your parents is your ....
   a. aunt       b. mother       c. sister       d. grandmother

8. Apakah hobimu?
   The English sentence is...?
   a. What is their hobby?       b. what is his hobby?
   c. what is him hobby?       d. what is your hobby?

   Hello friends ! Let me introduce my self. I am Andi Hermawan. My
   friends call me Andi. My hobby is playing basketball. I like it very much. It is
   interesting and it can make my body healthy. I usually play it on Sunday and
   Wednesday afternoon. I play it with my friends. We just need a ball to play it.
   Someday, I want to be a famous basketball player, just like Michael Jordan.

9. what is andi’s hobby?
   a. badminton       b. soccer       c. basketball       d. boxing

10. who is andi’s favourite player?
    a. Games       b. football       c. race       d. basketball

11. With whom does andi play basketball?
    a. Doughter       b. my friend       c. father       d. brother
12. What part of the body is it?
   a. It is nose   b. It is eye
   c. It is Head   d. It is arm

13. Nose is part of our ....
   a. Leg   b. Foot
   c. Face   d. Stomach

14. Ear is part of our ....
   a. Mouth   b. Head
   c. Back   d. Fingers

15. My head is covered by ...
   a. Arm   b. Hair
   c. Elbow   d. Teet

16. Mr. Agus makes chairs and tables. He is a ...
   a. Sailor   b. dentist
   c. carpenter   d. painter

17. Mr. Pramono works in a library. He is a ....
   a. Lawyer   b. buyer
   c. architect   d. librarian

18. Vehicle which has two wheels is ...
   a. Pedicab   c. Motorcycle
   b. Car   d. Bus

19. These vehicles can fly, except ...
   a. Plane   c. Helicopter
   b. Jet plane   d. Ship
20. This is water transportation, except ...


Answer

1. B
2. B
3. A
4. C
5. D
6. A
7. A
8. D
9. C
10. D
11. B
12. B
13. C
14. B
15. B
16. D
17. D
18. C
19. D
20. B
Posttest

1. The animal that can climb the tree is . . .
   a. monkey  b. bird  c. giraffe  d. crocodiles

2. . . . is a dangerous animal
   a. bird  b. cat  c. tiger  d. sheep

3. The animal that eats meat is . . .
   a. horse  b. kangaroo  c. cow  d. lion

4. Cow, sheep and chicken are live in the . . .
   a. wild  b. farm  c. sea  d. polar

5. The mother of my father is my ....
   Son  b. parents  c daughter  d husband

6. Mr. Budi is my uncle. The indonesian sentences is ....
   a. Pak budi adalah ayahku  b. Pak budi adalah kakekku
   b. c. pak budi adalah pamanku  d. pak budi adalah kakakku

7. My mother like sew the cloths. My mother is a ....
   a. sailor  b. tailor  farmer  d. nurse

8. Nando needs a .... for camping.
   a. Ball  b. tent  c. net  d. bat

9. Putri likes cooking ing the ....
   a. garden  b. bathroom
   c. dining room  d. kitchen

10. Aldy and Aldo are bringing a ball
    and bats. They want to play....
    a. table tennis  b. football
    c. basketball  d. volleyball

11. Apakah hobimu?
    The English sentence is...?
b. What is their hobby?  b. what is his hobby?
c. what is him hobby?  d. what is your hobby?

12. What part of the body is it?
a. It is leg  b. It is lip
   c. It is head  d. It is arm

13. Every hands have ..... fingers
   a. Ten  b. Five  c. Seven  d. One

14. We have .... ears.
   a. Two  b. Three
   c. Four  d. Five

15. santi is listening radio with her
   ..... 
   a. Eyes  b. Ears
   c. Heads  d. Legs

16. Mr. Pramono works in a library. He is a ....
   a. Lawyer  b. buyer
   c. architect  d. librarian

17. Mrs. July types the letters. She is a ....
   a. Shopkeeper  b. typist
   c. tailor  d. nurse

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18. Mr. Sabar flies the plane. He is a ....
   a. Policeman
   b. librarian
   c. pilot
   d. dentis

19. A ... is a long vehicle.
   a. Plane               c. Train
   b. Jet palne           d. Motorcycle

20. Patient is brought to the hospital by ...
   a. Truck               c. Raft
   b. Pedicab             d. Ambulance

**ANSWER**

1. A  
2. C  
3. D  
4. B  
5. B  
6. D  
7. B  
8. B  
9. D  
10. A  
11. D  
12. D  
13. A  
14. A  
15. B  
16. D  
17. B  
18. C  
19. C  
20. D
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