

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING GO FISH GAME ON STUDENTS'**

**VOCABULARY MASTERY AT THE FIFTH GRADERS IN SDN 6 TELUK**

**PANDAN PESAWARAN**



**By:**

**FRIEZKY AKBAR KURNIAWAN**

**Student Number. 2001051010**

**TARBIYAH AND TEACHING TRAINING FACULTY**

**ENGLISH EDUCATION STUDY PROGRAM**

**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG**

**1447/2025**

**THE INFLUENCE OF USING GO FISH GAME ON STUDENTS'  
VOCABULARY MASTERY AT THE FIFTH GRADERS IN SDN 6 TELUK  
PANDAN PESAWARAN**

Presented as a Partial Fulfilment of the Requirements  
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In English Education Study Program

**By:**  
**FRIEZKY AKBAR KURNIAWAN**  
**Student Number. 2001051010**

Faculty of Tarbiyah and Teacher Training  
English Education Study Program

Sponsor: Aisyah Sunarwan, M.Pd.

**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG**  
**1447/2025**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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FAKULTAS TARBİYAH DAN ILMU KEGURUAN**


Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507, Faksimili (0725) 47296, Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.un@metrouniv.ac.id](mailto:tarbiyah.un@metrouniv.ac.id)

**APPROVAL PAGE**


Name : FRIEZKY AKBAR KURNIAWAN  
Student Number : 2001051010  
Study Program : English Education Study Program  
Faculty : Tarbiyah and Teacher Training  
Title : THE INFLUENCE OF USING GO FISH GAME ON  
STUDENTS' VOCABULARY MASTERY AT THE FIFTH  
GRADERS IN SDN 6 TELUK PANDAN PESAWARAN

**APPROVED**

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic  
University of Jurai Siwo Lampung.

  
Head of English Education Study  
Program  
**Dr. Much Deiniatur, M.Pd.B.I**  
NIP. 19880308 201503 1 006

Metro, 09 - Oktober - 2025  
Sponsor

  
**Aisyah Sunarwan, M.Pd**  
NIDN. 2015099101



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FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507, Faksimili (0725) 47296, Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id), e-mail: [tarbiyah.un@metrouniv.ac.id](mailto:tarbiyah.un@metrouniv.ac.id)

**NOTIFICATION LETTER**

Number : -  
Appendix : -  
Matter : In order to hold the Munaqosyah  
of **FRIEZKY AKBAR KURNIAWAN**

To:  
The Honorable the Head English Education Study Program (TBI)  
Faculty of Tarbiyah and Teacher Training (FTIK)  
State Islamic University of Jurai Siwo Lampung

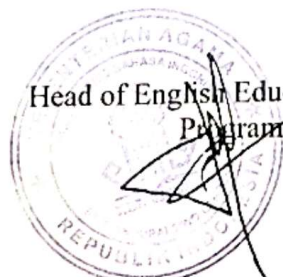
*Assalamu'alaikum Wr. Wb.*

We have given guidance and enough improvement to research thesis script which is written by:

Name : FRIEZKY AKBAR KURNIAWAN  
Student Number : 2001051010  
Study Program : English Education Study Program  
Faculty : Tarbiyah and Teacher Training  
Title : THE INFLUENCE OF USING GO FISH GAME ON  
STUDENTS' VOCABULARY MASTERY AT THE FIFTH  
GRADERS IN SDN 6 TELUK PANDAN PESAWARAN

To It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikumWr. Wb.*

  
Head of English Education Study  
Program

**Dr. Much Deiniatur, M.Pd.B.I**  
NIP. 19880308 201503 1 006

Metro, 09 - Oktober - 2025  
Sponsor



**Aisyah Sunarwan, M.Pd**  
NIDN. 2015099101



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UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507, Faksimili (0725) 47296, Website [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.lin@metrouniv.ac.id](mailto:tarbiyah.lin@metrouniv.ac.id)

**NOTA DINAS**

Nomor : -  
Lampiran : -  
Perihal : Mohon Dimunaqosyahkan Skripsi  
**FRIEZKY AKBAR KURNIAWAN**

Kepada yth,  
Ketua Program Studi Tadris Bahasa Inggris (TBI)  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Universitas Islam Negeri Jurai Siwo Lampung

*Assalamu'alaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh :

Nama : FRIEZKY AKBAR KURNIAWAN  
NIM : 2001051010  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul : THE INFLUENCE OF USING GO FISH GAME ON  
STUDENTS' VOCABULARY MASTERY AT THE FIFTH  
GRADERS IN SDN 6 TELUK PANDAN PESAWARAN

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.


*Wassalamu'alaikumWr. Wb.*

Ketua Program Studi Tadris Bahasa  
Inggris



**Dr. Much Deiniatur, M.Pd.B.I**  
NIP. 19880308 201503 1 006

Metro, 09 Oktober 2025  
Dosen Pembimbing



**Aisyah Sunarwan, M.Pd**  
NIDN. 2015099101



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**RATIFICATION PAGE**

No: B-0798 /Un.36.1/ D/PP.CO.9/02/2026

An Undergraduate thesis entitled: THE INFLUENCE OF USING GO FISH GAME ON STUDENTS' VOCABULARY MASTERY AT THE FIFTH GRADERS IN SDN 6 TELUK PANDAN PESAWARAN written by: Friezky Akbar Kurniawan, Student Number 2001051010 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, Desember 09<sup>th</sup> 2025, at 15.00-17.00 AM

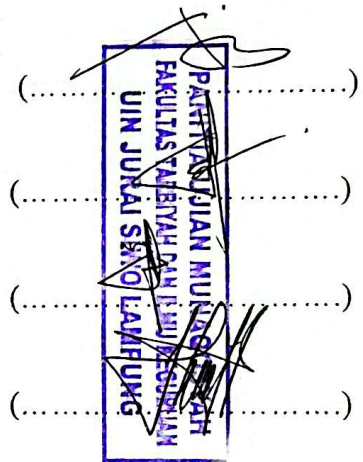
**BOARD OF EXAMINERS**

Examiner I : Aisyah Sunarwan, M.Pd

Examiner II : Dr. Much Deiniatur, M.Pd.B.I

Examiner III : Trisna Dinillah Harya, M.Pd

Examiner IV : Leny Setiyana , M.Pd



The Dean of Tarbiyah and Teacher Training Faculty



**THE INFLUENCE OF USING GO FISH GAME ON STUDENTS'  
VOCABULARY MASTERY AT THE FIFTH GRADERS IN SDN 6 TELUK  
PANDAN PESAWARAN**

**ABSTRACT**

**By:**

**FRIEZKY AKBAR KURNIAWAN**

The purpose of this research was to determine whether there is a positive and significant influence of using the *Go Fish* game on the vocabulary mastery of the fifth graders at SDN 6 Teluk Pandan Pesawaran. This research employed a true experimental design with one group that was given a pre-test, two treatment sessions using the *Go Fish* game, and a post-test. The sample consisted of 32 students selected through cluster random sampling.

The data were collected through vocabulary tests, consisting of a pre-test and a post-test, and were analyzed using a paired sample t-test computed through SPSS. The results of the study showed that students' vocabulary mastery improved after the implementation of the *Go Fish* game. The post-test results indicated that 91% of students achieved scores above the Minimum Competency Criteria (KKM) of 70. The statistical analysis showed that the obtained t-observed value (8.473) was higher than the t-table value at the 5% significance level (2.039) and at the 1% significance level (2.744). Furthermore, the sig. (2-tailed) value of 0.001 was lower than 0.05, indicating a significant difference between the pre-test and post-test results.

Based on these findings, it can be concluded that the *Go Fish* game has a positive and significant influence on students' vocabulary mastery. Therefore, this game can be used as an effective and engaging learning strategy to enhance vocabulary achievement among young learners.

**Keywords :** *Go Fish Game, Quantitative Research, Vocabulary Mastery*

**PENGARUH PENGGUNAAN PERMAINAN *GO FISH* TERHADAP  
PENGUASAAN KOSAKATA SISWA KELAS LIMA DI SDN 6 TELUK  
PANDAN PESAWARAN**

**ABSTRAK**

**Oleh:**

**FRIEZY AKBAR KURNIAWAN**

Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh yang positif dan signifikan dari penggunaan permainan *Go Fish* terhadap penguasaan kosakata siswa kelas V di SDN 6 Teluk Pandan Pesawaran. Penelitian ini menggunakan desain eksperimen murni dengan satu kelompok yang diberikan pre-test, dua kali perlakuan menggunakan permainan *Go Fish*, dan post-test. Sampel penelitian terdiri dari 32 siswa yang dipilih melalui teknik *cluster random sampling*.

Data penelitian dikumpulkan melalui tes kosakata yang meliputi pre-test dan post-test, kemudian dianalisis menggunakan *paired sample t-test* melalui program SPSS. Hasil penelitian menunjukkan bahwa penguasaan kosakata siswa mengalami peningkatan setelah diberikannya perlakuan menggunakan permainan *Go Fish*. Hasil post-test menunjukkan bahwa 91% siswa memperoleh nilai di atas Kriteria Ketuntasan Minimal (KKM) yaitu 70. Analisis statistik menunjukkan bahwa nilai *t-observed* (8,473) lebih tinggi dibandingkan nilai *t-table* pada taraf signifikansi 5% (2,039) maupun 1% (2,744). Selain itu, nilai sig. (2-tailed) sebesar 0,001 lebih kecil dari 0,05, yang menunjukkan adanya perbedaan yang signifikan antara hasil pre-test dan post-test.

Berdasarkan temuan tersebut, dapat disimpulkan bahwa permainan *Go Fish* memiliki pengaruh yang positif dan signifikan terhadap penguasaan kosakata siswa. Oleh karena itu, permainan ini dapat digunakan sebagai strategi pembelajaran yang efektif dan menyenangkan untuk meningkatkan pencapaian kosakata pada peserta didik.

**Kata Kunci :** *Permainan Go Fish, Penelitian Kuantitatif, Penguasaan Kosakata*

## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Friezky Akbar kurniawan  
Student Number : 2001051010  
Study Program : English education study program (TBI)  
Faculty : Tarbiyah and Teachers Training Faculty (FTIK)

States that this undergraduate thesis is originally the result of the researcher's research, in exception certain parts which are excerpted from the bibliography mentioned.

Metro, October 27<sup>th</sup>, 2025

The Researcher



**FRIEZY AKBAR KURNIAWAN**

Students Number: 2001051010

## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Friezky Akbar Kurniawan  
NPM : 2001051010  
Program Studi : Tadris Bahasa Inggris (TBI)  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk pada sumbernya dan disebutkan dalam daftar pustaka.

Metro, 27 Oktober 2025

Yang menyatakan,



**FRIEZY AKBAR KURNIAWAN**  
Nomor Induk Mahasiswa: 2001051010

## MOTTO

إِجْهَدْ وَلَا تَكْسَلْ وَلَا تَكُ غَافِلًا فَنَدَامَةَ الْعُقْبَى لِمَنْ يَتَكَاَسَلُ

*“Bersungguh-sungguhlah dan jangan malas, serta jangan lengah. Karena penyesalan pada akhirnya adalah bagi orang yang bermalas-malasan.”*

## DEDICATION PAGE

*This undergraduate thesis is specially dedicated to:*

***My beloved parents, Mr. Hendrik (Alm.) and Mrs. Siti Kuntari,***  
*whose love, prayers, guidance, and sacrifices have shaped my life in countless ways. Even though my father is no longer with me, his values and memories continue to inspire me. My mother's unwavering strength and support have been a source of motivation throughout my academic journey.*

***My beloved brother, Hafizh Haiqal Eka Putra,***  
*who always gives me encouragement, motivation, and support. Your presence has strengthened me through challenges and inspired me to keep striving for my dreams.*

***My beloved alma mater, UIN Jurai Siwo Lampung,***  
***Faculty of Tarbiyah and Teacher Training,***  
***Department of English Education (TBI),***  
*where I have grown academically and personally since starting my undergraduate study in 2020. This institution has provided me with experiences, knowledge, and opportunities that have shaped my character and future aspirations.*  
*May this work be a small token of gratitude for all the love, support, and guidance that I have received throughout this meaningful journey.*

## ACKNOWLEDGMENT

All praise is due to Allah SWT, Lord of the Worlds. The researcher conveys her deepest gratitude to Allah SWT for His infinite mercy, guidance, and blessings which have enabled her to accomplish this thesis. Salawat and salam are also sincerely conveyed to the Prophet Muhammad SAW.

The researcher is fully aware that this thesis, entitled **“THE INFLUENCE OF USING GO FISH GAME ON STUDENTS’ VOCABULARY MASTERY AT THE FIFTH GRADERS IN SDN 6 TELUK PANDAN PESAWARAN”** could not have been successfully completed without the support, encouragement, and meaningful contributions from various parties. Therefore, the researcher wishes to express her profound appreciation to :

1. Prof. Dr. Ida Umami, M.Pd.,Kons, the Rector of the State Islamic University of Jurai Siwo Lampung.
2. Dr. Siti Annisah, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd.B.I, the the English Education Study Program of the Faculty of Tarbiyah and Teacher Training.
4. Aisyah Sunarwan, M.Pd, my Supervisor who has spent a lot time to give guidance, suggestion, and advice in the accomplishment of their research.

The researcher acknowledges that this thesis is not without limitations. Therefore, constructive feedback and valuable suggestions are earnestly expected to enhance the quality of this work. It is also hoped that the findings of this thesis

may provide meaningful benefits, not only for the researcher but also for the institution and readers at large

Metro, September 6<sup>th</sup>, 2025  
The Researcher



**Friezky Akbar Kurniawan**  
Student Number. 2001051010

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English In 2013, through permendikbud No. 67 of 2013, English was removed from the Elementary School (SD) curriculum. The aim was for elementary school students to enhance their proficiency in the Indonesian language before studying a foreign language. This posed challenges for junior high school English teachers as students entering junior high school had no prior exposure to English.<sup>1</sup>

The absence of English language subjects in elementary school is regrettable, considering English is an international language that all students should master. However, not all elementary schools have eliminated the English subject; many private schools have designated English as local content or a flagship subject in their curriculum.

In the era of the independent curriculum, teaching English is increasingly encouraged from the elementary school level. Three main reasons drive this: first, English is considered a necessity for all Indonesian children; second, it aligns with the English curriculum; and third, it aims to equalize the quality of learning.

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<sup>1</sup> Ministry of Education and Culture. (2013). *Permendikbud No. 67 of 2013: Struktur Kurikulum dan Penetapan Standar Nasional Pendidikan*, (Regulation No. 67 of 2013: Curriculum structure and determination of national education standards).

English in Indonesia is generally taught as a foreign language. English language learning is the first step to directing students to master foreign languages, especially for young learners. Young learners expect English language learning to be fun and exciting learning. This English language subject will increase their knowledge of foreign languages, which will be helpful in the future.

Besides speaking, listening, reading, writing, and grammar, the significance of vocabulary in English teaching is underscored. Hatch and Brown endorse this assertion, emphasizing that vocabulary serves as the cornerstone for language development and plays a crucial role in effective communication.<sup>2</sup> A strong command of vocabulary empowers individuals to express ideas clearly and grasp essential language skill.

Vocabulary mastery and speaking skill are closely intertwined. A strong vocabulary improves speaking skill. Therefore, educators often emphasize vocabulary mastery as a fundamental aspect of improving speaking skill. Stephen D. Boyd Suggests that Speaking involves the transmission of information from the speaker to the listener through verbal communication.<sup>3</sup> This implies that speakers actively need to understand a lot of vocabulary to gather information.

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<sup>2</sup> Evelyn Marcussen Hatch and Cheryl Brown, "Vocabulary, Semantics, and Language Education," Cambridge Language Teaching Library, 1995.

<sup>3</sup> Stephen D Boyd, School for Champions: A Short Guide to Effective Public Speaking, 2004.

Having good vocabulary mastery is essential in communication. Without adequate vocabulary skill, the message being conveyed can become unclear, causing confusion or even misunderstanding. Various methods, such as educational games and the use of interactive learning media, can help improve vocabulary mastery. With better vocabulary skill, a person can deliver messages more accurately and clearly.

Furthermore, educational games have an important role in influencing student engagement in class. Children will like the relaxed atmosphere, the competitiveness, and motivation that games brought to the classroom.<sup>4</sup> In order to motivate kids to learn, it can provide them with opportunities to employ their imagination and creativity through in-class activities like games.

Go Fish Game is an educational game that can be applied in learning media. Go Fish Game is very useful for reducing and eliminating student boredom when participating in the learning process because the characteristics of games are fun, motivating and entertaining.

In addition, the Go Fish game facilitates students' vocabulary mastery and can be used as an engaging interactive learning medium. This game stimulates thinking, creativity, and creates an enjoyable learning environment. With this strategy, students can better enjoy learning English, expand their vocabulary, and improve word recall. As a result, students gain additional knowledge and enhance their memory retention.

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<sup>4</sup> E Domke, 'The Effectiveness of Learning Vocabulary Through Games', in *Home MS Word Conferences*, 2003.

In line with the description above, it turns out that vocabulary mastery is an essential communication skill that students need to acquire. Although it may seem simple, students often face challenges such as limited vocabulary, differences in meaning, and the influence of their native language. This causes students to mix their native vocabulary with the target language, leading to misunderstandings. Therefore, students need to expand their vocabulary and understand the correct use of words to communicate more effectively and clearly.

Regarding the vocabulary mastery problem above, researchers conducted a pre-survey on November 15, 2024. Researcher did the interview with an English teacher of SDN 6 Teluk Pandan Pesawaran. The researcher identified several problems related to vocabulary mastery among students, which significantly affected their ability to learn and use English effectively. One of the main issues was the students' limited vocabulary, making it challenging for them to comprehend texts, construct sentences, and communicate their thoughts in English. Additionally, many students struggled with memorizing new vocabulary, which hindered their progress in language acquisition. This difficulty in retention could be attributed to a lack of effective learning strategies, minimal exposure to English outside the classroom, or insufficient reinforcement of vocabulary in their learning environment.

Moreover, students demonstrated low motivation to learn English, which further exacerbated their struggles with vocabulary mastery. This lack of enthusiasm could stem from various factors, such as limited interest in the

subject, a fear of making mistakes, or a perception that English is difficult and irrelevant to their daily lives. Additionally, students faced challenges in understanding the meaning of words, which often resulted in misinterpretations and difficulty in using vocabulary correctly in different contexts.

The pre-survey results reinforced these findings, showing that only 6% of students successfully mastered the vocabulary from the material, while 93% failed to reach the required competency level. The highest score recorded in the assessment was 82, whereas the lowest score was 15. Given that the minimum passing grade (KKM) for English was set at 70, the data clearly indicated that the majority of students struggled significantly with vocabulary mastery. These findings highlight the urgent need for targeted interventions and instructional strategies to enhance students' vocabulary learning and overall English proficiency. The data can be seen as follows :

**Table 1**

**Students' English Scores Based on Pre-Survey**

No	Student Name	The Vocabulary Result	
		Score	Category
1	AIWP	33	Incomplete
2	AAA	18	Incomplete
3	AN	23	Incomplete
4	AM	60	Incomplete
5	AA	25	Incomplete
6	ALN	51	Incomplete
7	AKN	60	Incomplete
8	AR	55	Incomplete

9	BA	82	Complete
10	CC	35	Incomplete
11	CMS	58	Incomplete
12	DFY	50	Incomplete
13	DATS	58	Incomplete
14	EA	55	Incomplete
15	FS	20	Incomplete
16	FNH	17	Incomplete
17	FA	63	Incomplete
18	HNK	35	Incomplete
19	JA	33	Incomplete
20	KJP	30	Incomplete
21	KSH	60	Incomplete
22	KAM	49	Incomplete
23	LK	80	Complete
24	MEA	68	Incomplete
25	MBR	43	Incomplete
26	NPGP	40	Incomplete
27	NLG	15	Incomplete
28	PKA	39	Incomplete
29	RWK	69	Incomplete
30	RMR	60	Incomplete
31	RAH	30	Incomplete
32	WMDVP	45	Incomplete
	<b>Total</b>	<b>1.459</b>	

In addition, the vocabulary mastery of the fifth graders at state SDN 6 Teluk Pandan Pesawaran is categorized in to two categories of pronunciation assessment, as follows :

**Table 2**  
**The Data Of Pre Survey Result**  
**Among The Fifth Graders At SDN 6 Teluk Pandan Pesawaran**  
**Academic Year 2024/2025**

No.	Grade	Frequency	Percentage	Criteria
1.	>70	2	6%	Complete
2.	<70	30	93%	Incomplete
Total		32	100%	

Based on the data above, many students failed the vocabulary mastery test, indicating that they have insufficient mastery of the required vocabulary. The pre-survey results show that only 2 out of 32 students achieved good scores in the vocabulary test. It can be stated that 94% of the students have not met the minimum standard. This is caused by students having low motivation to learn English, students' lack of vocabulary, difficulty memorizing vocabulary, and difficulty understanding the meaning of words. In addition, English teachers interviewed by researchers agreed that students' lack of vocabulary, difficulty memorizing vocabulary, and difficulty understanding the meaning of words hinder their ability to master the target language.

This refers to the issues faced by students, particularly in vocabulary mastery. The role of teaching strategies is crucial, as they are implemented by

the teacher to make a positive contribution to influencing student performance, especially in vocabulary mastery. Effective teaching strategies can certainly motivate students to continuously develop their vocabulary. By applying appropriate and efficient teaching methods, students can further enhance their vocabulary.

In this regard, one teaching strategy that can be used in the vocabulary learning process is the Go Fish game. The use of the Go Fish game is expected to help focus and motivate students in the vocabulary learning process. The researcher will consider this approach.

Therefore, based on the description above, the researcher intends to apply the Go Fish Game learning strategy to conduct quantitative studies. In this case, the researcher is the title of the research **THE INFLUENCE OF USING GO FISH GAME ON STUDENTS' VOCABULARY MASTERY AT THE FIFTH GRADERS IN SDN 6 TELUK PANDAN PESAWARAN.**

## **B. Identification of the Problems**

Based on the problems above, researchers face several significant problems, such as:

1. The students are lack vocabulary.
2. Students have difficulties to memorize vocabulary.
3. Student have difficulties in understanding the meaning of words.

### **C. Problem Limitation**

Based on the problems that have been identified, the researchers limit the research problems by focusing on students' lack of vocabulary. In this case, the researcher addresses these problems by planning to conduct quantitative research with experimental research types through the application of the Go Fish Game learning strategy.

### **D. Problem Formulation**

The research problem formulation focuses on: “Is there any positive and significant influence of Go Fish Game on vocabulary mastery of the fifth graders at SDN 6 Teluk Pandan Pesawaran?”

### **E. Objective and Benefits of the Research**

#### **1. Objective of the Research**

The purpose of this study is to examine whether there is a positive and significant influence of Go Fish Game on vocabulary mastery of the fifth graders at SDN 6 Teluk Pandan Pesawaran.

#### **2. Benefits of the Research**

Hopefully, this research is beneficial for the students, the teacher, and the other researchers. The benefits of this study are as follows :

##### **a. For the Students**

This research is expected to help improve students' vocabulary mastery. By practicing with the Go Fish game, students become more motivated and enthusiastic in learning new vocabulary. This is because

students are instructed to engage in physical activities, making the learning process more enjoyable and preventing boredom. These activities encourage students to be more proactive in using vocabulary and expressing their ideas. As a result, students' vocabulary mastery can develop effectively. Furthermore, learning through the Go Fish game also enhances students' social intelligence, as they not only learn individually but also collaborate in discussions with their peers while practicing the vocabulary they have learned.

**b. For the Teacher**

This study is expected to be beneficial not only for students but also for teachers, especially English teachers, by providing information on students' English skill, especially vocabulary mastery. This is because the researchers use pre-test and post-test results to provide information about student outcomes in vocabulary mastery. Teachers are provided with information on the use of go fish games.

**c. For the Other Researchers**

This research is expected to provide benefits to other researchers by offering information on the significant impact of the Go Fish game on students' vocabulary mastery. Moreover, this study not only provides theoretical information about the effect of the Go Fish game on students' vocabulary skill but also includes concrete examples and evidence from the research data on the application of the Go Fish game to improve vocabulary mastery. This study can assist other researchers

by offering an alternative or reference for their work. Therefore, it is hoped that other researchers will further develop this study in the form of additional research.

#### **F. Prior Research**

This study will be conducted in considering several related studies conducted by several previous investigators. The first relevant research was done by Hanafi Wibowo, and Umi Laila Syarifah with the research title “THE IMPLEMENTATION OF GO FISH GAME IN IMPROVING STUDENTS’ VOCABULARY”.<sup>5</sup> This research was conducted in 2018 at As-Syafi’iyah Islamic University, East Jakarta. Applying the Classroom Action Research (CAR) method and the instruments used are observation sheets, interview sheets, and documents including tests and the Go Fish game. The aim of this study is to find out how the Go fish game can be implemented in teaching English vocabulary.

The relevant research with the researcher's research has similarities and differences that can be taken wisdom. The similarity of the research lies in the similarity of the use of the go fish game in research. While the difference lies in the research method, this is because the research method that the researcher used was a quantitative method while the relevant research method was Classroom Action Research (CAR).

A second related study was conducted by Dwi Astuti Wahyu Nurhayati with the research title “Improving Students’ English Pronunciation Ability

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<sup>5</sup> Hanafi Wibowo and Umi Laila Syarifah, ‘The Implementation of Go Fish Game in Improving Students’vocabulary’, *Lingua*, 2.02 (2018), 11–20.

through Go Fish Game and Maze Game”.<sup>6</sup> This research was conducted in 2015 at IAIN Tulungagung, East Java, Indonesia. Applying the Classroom Action Research (CAR) method and the instruments used are observation sheets, interview sheets, and documents tests. The purpose of the present study was to find out if the game can improve students' spelling abilities so that it makes it easier for students to pronounce English.

The research relevant to this study has similarities and differences that can offer valuable insights. The similarity lies in the shared topic of research, which is the Go Fish game. The difference, however, is in the research method, as the method used in this study is quantitative, while the relevant research method is Classroom Action Research (CAR). Another difference is found in the research objectives. The objective of the relevant research is to determine whether the game can improve students' spelling abilities, thereby facilitating their pronunciation of English. In contrast, the objective of this study is to explore how the Go Fish game can be implemented in teaching English vocabulary and to assess the extent to which this game enhances students' vocabulary mastery.

The third study was conducted by Moh. Nurman with the research title ”  
IMPROVING THE STUDENTS’ VOCABULARY BY USING “GO FISH”

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<sup>6</sup> Dwi Astuti Wahyu Nurhayati, ‘Improving Students’ English Pronunciation Ability through Go Fish Game and Maze Game.’, *Dinamika Ilmu*, 15.2 (2015), 215–33.

GAME”.<sup>7</sup> This research was conducted in 2018 at Lamongan Islamic University. Applying the Classroom Action Research (CAR). The main aim of this research is to find out whether the go fish game can improve students' vocabulary mastery.

The relevant research with the researcher's research has similarities and differences that can be taken wisdom. The similarity of the research lies in the similarity of the use of the go fish game in research. While the difference lies in the research method, this is because the research method that the researcher used was a quantitative method while the relevant research method was Classroom Action Research (CAR).

The researcher evaluates the novelty of their research by applying experimental quantitative research involving two classes: a control class and an experimental class. The method used in previous research was Classroom Action Research (CAR). Their strategy was used to help students consolidate their memories and facilitate their pronunciation of words in English. The novelty of this research lies in the method used and the strategy implemented to assist students in mastering the vocabulary of the target language, including their ability to use the words correctly. This strategy is also employed by the researcher to help students effectively expand their vocabulary mastery and enhance their understanding and use of vocabulary in appropriate contexts.

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<sup>7</sup> Moh Nurman, 'IMPROVING THE STUDENTS' VOCABULARY BY USING "GO FISH" GAME', *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 5.2 (2018), 121–24.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Concept of Vocabulary Mastery

##### 1. Definition of Vocabulary

Vocabulary is a collection of words understood in a particular language. According to Lessard and Clouston, vocabulary refers to the words within a language, encompassing both individual terms and combinations of words or phrases that convey specific meanings, similar to single words.<sup>1</sup> The words we choose play a crucial role in forming sentences, and for effective communication, selecting the right words is essential.

Moreover, Richard and Renandya emphasize the pivotal role of vocabulary as a fundamental element of language proficiency; they highlighted its significance in shaping the effectiveness of learners in speaking, listening, reading and writing.<sup>2</sup> In addition, Hatch and Brown defined vocabulary as a compilation of a collection of words specific to a language, representing the set of words that individual language speakers employ.<sup>3</sup>

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<sup>1</sup> Lessard-Clouston, M. (2013). *Teaching vocabulary*. TESOL Press.

<sup>2</sup> Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.

<sup>3</sup> Hatch, E., & Brown, C. (1995). *Vocabulary, semantics, and language education*. Cambridge University Press.

According to the information provided earlier, the researcher infers that vocabulary encompasses a set of words utilized in forming sentences, serving as the foundation for effective communication. Proficiency in communication is achieved through the mastery of vocabulary. Consequently, an extensive vocabulary serves as a crucial standard for language proficiency, particularly in mastering the English language.

## **2. Kinds of Vocabulary**

Vocabulary is crucial in connecting the four language skills: listening, speaking, reading and writing. Hatch and Brown categorized vocabulary into two main types :<sup>4</sup>

### **a. Productive Vocabulary**

Productive vocabulary refers to words that students comprehend, can pronounce accurately, and effectively employ in both spoken and written communication.

### **b. Receptive Vocabulary**

Receptive vocabulary consists of words that students can recognize and understand when encountered in context. However, these words may be challenging for them to use correctly and produce in their speech and writing.

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<sup>4</sup> *Ibid.*,

### 3. Importance of Vocabulary

According to Anggaira, Aryanti, Suryadi, and Tusriyanto, they emphasize the crucial role of vocabulary as a fundamental language component. They argue that individuals lacking sufficient vocabulary struggle to articulate their thoughts. The authors contend that those with extensive vocabulary proficiency exhibit superior language skills compared to those with limited vocabulary.<sup>5</sup>

Additionally, Ur highlights the significance of words in conveying meaning.<sup>6</sup> Thornbury further supports this idea by asserting that while grammar is essential for effective communication, vocabulary is indispensable. Thornbury suggests that without a rich vocabulary, conveying any meaningful message becomes challenging.<sup>7</sup>

Based on explanation above the researcher concludes, that vocabulary is crucial in English learning due to its fundamental role in communication. A robust vocabulary facilitates effective understanding and expression, playing a key role in speaking, reading and writing proficiency in the target language. Therefore, vocabulary plays as significant part in the learning process.

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<sup>5</sup> Tusriyanto, Aria Septi Anggaira, Nurul Aryanti, Suryadi, (2022). Songs for teaching vocabulary: English learning media for preschoolers. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(6), 6057–6068.

<sup>6</sup> Penny Ur, (2014). *A course in language teaching*. IOSR Journal of Humanities and Social Science, 19.

<sup>7</sup> Thornbury, S. (2002). *How to teach vocabulary*. Pearson Education.

#### 4. Vocabulary Mastery

According to Alqahtani, "mastery means complete knowledge makes someone a master in a certain subject".<sup>8</sup> Vocabulary mastery is considered a crucial aspect of language proficiency, as a rich and varied vocabulary not only improves communication abilities but also improves comprehension and overall language fluency. Mastering vocabulary is a key element in the process of learning and advancing in language, whether it is in one's native language or when acquiring proficiency in a second language.

Based on the explanation above, the researcher concludes that mastery is defined by a person's understanding and proficiency, shaped by the learner's knowledge and skill. Vocabulary mastery involves not only understanding the meanings but also the ability to spell and use words in sentences. Proficiency in vocabulary involves the ability to understand the meanings of words. Students are not only required to comprehend the vocabulary but also to effectively use it in constructing sentences.

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<sup>8</sup> Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), 21–34.

## **5. Indicator of Vocabulary**

According to Ur indicator of vocabulary include :<sup>9</sup>

### **a. Pronunciation**

Pronunciation refers to how an individual articulates words in a language. It is a significant factor that can greatly impact one's vocabulary.

### **b. Spelling**

Children should also be acquainted with the letters and syllables composing a word, a skill commonly called spelling. Spelling involves the process of correctly constructing words from individual letters or understanding the specific arrangement of letters in a word.

### **c. Grammar**

Grammatical information is tied into words, and learning words can take students along the way into grammar. This suggests that if we give a high priority to vocabulary, we do not neglect grammar.

### **d. Meaning**

Meaning can also refer to the definition or sense of a word or phrase. When someone asks, "What is the meaning of the word?" they are speaking to understand that word's specific sense or definition.

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<sup>9</sup> Ur, A Course in Language Teaching.

## **B. Concept of Strategy**

### **1. Definition of Strategy**

Learning is basically an effort to direct the students into the learning process so that they can get the learning objectives in accordance with what is expected. Learning objectives can be achieved if formulated with the right strategy. Learning strategy is a systematic way of communicating the content of the lesson to the students to achieve certain learning objectives.<sup>10</sup> From this, we can conclude that the basis of learning to achieve learning is strategy. Strategies have a great impact on student comprehension. Learning strategies certainly facilitate not only understanding for students but also learning for teachers. However, teachers are still expected to be proactive and creative in choosing and defining learning strategies for their students.

### **2. Kinds of Learning Strategy**

In general Learning strategies can be classified into several categories cognitive, metacognitive, management, and motivational. Cognitive strategies aim to acquire and deepen the understanding of the content within the domain studied, as well as improve retrieval and transfer of knowledge.

Metacognitive strategies are based on the individual's understanding of learning and cognition. They rely on his or her ability to assess the learning process to identify strengths and weaknesses. Metacognition involves planning learning activities, monitoring the process during learning, and evaluating results.

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<sup>10</sup> Mohammad Fatkhurrokhman, et al. "Learning strategies of productive lesson at vocational high school in Serang City." *Jurnal Pendidikan Vokasi* 8.2 (2018): 163-172.

Management strategies aim to create optimal learning conditions, particularly by the learner's ability to find and evaluate information. Motivational strategies trigger the drive to engage in learning. There are several relevant aspects, including :

- a. The mindset of the learner
- b. His or her beliefs about the value of the learning activity
- c. The source of motivation (intrinsic or extrinsic)

### **3. The Importance of Learning Strategy**

Based on the above understanding, we can conclude that learning strategies are very important and are very helpful in improving students' learning and thinking abilities. This is the greatest task of a teacher. Every teacher must inevitably come up with new ideas for new learning strategies so that the students will not get bored and become more understanding.

The purpose of learning is certainly to improve thinking skills and the quality of student education. Of course, with strategy, these goals are easily achieved. Learning strategies have become necessary improve thinking skills and the quality of student education.<sup>11</sup> Of course, with strategy, these goals are easily achieved. Learning strategies have become necessary. Without a strategy in the lesson, students will have difficulty understanding the learning, and the expected learning goals will not be achieved.

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<sup>11</sup> Slavin, R. E. (2018). *Educational Psychology: Theory and Practice* (12th ed.). Pearson Education.

## C. Concept of Go Fish Game

### 1. Definition of Go Fish Game

Go Fish is a card game played with a standard deck of 52 cards. The objective is to collect matching sets of cards, usually pairs of cards of the same picture cards and comes with words. The game begins with all players being dealt a certain number of cards.<sup>12</sup> During a player's turn, they ask for a specific card from another player. If the player asked has the requested card, they give it to the asking player. If not, the asking player must "Go Fish" and draw one card from the central pile. The game continues until all cards have been made into sets. The winner is the player with the most sets of cards. It means that the go fish game is a game that requires complex educational media in addition to directing students to play communicatively. By using this media, the game is interesting to play.

Go Fish game is a kind of Flash cards media which is a learning media in the form of picture cards and comes with words. Flash Card is a small card containing images, text, or symbols that remind or guide students to something related to pictures that functioning to practice spelling and enriching the vocabulary.<sup>13</sup> The purpose of the "Go Fish" game in vocabulary mastery is to help students expand and enrich their vocabulary in a fun and interactive way. Through repeated interactions in this game, students can recall and use new vocabulary in context. This helps them

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<sup>12</sup> Tracy Fullerton, *Game design workshop: a playcentric approach to creating innovative games* (Boca Raton: CRC press, 2014), 31.

<sup>13</sup> Burton, G., & Kranz, P. (2019). *Teaching Vocabulary with Flash Cards: Effective Strategies for Language Learning*. Routledge.

understand the meaning of words and correct spelling. These are essential skills for improving new vocabulary acquisition and building confidence in using the language being learned.

## **2. Benefits of Go Fish Game**

The Benefits of Go Fish Game are as follows :<sup>14</sup>

- a. Go Fish allows students to actively learn new vocabulary as they ask other players for specific cards. This helps expand their vocabulary in the language being learned.
- b. The game encourages social interaction among students as they communicate, negotiate, and collaborate in searching for the cards they need. This helps improve their social skills.
- c. The game engages strategic thinking as students must decide which cards to request based on the information they have. This helps train their cognitive skills, such as memory and problem-solving.
- d. Go Fish is a fun and interactive game that motivates students to learn. They become more engaged in learning as they actively participate in the game.

Based on these benefits, it can be concluded that the advantage of playing Go Fish in vocabulary learning is its ability to provide a fun and engaging platform for students to expand and strengthen their English vocabulary mastery. Through this game, students are repeatedly exposed to and use new vocabulary based on specific card requests, thus helping to

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<sup>14</sup> Larry Smith, Using Games in the English Second or Foreign Language Classroom. English Teaching Forum, 53(4), (2015) 2-11.

improve their understanding and usage of words in a relaxed and enjoyable atmosphere.

### **3. Teaching Steps Using Go Fish Game**

Teaching steps using Go Fish Game are as follows :<sup>15</sup>

- a. Introduction to Go Fish Game: Explain the rules of the Go Fish game to the students. Ensure they understand the objective of the game and how to play it.
- b. Selection of Vocabulary or Concepts: Choose a set of vocabulary words or concepts that you want to teach to the students. Make sure the words or concepts are relevant to the learning material.
- c. Card Preparation: Prepare cards by writing one vocabulary word or concept on each card. Ensure each word has at least one matching card pair.
- d. Card Distribution: Distribute the cards to each student. Ensure each student has the appropriate number of cards for the game.
- e. Go Fish Game: Let the students play the Go Fish game according to the rules explained. Encourage them to speak in the target language when asking and telling cards.
- f. Vocabulary Practice: During the game, observe and guide students in recognizing and using vocabulary correctly. Provide feedback if needed to help them expand and strengthen their vocabulary mastery.

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<sup>15</sup> Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for Language Learning* (3rd ed.). Cambridge University Press.

- g. **Pair Matching:** Encourage students to match pairs of cards they receive. This helps strengthen their vocabulary and understanding of the learned concepts.
- h. **Reflection and Discussion:** After the game, conduct a reflection session where students can share their experiences and what they learned from the game. Also, discuss how the game helped them learn vocabulary and new concepts.

## **D. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

Theoretical framework is a concept of hypothesis between independent variable and dependent variable in order to giving answer to problem accurate. The variable could be divide be quantitative and qualitative variable. Therefore, there are influencing variable and effect variable. Influencing variable as independent variable (x) and effect variable as dependent variable (y).

In this research there are two variables. The independent variable is Go Fish Game and dependent variable is vocabulary mastery.

Vocabulary mastery is an important factor in the language learning process. It provides understanding and enriches students' ability to express ideas appropriately. By having good vocabulary mastery, students can more easily understand lesson material and apply language in various contexts, achieving maximum achievement.

In this case, the researcher provides an alternative by using a combination of the Go Fish game. The Go Fish game is a learning strategy using flashcards to make it easier and more fun for students to influence their vocabulary mastery. This strategy can help students become more active and add new vocabulary.

## 2. Paradigm

Based on the theoretical framework above, the researcher illustrated the paradigm of combining Go Fish Game on students' vocabulary mastery in the following chart :

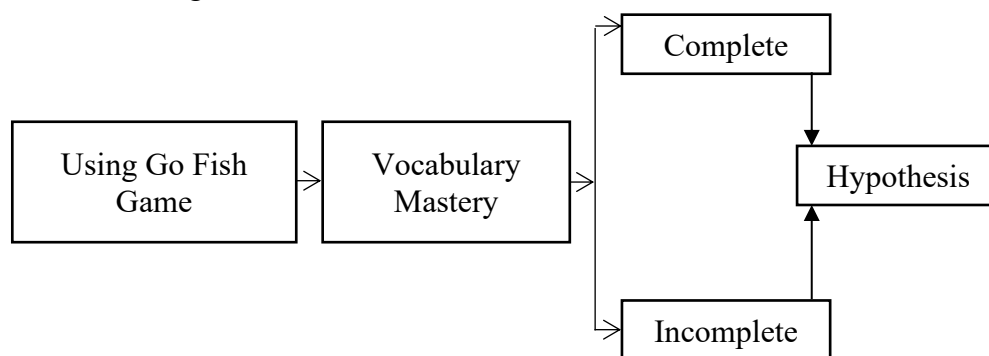


Figure 1. The Scheme of Paradigm

Based on the paradigm above, the researcher assumes that using the Go Fish Game was effective in influence students' vocabulary mastery, placing it in a good category, thereby demonstrating a positive and significant influence. To validate this assumption, the researcher conducted a study using a control class and an experimental class. The experimental class was taught vocabulary using the Go Fish Game, while the control class received conventional vocabulary instruction without the game.

If the implementation of the Go Fish Game proved to be beneficial, students in the experimental class would show better vocabulary mastery compared to those in the control class, indicating a positive and significant influence. Conversely, if the use of the Go Fish Game did not result in influence vocabulary mastery, and the students in both classes showed similar or no influence, then it would suggest that the method had no positive or significant effect on students' vocabulary mastery.

## **E. Hypothesis**

Based on the theories were explained above, it can be posed a hypothesis as follow :

### **1. Hypothesis Formulation**

- a. Alternative Hypothesis ( $H_a$ ): There is a significant influence of using Go Fish Game on the Students' vocabulary mastery among the Fifth graders in SDN 6 TELUK PANDAN PESAWARAN in Academic year 2024/2025
- b. Null Hypothesis ( $H_0$ ): There is no significant influence of using Go Fish Game on the Students' vocabulary mastery in the Fifth graders in SDN 6 TELUK PANDAN PESAWARAN in Academic year 2024/2025

### **2. Statistical Hypothesis**

If  $T_o > T_t$ ,  $H_a$  is accepted and  $H_0$  is rejected.

If  $T_o < T_t$ ,  $H_a$  is rejected and  $H_0$  is rejected.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Quantitative research is a theory test that examines factors for which the research method also involves groups.<sup>1</sup> It is concluded. Quantitative research is explained not only in numbers but also in text. The research typically focuses on the development of techniques or strategies.

Type of the research is experimental research. Experimental research refers to the study of the casual relationship associated with an independent variable and dependent variable is controlled to determine its effect on the dependent variable.<sup>2</sup>

The design of the research is conducted by using experimental design. The model of the experimental design of their study is quasi-experimental research. Quasi experimental is a form of experimental research, the researcher will used the one-group pre-test and post-test, with the single group being given pre test before treatment and a post test after the treatment

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<sup>1</sup> John W. Creswell, J. David, Research Design Qualitative, Quantitative, and Mixed Methods Approaches, Los Angeles London New Delhi Singapore Wasington DC and Melbne. 2023. 39.

<sup>2</sup> Bruce, A. Thyer, Experimental Research Designs In Social Work Theory and Applications, Columbia University Press New York. 2023.

and then their result will be compared.<sup>3</sup> This design can be illustrated as follow:

**Table 3**  
**The True Experiment Design**

Pre-Test	Treatment	Post-Test
S <sub>1</sub>	X <sub>1</sub>	S <sub>1</sub>
	X <sub>2</sub>	

## **B. Operational Definition of Variable**

### **1. Independent Variable**

The independent variable is the variable that probably causes, influences, and affects the outcome. The independent variable of this research is go fish game. To measure the implementation of the strategy, the researcher will use the observation technique. The researcher uses an observational approach, assigning a score of 1 to each student's work at each step of the go fish game and a score of 0 if the student is unable to work on each step. Independent variable go fish game in this study included:

- a. Students can capture the vocabulary on the go fish game cards,
- b. Students can repeat the vocabulary on the go fish game cards,

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<sup>3</sup> John W. Creswell, J. David, Research Design Qualitative, Quantitative, and Mixed Methods Approaches., 39.

- c. Students can improve their speaking skills and vocabulary mastery by using the Go Fish game cards.

## 2. Dependent Variable

The measured and observed variable is called dependent variable. Sometimes dependent variable is a variable that presumed to be influence by one or more independent variables.<sup>4</sup> Dependent variable of this research is student vocabulary mastery. A test will be used to measure the students' vocabulary mastery. The type of test used is the composition test.

In this case, the researcher asks the student to read a general knowledge text. This indicator-dependent variable consists of:

- a. Students can capture the vocabulary on the go fish game cards,
- b. Students can repeat the vocabulary on the go fish game cards,
- c. Students can improve their speaking skills and vocabulary mastery by using the Go Fish game cards.

## C. Population, Sampel, and Sampling Technique

### 1. Population

A population sometimes called is a target population or the set off elements. Population is the large groups to which a researcher wants to generalize or her sample the result.<sup>5</sup> Thus, population is a generalize that explain the subject, event or object to be studied and make a conclusions.

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<sup>4</sup> R. Burke Johnson and Larry Christensen, *Educational Research Quantitative, Qualitative and Mixed Approaches*. Los Angeles, London, New Delhi, Singapore, Washington DC. (2014)., p.g. 92.

<sup>5</sup> *Ibid.*, 346.

This research's population consisted of 354 students from all SD Negeri 6 Teluk Pandan Pesawaran.

## **2. Sample**

Sample is part of population. Sample is the process of drawing a sample from population.<sup>6</sup> The sample in the research most effective way to accurately represent a significant population. It involves choosing a subset of the population for measurement in the research. The sample must accurately mirror and stand for the overall population. Based on these principles, this research used the fifth grade of SD Negeri 6 Teluk Pandan Pesawaran which consisted of 32 students.

## **3. Sampling Technique**

The researcher will used cluster random sampling as sampling cluster technique in this research. Cluster sampling is a form or types of sampling in which clusters are randomly selected.<sup>7</sup> Sampling technique is a way to decide the sample which is appropriate with data source and gives attention in characteristics and distributing population in order to get representative sampling. The sampling technique applied in this research was the cluster random sampling that is determined sample by using consideration. The sampling of this research the researcher selected class consist of 32 students. Both male and female are involved in this research.

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<sup>6</sup> *Ibid.*, 343.

<sup>7</sup> *Ibid.*, 359.

The students are almost at the same age, and both of students have different characteristics and achievements.

#### **D. Data Collection Technique**

In this data collecting procedure, there are three steps that have to follow in this research:

##### **1. Test**

Test is a method used to measure a persons ability, knowledge, and performance in a given realm.<sup>8</sup> The other statement that test is a exercise or same question for a persons used to measure a intelligent, knowledge, skills, ability or aptitude by individual or groups. Test is usually performed by using that element of the survey and determining how it work. There are two tests will use in this research as follows:

##### **a. Pre-test**

Pre-test will be given to both the experimental and control classes before providing the treatment to measure students' vocabulary. The experimental and control classes will receive the same pre-test to assess students' vocabulary. In this case, the researcher provides a test with several pictures along with vocabulary in English for the students to memorize.

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<sup>8</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (New York: Longman, 2004),03.

b. Post-test

After providing the treatment, the researcher will administer a post-test to both the experimental and control classes to determine whether the use of the Go Fish game is effective for teaching students' vocabulary. To measure students' vocabulary, the test will include several pictures and English vocabulary for students to memorize and pronounce.

## 2. Documentation

Documentation is one of many process accompanying audit work, and its main objective is to lay out in writing all activities and relating to an audit.<sup>9</sup> The researcher uses the documentation method to obtain information about :

- a. The condition teachers and officials employees in SD Negeri 6 Teluk Pandan Pesawaran.
- b. The quantity of the students of SD Negeri 6 Teluk Pandan Pesawaran.

## E. Research Instrument

### 1. Vocabulary Test

To identify the vocabulary of fifth-grade students at SD Negeri 6 Teluk Pandan Pesawaran, the researcher implemented a vocabulary acquisition test. The test measured students' vocabulary acquisition skills

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<sup>9</sup> Henning Kagermann, William Kinney, et al, *Internal Audit Handbook*. (Germany, 2008), 432

through conversation. It consisted of a pre-test and a post-test. The research involved asking students to form groups to memorize each card provided by the teacher. The cards contained vocabulary, such as the names of animals, fruits, vegetables, and other items.

## **2. Data Analysis Technique**

As Marczyk, Geoffrey R. assume that *T*-test are used to test mean differences between two groups, in general, they require a single dichotomous independent variable ( e.g., an experimental and a control group) and a single continuous dependent variable.<sup>10</sup>

To answer the question “can go fish game give influence toward students’ vocabulary mastery at the fifth graders of SD Negeri 6 Teluk Pandan Pesawaran”. The researcher analysis the data by one sample t-test from SPSS.

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<sup>10</sup> Marczyk, Geoffrey R, *Essentials Of Research Design And Methodology.*, p. 221

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. Description of Research Location**

SDN 6 Teluk Pandan is located in Teluk Pandan District, Pesawaran Regency, Lampung, Indonesia. Situated in a coastal area surrounded by natural beauty and close to well-known marine tourism destinations, the school provides a calm, comfortable, and supportive environment for learning activities.

The school environment greatly supports the learning process, characterized by shady trees, clean surroundings, and well-organized spaces. The cleanliness and greenery of the school create a healthy and enjoyable atmosphere for students. As part of its concern for environmental preservation, the school consistently promotes greening programs and maintains the cleanliness of its surroundings.

In addition to focusing on academic learning, SDN 6 Teluk Pandan actively participates in various academic and non-academic activities at both the district and regency levels. Through these activities, students gain opportunities to develop their talents, skills, and broader learning experiences beyond the classroom.

**a. Vision and Mission of SDN 6 Teluk Pandan Pesawaran**

## 1) Vision

“The Realization of Students Who Are Character-Building, Innovative, High-Achieving, Environmentally Aware, and Noble in Character.”

## 2) Mission

- a) Designing engaging and enjoyable learning experiences that motivate students to continuously learn and discover knowledge.
- b) Creating a school environment that shapes students with noble character through regular religious activities and the practice of religious values in daily interactions at school.
- c) Fostering a tolerant school environment within global diversity, encouraging love for local culture, and upholding the values of mutual cooperation.
- d) Developing independence, critical thinking, and creativity while facilitating the diverse interests and talents of students.
- e) Establishing school programs that encourage responsiveness to changes and the ability to design innovative ideas and solutions.
- f) Enhancing and supporting students’ achievements according to their interests and talents through mentoring and collaboration with parents.

### b. Student Data SDN 6 Teluk Pandan Pesawaran

The The number of elementary school students is divided into six grade levels, from grade I to grade VI, with different totals in each level. The detailed information can be seen in the table below:

**Table 4**

#### Recapitulation of students in SDN 6 Teluk Pandan Pesawaran

Number of Class						Total	M	F
I	II	III	IV	V	VI			
50	59	69	57	64	50	349	199	150

## 2. Description of Research Data

### a. The Student Pre-test Result of V/a Class

The researcher conducted a pre-test on August 6<sup>th</sup>, 2025 by giving a vocabulary test to the fifth graders in SDN 6 Teluk Pandan Pesawaran. In the pre-test process, the researcher asked students to learn vocabulary through flashcards containing several categories, namely animals, vegetables, fruits, and parts of the body. The students were divided into four groups. The pre-test results are illustrated in the following table:

**Table 5**

#### The Result of Pre-Test Students' Vocabulary Mastery at The Fifth Graders of V/a Class

No	Name	Score	Criteria
1	AIWP	65	Incomplete

2	AAA	50	Incomplete
3	AN	50	Incomplete
4	AM	75	Complete
5	AA	50	Incomplete
6	ALN	65	Incomplete
7	AKN	65	Incomplete
8	AR	65	Incomplete
9	BA	75	Complete
10	CC	65	Incomplete
11	CMS	65	Incomplete
12	DFY	65	Incomplete
13	DATS	55	Incomplete
14	EA	55	Incomplete
15	FS	50	Incomplete
16	FNH	55	Incomplete
17	FA	65	Incomplete
18	HNK	65	Incomplete
19	JA	70	Complete
20	KJP	50	Incomplete
21	KSH	70	Complete
22	KAM	70	Complete
23	LK	50	Incomplete
24	MEA	50	Incomplete
25	MBR	65	Incomplete
26	NPGP	55	Incomplete
27	NLG	50	Incomplete
28	PKA	65	Incomplete
29	RWK	65	Incomplete
30	RMR	55	Incomplete
31	RAH	70	Complete
32	WMDVP	55	Incomplete
Average of Students Grade		60,62	

The table above presents the results of a pre-test assessing the vocabulary mastery of fifth-grade class V/a students, using flashcards containing several categories, namely animals, vegetables, fruits, and parts of the body. The pre-test involved 32 students identified by their initials, along with their scores and the criteria categorizing their performance as “*Complete*” or “*Incomplete.*” The results indicated that

out of a total of 32 students, only 6 students were classified as complete, while 26 students were classified as incomplete, with the overall average score being 60.62. This demonstrates that the majority of students had not yet achieved the expected level of vocabulary mastery based on the pre-test.

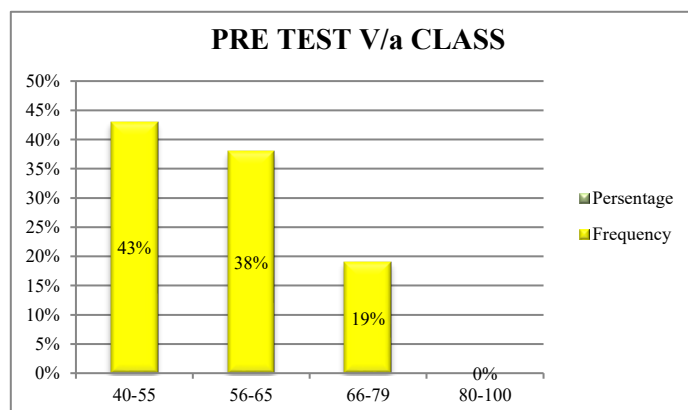
**Table 6**

**Frequency Distribution of Student's Pre-Test**

No	Interval		Frequensi	Percentage
1	40	55	14	43%
2	56	65	12	38%
3	66	79	6	19%
4	80	100	0	0
<b>Total</b>			32	100%

The table above shows the frequency distribution of students' pre-test scores across four intervals: 40-55, 56-65, 66-79, and 80-100. It details the number of students in each interval, highlighting that 43% scored between 40 and 55, 38% between 56 and 65, and 19% between 66 and 79, while no students scored in the 80-100 range out of a total of 32 students assessed.

Graph 1 frequency distribution of student's pre-test



The frequency distribution graph in the table above illustrates the results of the students' pre-test scores. A total of 14 students (43%) obtained scores ranging from 40–55. Furthermore, 12 students (38%) obtained scores between 56–65, 6 students (19%) achieved scores from 66–79, and no students obtained scores within the range of 80–100. From these data, it can be observed that the students' vocabulary mastery in the pre-test had been unsatisfactory.

Based on the data, it was also found that only 6 students had achieved the Minimum Mastery Criterion (KKM) of 70, while 26 students had not pass the test.

#### **b. The Description of Treatment by Using Go Fish Game**

The result of the pre-test points out the students' vocabulary mastery before the treatment. To follow up the pre-test, the researcher conducted the teaching treatment using a go fish game. In this study, the researcher carried out treatment by applying the go fish game in the research process. This study consisted of 2 treatments, namely the first treatment on August 10<sup>th</sup>, 2025, and the second treatment on August 15<sup>th</sup>, 2025. The research will be conducted directly by teaching the go fish game through cards containing several categories, namely animals, vegetables, fruits, and parts of the body, accompanied by their pronunciation guides. The learning process was carried out using the go fish game by following the steps below:

1) Treatment 1 (August 10<sup>th</sup>, 2025) :

In the first treatment session, conducted on August 10<sup>th</sup>, 2025, the researcher introduced the go fish game to the students. The session began with the researcher greeting the students and engaging them in prayer led by the class leader. Attendance was then taken using a numbered list to ensure all students were present. The researcher explained the rules and objectives of the go fish game, including the tools used and the educational benefits it offers.

Each group received a set of 52 cards, divided into four groups, containing vocabulary from the categories (*animals, vegetables, fruits, and parts of the body*) along with their pronunciation guides. The focus of this treatment was on teaching the students how to recognize and pronounce the vocabulary correctly. Each group was tasked with finding and correctly pronouncing the set of cards they were assigned. The session aimed to familiarize students with the game mechanics and improve their vocabulary mastery through interactive learning.

2. Treatment 2 (August 15<sup>th</sup>, 2025) :

The second treatment session took place on August 15<sup>th</sup>, 2025, following up on the initial session. Similar to the first treatment, the researcher started with greetings and prayer, and student attendance was recorded. Building on the previous session, the researcher refined the game's approach by emphasizing the correct pronunciation of vocabulary from the given categories.

This time, instead of focusing on finding sets of cards, each group's task was to correctly identify and pronounce individual vocabulary cards. If a group correctly identified and pronounced a word, they retained the card; however, if they mispronounced it, the card went to the group requesting it. The session aimed to reinforce vocabulary mastery and pronunciation through active engagement with the go fish game, thereby enhancing the students' vocabulary learning outcomes.

**c. The Student Post-test Result of V/a Class**

The researcher conducted a post-test on August 19<sup>th</sup>, 2025, by administering a vocabulary mastery test to the fifth-grade class V/a students at SDN 6 Teluk Pandan Pesawaran. In the post-test process, the researcher asked the students to work in groups to complete the vocabulary test using flashcards with several predetermined categories, namely animals, vegetables, fruits, and parts of the body. The post-test results are presented in the following table:

**Table 7**

**The Result of Post-Test Students' Vocabulary Mastery at The Fifth Graders of V/a Class**

No	Name	Score	Criteria
1	AIWP	75	Complete
2	AAA	65	Incomplete
3	AN	80	Complete
4	AM	75	Complete
5	AA	70	Complete
6	ALN	75	Complete
7	AKN	80	Complete
8	AR	70	Complete
9	BA	85	Complete

10	CC	70	Complete
11	CMS	85	Complete
12	DFY	75	Complete
13	DATS	85	Complete
14	EA	70	Complete
15	FS	75	Complete
16	FNH	65	Incomplete
17	FA	70	Complete
18	HNK	75	Complete
19	JA	70	Complete
20	KJP	80	Complete
21	KSH	85	Complete
22	KAM	75	Complete
23	LK	85	Complete
24	MEA	75	Complete
25	MBR	85	Complete
26	NPGP	75	Complete
27	NLG	75	Complete
28	PKA	85	Complete
29	RWK	80	Complete
30	RMR	75	Complete
31	RAH	60	Incomplete
32	WMDVP	75	Complete
Average of Students Grade		75,78	

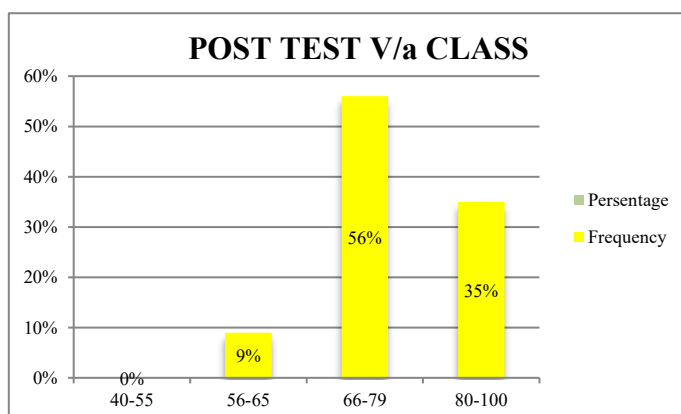
The table above presents the results of the post-test assessing the vocabulary mastery of fifth graders class V/a students. Out of 32 students, the majority obtained scores ranging from 70 to 85 and achieved the “*Complete*” status, while only 3 students scored 65 or below and were categorized as “*Incomplete.*” Notably, the average score increased to 75.78, indicating a significant improvement compared to the pre-test results. This suggests that the students’ vocabulary mastery generally improved after the implementation of the go fish game intervention.

**Table 8****Frequency Distribution of Student's Post-Test**

No	Interval		Frequensi	Percentage
1	40	55	0	0
2	56	65	3	9%
3	66	79	18	56%
4	80	100	11	35%
<b>Total</b>			32	100%

The table above presents the frequency distribution of students' post-test scores, categorized into four intervals: 40–55, 56–65, 66–79, and 80–100. No students scored within the lowest interval of 40–55, indicating an overall improvement. Three students (9%) fell within the 56–65 range, while the majority of students, 18 out of 32 (56%), scored between 66 and 79. Notably, 11 students (35%) achieved scores ranging from 80 to 100, demonstrating a substantial increase in higher scores compared to the pre-test. This distribution clearly reflects an improvement in students' vocabulary mastery following the treatment.

Graph 2 frequency distribution of student's post-test



The frequency distribution graph in the table above illustrates the results of the students' post-test scores. A total of 11 students (35%) obtained scores ranging from 80 to 100. Furthermore, 18 students (56%) achieved scores between 66 and 79, 3 students (9%) scored between 56 and 65, and no students scored within the range of 40 to 55. From these data, it can be inferred that the students' vocabulary mastery was good.

Examining the data reveals that 91% of the students achieved scores meeting or exceeding the Minimum Competence Criteria (KKM) of 70. This indicates that the use of the go fish game has been validated as effective in improving students' vocabulary mastery. In summary, the post-test results were classified as successful, demonstrating an overall positive impact in assisting students to enhance their vocabulary mastery.

### 3. Normality Test

Normality test is calculating the probability that the sample is drawn from the normal population. The result of normality test by using SPSS as follow :

**Table 9**

#### **Test of Normality**

##### **One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		32
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	6.59134051

Most Extreme Differences	Absolute		.162
	Positive		.162
	Negative		-.117
Test Statistic			.162
Asymp. Sig. (2-tailed) <sup>c</sup>			.032
Monte Carlo Sig. (2-tailed) <sup>d</sup>	Sig.		.030
	99% Confidence Interval	Lower Bound	.026
		Upper Bound	.035

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on the results of the table regarding the test of normality it is known that the value of Sig. obtained is (.032). It means that the value of Sig. must be  $> 0.05$ , data is called normal data classified as normally distributed if the value of Sig.  $> 0.05$ . Therefore, it can be concluded that the data from this study were normally distributed.

#### 4. Homogeneity Test

A homogeneity test is a statistical test used to determine if the distribution of categorical data is similar across different groups or categories. The result of Homogeneity test by using SPSS as follow :

**Table 10**

#### **Test of Homogeneity**

**Tests of Homogeneity of Variances**

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.492	4	27	.741
	Based on Median	.440	4	27	.779
	Based on Median and with adjusted df	.440	4	23.966	.779
	Based on trimmed mean	.489	4	27	.744

Based on the homogeneity research data, it is known that the value of Sig. research is (.744). That means the value of Sig. research results  $>$

0.05. According to Andy Field if the value of Sig. > 0.05 then the research data is homogeneous. Therefore, it can be concluded that the data from this study are homogeneous. The researcher found that the research data were normally distributed and homogeneous, so the researcher continued to process the data parametric test, namely by applying the paired sample t test.

## **5. Testing of Hypothesis**

In testing of hypothesis of this research, the researcher refers to two hypotheses, as follow:

- a. Hypothesis Alternative (Ha): There is positive and significant influence of go fish game on the Students' vocabulary mastery of the fifth graders at SDN 6 Teluk Pandan Pesawaran.
- b. Hypothesis Nul (Ho): There is no positive and significant influence of go fish game on the Students' vocabulary mastery of the fifth graders at SDN 6 Teluk Pandan Pesawaran.

In addition, the statistical hypothesis points out that if the sign.2-tailed is lower than 0.05 and t-value is higher than f-table, so the null hypothesis (Ho) is rejected, and alternative hypothesis (Ha) is accepted. While, if sig. 2-tailed is higher than 0.05 and t-value is lower than f-table, so the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected.

After performing a series of SPSS calculations in variable X (*go fish game*) tests to variable Y (*vocabulary mastery*), the researcher obtained the results described as follows:

**Table 11**  
**SPSS Computation Result about the Influence of Go Fish Game on Student' Vocabulary Mastery**

		Paired Differences								Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p	
Pair 1	Pre-Test Post-Test	-15.15625	10.11900	1.78880	-18.80454	-11.50796	8.473	31	<.001	<.001	

Based on the SPSS result, it was investigated that the result of *sig.2 tailed* in this research is 0.01. It is clear that if the probability *sig.2 tailed* is lower than 0.05. The alternative hypothesis ( $H_a$ ) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words,  $H_a$  is accepted and  $H_o$  is rejected. Therefore, it is concluded that this research successfully proves that there is a positive and significant influence of go fish game on students' vocabulary mastery.

In addition, the table above illustrated that *t-observed* was 8.473 with degree of freedom was 31 to confidence interval of the difference 95%. After considering the *t-test* table by using *df* 31. Therefore, it can be found that :

**Table 12**  
**Critical Value of f-table**

Level of significant	5%	1%
<i>Df</i>	2.039	2.744

- a. The critical value of *t-test (t-table)* for the 5% level is 2.039
- b. The critical value of *t-test (t-table)* for the 1% level is 2.744

From all the data analysis above, it can be found that:

- a. "t-observed" = 8.473
- b. "f-table" level of significant 5% = 2.039
- c. "f-table" level of significant 1 % = 2.744

It means that "t-observed" is higher than "f-table" or it can be written as  $2.039 < 8.473 > 2.744$ . It means that from the value above there was any positive and significant influence of go fish game on students' vocabulary mastery among the fifth graders at SDN 6 Teluk Pandan Pesawaran. It is known from the result of the students' pre-test and post-test.

- a. If  $t\text{-observed} > f\text{-table}$ ,  $H_a$  is accepted and  $H_o$  is rejected.
- b. If  $t\text{-observed} < f\text{-table}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

The researcher has formulated the alternative Hypothesis ( $H_a$ ) such as "There is a positive and significant influence of go fish game on students' vocabulary mastery among the fifth graders at SDN 6 Teluk Pandan Pesawaran".

Finally, the data confirmed that "t-observed" is 8.473 was higher than "f-table" level of significant 5% is 2.039 and "f-table" level of significant 1 % is 2.744. Therefore, it is concluded that  $H_a$  is accepted and  $H_o$  is

rejected. It means that there was a positive and significant the influence of go fish game on students' vocabulary mastery among the fifth graders at SDN 6 Teluk Pandan Pesawaran.

## **B. Discussion**

The results of this study were obtained by calculating the results of the pre-test and post-test using SPSS through the pair sample t-test. Based on the SPSS calculation, it was known that sig. 2- tailed value is 0.001. It shows that the sig.2-tailed value is lower than 0.005. Therefore Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected so that it can be discussed that this study shows that the go fish game has a positive and significant influence on the vocabulary mastery of class V/a students.

Furthermore, it was stated in the SPSS table that the t-observe is 8.473. While t-value in f-table for the 5% significance level for df 31 is 2.039. While the significance level of 1% df 31 is 2.744. This shows that the t-observe is higher than the t-value in the f-table. Therefore, the statistical hypothesis shows that the go fish game can have a positive and significant influence on students' vocabulary mastery because the t-observe value is higher than the t-value contained in the f-table. Therefore, it can be concluded that this study shows that go fish game has a positive and significant influence on students' vocabulary mastery.

Go fish game is one of the teaching media that used in students' vocabulary mastery. This study In line with the study from Dwi Astuti Wahyu Nurhayati conducted the research entitled "Improving Students'

English Pronunciation Ability through Go Fish Game and Maze Game” He stated that, Go Fish game was found to be beneficial for enhancing students’ pronunciation ability. It provided a fun and engaging way for students to practice their English pronunciation, leading to clearer and more accurate speech.<sup>1</sup> The interactive and competitive nature of the Go Fish game increased students’ motivation and participation, making them more willing to practice their pronunciation in a supportive environment.

The results of this study are relevant to the research previously conducted by Hanafi Wibowo, and Umi Laila Syarifah stated that, Go Fish game proved to be an effective method for enhancing students’ vocabulary. Students who participated in the game showed significantly better improvement in their vocabulary scores compared to those who did not.<sup>2</sup>

In addition, this research also relevant to the research result conducted by Moh. Nurman. The Go Fish game effectively enhances students’ vocabulary. It provides a playful and engaging way for students to repeatedly encounter and use new words, which significantly improves their vocabulary retention and acquisition.

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<sup>1</sup> Dwi Astuti Wahyu Nurhayati, ‘Improving Students’ English Pronunciation Ability through Go Fish Game and Maze Game.’, *Dinamika Ilmu*, 15.2 (2015), 215–33.

<sup>2</sup> Hanafi Wibowo and Umi Laila Syarifah, ‘THE IMPLEMENTATION OF GO FISH GAME IN IMPROVING STUDENTS’ VOCABULARY’, *Lingua*, 2.02 (2018), 11–20.

The game's competitive and enjoyable nature increases students' motivation and engagement, leading to a more dynamic learning environment where students are actively involved in expanding their vocabulary.<sup>3</sup>

The positive and significant effect of go fish game on pronunciation is relevant to E. Domke theory.<sup>4</sup> Playing Go Fish allows students to practice their vocabulary mastery in a stress-free environment. The repetitive nature of the game encourages students to recall and use words multiple times, which helps to strengthen their mastery and fluency in applying vocabulary. The Go Fish game provides frequent opportunities for students to practice vocabulary from various categories, thereby improving the accuracy and clarity of their usage. As students repeatedly use vocabulary during the game, they receive immediate feedback from peers, which helps enrich and refine their vocabulary mastery. The engaging format of Go Fish motivates students to practice without the fear of making mistakes. This repeated practice in a playful context helps build their confidence and reduces anxiety associated with language learning, leading to improved vocabulary mastery. Through social interaction and the necessity to communicate clearly while playing Go Fish, students enhance their vocabulary mastery.

This game fosters a supportive learning environment where students feel comfortable experimenting with vocabulary mastery and learning from one another. In other words, it can be stated that the Go Fish game is one of the

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<sup>3</sup> Moh Nurman, 'IMPROVING THE STUDENTS' VOCABULARY BY USING "GO FISH" GAME', *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 5.2 (2018), 121–24.

<sup>4</sup> Domke, E. (2021). "Go Fish: A Language Learning Game for the Classroom." *Language Learning Journal*, 12(2), 45-58.

effective games to be used in the English learning process related to vocabulary mastery. The Go Fish game can stimulate students through the visualizations provided on the cards, enabling them to receive and explore ideas with the support of visual media.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of this research, it can be concluded that the Go Fish Game has a positive and significant influence on students' vocabulary mastery at SDN 6 Teluk Pandan. This is proven by the result of the significance value (2-tailed) which is 0.001, lower than  $\alpha = 0.05$ . Therefore, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.

Furthermore, the t-observe value is 8.473, while the t-table value for a 5% significance level with  $df = 31$  is 2.039, and for 1% is 2.744. Since the t-observe value is higher than the t-table values, it confirms that the Go Fish Game positively affects students' vocabulary mastery.

In addition, this game is beneficial in guiding students to develop their ideas by using the Go Fish game in the process of memorizing new vocabulary to explore their ideas in deeper reflection. Therefore, it can be concluded that there is a positive and significant influence of the Go Fish game on the students' vocabulary mastery of the fifth graders students at SDN 6 Teluk Pandan Pesawaran.

#### B. Suggestion

The researcher provides some suggestion for the students, and further researchers, as follow:

1. For the Students

It is suggested that the students to be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.

2. For Further Researchers

It is suggested that future researchers explore the use of the go fish game in other language skills or subjects, and conduct further studies using different research designs or larger samples to enrich the findings related to this game.

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# APPENDIXES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0314/In.28/D.1/TL.00/09/2025

Lampiran :-

Perihal : **IZIN RESEARCH**

Kepada Yth.,

KEPALA SDN 6 TELUK PANDAN

PESAWARAN

di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-313/In.28/D.1/TL.01/09/2025, tanggal 15 September 2025 atas nama saudara:

Nama : **FRIEKY AKBAR KURNIAWAN**  
NPM : 2001051010  
Semester : 11 (Sebelas)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SDN 6 TELUK PANDAN PESAWARAN bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SDN 6 TELUK PANDAN PESAWARAN, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING GO FISH GAME ON STUDENTS' VOCABULARY MASTERY AT THE FIFTH GRADERS IN SDN 6 TELUK PANDAN PESAWARAN".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 15 September 2025  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Tubagus Ali Rachman Puja**  
**Kesuma M.Pd**  
NIP 19880823 201503 1 007



PEMERINTAH KABUPATEN PESAWARAN DINAS  
 PENDIDIKAN DAN KEBUDAYAAN  
 UPTD SDN 6 TELUK PANDAN  
 NPSN : 10801330  
 Jln. Raya Way Ratai Desa Gebang Kode Pos 35351



**SURAT KETERANGAN**  
 Nomor: 800/45/TV.01.TP.6/IX/2025

Dasar : Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan,  
 Tanggal 15 September 2025, nomor : B-0314/In.28/D.1/TL.00/09/2025,  
 Perihal IZIN RESEARCH

**MENERANGKAN :**

Nama : Friezky Akbar Kurniawan  
 NPM : 2001051010  
 Semester : 11 ( Sebelas )  
 Jurusan : Tadris Bahasa Inggris  
 Judul : "THE INFLUENCE OF USING GO FISH GAME ON STUDENT'  
 VOCABULARY MASTERY AT THE FIFTH GRADERS IN SDN 6  
 TELUK PANDAN PESAWARAN"

Telah melaksanakan research di UPTD SDN 6 Teluk Pandan, tanggal 20 s.d. 25 September 2025.  
 Sebagai salah satu syarat menyelesaikan Tugas Akhir/Skripsi.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Teluk Pandan, 25 September 2025





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-313/In.28/D.1/TL.01/09/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : FRIEZKY AKBAR KURNIAWAN  
NPM : 2001051010  
Semester : 11 (Sebelas)  
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SDN 6 TELUK PANDAN PESAWARAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING GO FISH GAME ON STUDENTS' VOCABULARY MASTERY AT THE FIFTH GRADERS IN SDN 6 TELUK PANDAN PESAWARAN".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 15 September 2025



Wakil Dekan Akademik dan Kelembagaan,



**Dr. Tubagus Ali Rachman Puja  
Kesuma M.Pd  
NIP 19880823 201503 1 007**



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NPP: 1807062F0000001**

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Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id); e-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-746/In.28/S/U.1/OT.01/10/2025**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa :

Nama : FRIEZKY AKBAR KURNIAWAN  
NPM : 2001051010  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung Tahun Akademik 2025/2026 dengan nomor anggota 2001051010.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 29 Oktober 2025  
Kepala Perpustakaan,  
  
Aan Gurani, S.I.Pust.  
NIP.19920428 201903 1 009



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 Website: www.metrouniv.ac.id E-mail: uinmetro@metrouniv.ac.id

#### SURAT BEBAS PUSTAKA PRODI TBI

Yang bertanda tangan di bawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri (UIN) Jurai Siwo Lampung menerangkan bahwa:

Nama : Friezky Akbar Kurniawan  
 NPM : 2001051010  
 Prodi : Tadris Bahasa Inggris (TBI)  
 Judul Skripsi : THE INFLUENCE OF USING GO FISH GAME ON STUDENTS' VOCABULARY MASTERY AT THE FIFTH GRADERS IN SDN 6 TELUK PANDAN PESAWARAN

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.



**Dr. Much Deiniatur, M.Pd.B.I.**  
 NIP. 198803082015031006



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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
 IAIN METRO

Nama : Friezky Akbar Kurniawan  
 NPM : 2001051010


Program Studi : TBI  
 Semester : IX

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Kamis 25/12 2024	<ul style="list-style-type: none"> <li>- fixa skru tidak perlu dihapus</li> <li>- Problems of students must be explained according to the information from teachers</li> <li>- find the indicators of vocabulary</li> <li>- problems should be about the indicators.</li> <li>- please raise the number</li> <li>- use the guideline book for writing undergraduate thesis</li> <li>- please take 3 prior research</li> <li>- please raise the novelty</li> </ul>	

Mengetahui,  
 Ketua Program Studi TBI

  
 Dr. Much Dematur, M.Pd.B.I  
 NIP. 198803082015031006

Dosen Pembimbing

  
 Aisyah Sunarwan, M.Pd.  
 NIDN. 0207021301



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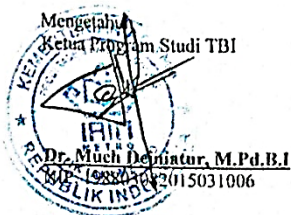
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 IAIN METRO

Nama : Friezky Akbar Kurniawan  
 NPM : 2001051010

Program Studi : TBI  
 Semester : IX

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 6/10/2015	<ul style="list-style-type: none"> <li>- Each paragraph should consist more 3 sentences!</li> <li>- the activity you did in presen- is not explained yet!</li> <li>- Elaborate what you ask and the answers from teacher!</li> <li>- table 1 should be completed with explanation that read give a list to the students.</li> </ul>	
	Rabu 8/10/2015	<ul style="list-style-type: none"> <li>- prior Research should be about Quantitative not all about CAGE</li> <li>- sharpen the novelty of the result</li> <li>- Strategy need to be omitted!</li> <li>- Review the paradigma → controlled experimental class!</li> <li>- explain how will you do the sampling to decide control &amp; experimental class</li> </ul>	



Dosen Pembimbing

Aisyah Sunarwan, M.Pd.  
 NIDN. 0207021301



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 IAIN METRO

Nama : Friezky Akbar Kurniawan  
 NPM : 2001051010


Program Studi : TBI  
 Semester : IX

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Jumat 19/1/2025	- paham lagi tentang penulisan kardinalitas - penjelasan tentang eksplanasi dan contoh class been ada	
	Senin 20/1/2025	acc for proposal seminar	
	Senin 11/8	- konsep pre-test dan post-test ketas dengan nomor yang telah diberikan (20 sheet) - konsep APD dengan rubric scoring yang akan digunakan	
	Rabu 20/8	- soal harus dibuat dengan lembar jika ingin membuat buku Grammer maka soal harus dibuat - soal harus dibuat dengan rubric scoring	

Mengetahui,  
 Ketua Program Studi TBI

  
 Dr. Much Deiniatur, M.Pd.B.I  
 NIP. 198803082015031006

Dosen Pembimbing

  
 Aisyah Sunarwan, M.Pd.  
 NIDN. 0207021301



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 IAIN METRO

Nama : Friezky Akbar Kurniawan  
 NPM : 2001051010

Program Studi : TBI  
 Semester : IX

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Kamis 29/8/2015	Acc for instrument	
	Juday 9/9/2015	theory in chapter II must be used as the base ex worky result or data - teaching steps must be approved when conducting the treatment	
	Wednesday 17/9/2015	= Review the bases of chapter II by very fast hand - please write in good paragraph that consist of 1 main idea and more supporting sentence	



Dosen Pembimbing

Aisyah Sunarwan, M.Pd.  
 NIDN. 0207021301



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 IAIN METRO

Nama : Friezky Akbar Kumiawan  
 NPM : 2001051010

Program Studi : TBI  
 Semester : IX

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Arusely 24/25 /5	<ul style="list-style-type: none"> <li>- Documentation should be only about students and book information about school</li> <li>- avoid giving explanation of condition of school and total number of teacher</li> <li>- Add more explanation about every single step you did in experimental class and control class</li> <li>- you also need to explain about secondary class control and experimental</li> </ul>	



Dr. Much Demianor, M.Pd.I.I  
 NIP: 198803082015031006

Dosen Pembimbing

Alsyah Sumarwan, M.Pd.  
 NIDN. 0207021301



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 IAIN METRO

Nama : Friezky Akbar Kurniawan  
 NPM : 2001051010

Program Studi : TBI  
 Semester : IX

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Thursday 5/10/2025	1. ACC for chapter 1 - V 2. the undergraduate thesis is ready to be examined 3. Complete your undergraduate thesis with abstract and Appendix	



Dr. Much Djalilul, M.Pd, I.T.  
 NIP. 018401082015031006

Dosen Pembimbing:

Aisyah Sumarwan, M.Pd.  
 NIDN. 0207021301

AN UNDERGRADUATE THESIS  
THE INFLUENCE OF USING GO  
FISH GAME ON STUDENTS  
VOCABULARY MASTERY AT THE  
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TELUK PANDAN  
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by Friezky Akbar Kurniawan



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The name of researcher is Friezky Akbar Kurniawan. The researcher was born in Bandar Lampung. Januari 31st, 2001. This researcher is the second child of Mr. Hendrik (Alm) and Mrs. Siti Kuntari. The first brother named Hafizh Haiqal Eka Putra. The researcher completed elementary school (SD) at SD Negeri 01 Hanura. Then have a junior high school at SMP Negeri 17 Bandar Lampung and finish education in 2016, after that the researcher have senior high school at SMA Swasta TMI Roudlatul Qur'an, Metro then complete it in 2019. After that the researcher continue the study at the Metro state Islamic Institute ( IAIN) Faculty of Tarbiyah and Teacher Training. Departement of English Education ( TBI) Starting in semester 1 in 2020 for have a undergraduate.