

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING I SEE GAME
TOWARD THE STUDENTS' VOCABULARY MASTERY
AT THE FIFTH GRADERS SD N 1 RESTU BARU CENTRAL LAMPUNG**



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OF JURAI SIWO METRO
1434 H / 2013 M**

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AT THE FIFTH GRADERS SD N 1 RESTU BARU CENTRAL LAMPUNG**

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IN THE ACADEMIC YEAR 2012/2013**

**ABSTRACT
By
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Vocabulary might be the main part of language. It has an important role in all aspects of language skills. It should be integrated into teaching the four skills-listening, speaking, reading and writing. The students would find difficulties if they were poor of vocabulary. Therefore, the teacher ought to use the suitable technique in English learning process. One of the techniques in teaching vocabulary is I see game.

I see game is suitable technique in teaching vocabulary especially for beginner level. It made the students interested and fun in English learning process, so they could improve their vocabulary. The researcher found that the students' vocabulary mastery at the fifth graders SD N 1 Restu Baru Central Lampung was low, it was caused by the teacher has not used yet the suitable technique in teaching vocabulary. The purpose of this thesis is to know the influence of using I see game toward the students' vocabulary mastery at the fifth graders SD N 1 Restu Baru Central Lampung.

This research was quasi experimental design. Technique sampling in this research used to determine the amount of sample was cluster random sampling. The researcher used method observation, documentation and test in collecting the data. The subject of study was the fifth graders SD N 1 Restu Baru in the academic year 2012/2013, that are in VA class as control class consisted 27 students and VB class as experimental class consisted 27 students. The researcher given multiple chooice tests to students that are pre-test and post-test to get the data. After getting the data, the researcher calculated using t-test.

The result of this research shown that on the critical value of t_{table} for 1% level was 2,682 and critical value for 5% level was 2,01 meanwhile the degree of freedom (df) was 52. The $t_{observed}$ was 6,280, the result of the data interpretation shown that $t_{observed}$ is higher than t_{table} so, $6,280 > 2,682 > 2,01$. It means that I see game give significant influence toward the students' vocabulary mastery especially for the fifth graders SD N 1 Restu Baru Central Lampung in the academic year 2012/2013.

**PENGARUH PENGGUNAAN I SEE GAME
TERHADAP PENGUASAAN KOSAKATA
SISWA KELAS V SD N 1 RESTU BARU LAMPUNG TENGAH
TAHUN PELAJARAN 2012/2013**

ABSTRAK
Oleh
ANA MARLINA

Kosakata bisa menjadi bagian penting dalam bahasa. Itu mempunyai sebuah peran penting dalam semua aspek keterampilan bahasa. Itu harus diintegrasikan dalam mengajar empat keterampilan- mendengarkan, berbicara, membaca dan menulis. Para siswa akan menemukan banyak kesulitan jika mereka kekurangan kosakata. Oleh karena itu, guru seharusnya menggunakan teknik yang sesuai dalam proses pembelajaran Bahasa Inggris. Salah satu teknik dalam mengajar kosakata adalah I see game.

I see game adalah teknik yang sesuai dalam mengajar kosakata khususnya bagi tingkat pemula. Itu membuat para siswa tertarik dan senang dalam proses pembelajaran Bahasa Inggris, sehingga mereka dapat meningkatkan kosakata mereka. Peneliti menemukan bahwa penguasaan kosakata siswa kelas lima SD N 1 Restu Baru Lampung Tengah rendah, itu disebabkan guru belum menggunakan teknik yang sesuai dalam mengajar kosakata. Tujuan dari tesis ini adalah untuk mengetahui penggunaan I see game terhadap penguasaan kosakata siswa kelas lima SD N 1 Restu Baru Lampung Tengah.

Penelitian ini merupakan penelitian quasi eksperimen. Teknik sampling dalam penelitian ini yang digunakan untuk menentukan jumlah sampel adalah cluster random sampling. Peneliti menggunakan metode observasi, dokumentasi dan tes dalam mengumpulkan data. Subyek dalam penelitian ini adalah para siswa kelas lima SD N 1 Restu Baru Lampung Tengah tahun pelajaran 2012/ 2013, yang ada di kelas VA sebagai kelas kontrol yang terdiri dari 27 siswa dan kelas VB sebagai kelas eksperimen yang terdiri dari 27 siswa. Peneliti memberikan tes pilihan ganda kepada para siswa yang terdiri dari pre-test dan post-test untuk mendapatkan data. Setelah mendapatkan data, peneliti menghitung menggunakan t-test.

Hasil dari penelitian ini menunjukkan bahwa pada critical value dari t_{tabel} untuk tingkat 1% adalah 2,682 dan critical value untuk tingkat 5% adalah 2,01 sementara derajat kebebasannya (db) adalah 52. T_{hitung} adalah 6,280, hasil interpretasi data menunjukkan bahwa bahwa t_{hitung} lebih besar dari t_{tabel} sehingga $6,280 > 2,682 > 2,01$. Ini berarti bahwa I see game memberikan pengaruh yang signifikan terhadap penguasaan kosakata khususnya untuk kelas lima SD N 1 Restu Baru Lampung Tengah tahun pelajaran 2012/2013.

STATEMENT OF RESEARCH ORIGINALITY

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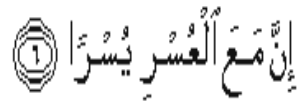
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Metro, June, 2013
The Researcher,

Ana Marlina

MOTTOS



Verily, with every difficulty there is relief.

(QS: Alam Nasrah : 6)

DEDICATION PAGES

This undergraduate thesis would highly be dedicated to:

1. My beloved mother (Kasnila Wati) and my beloved father (Alm. Hi.AR.Taufik) who always pray me and give spirit for me, thanks for your support, meanwhile material and spiritual that was given as long as I live in the world, thank you very much.
2. My beloved husband (Heri Kuswanto,S.Pd) who always accompany me in the sadness and happiness, thanks for your patience.
3. My lovely daughter (Salwa Khairunnisa) and my lovely niece (Agustin Putri Lajaba) who always make me smile when I am sad.
4. My beloved brothers and sisters, Ayu Lestari, Angga Saputra, Rahmah Rismawati, and Herda Helmi,S.Pd, who always help me, I love you deeply.
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Metro, June 2013

Ana Marlina
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is used for communication. Vocabulary has an important role in all aspects of language skills. Vocabulary is a material building of every language in the world. It is a substance or raw material that makes language all over the world. In other word, vocabulary might be the most important or main part of language.

It was proved by the fact that vocabulary most of science is written in English, as a result anyone who intended to learn languages for example English, might begin with learning vocabulary. Vocabulary mastery is the totals of words that can be understood clearly include the meaning, the form and the function by the students.

Vocabulary should be integrated into teaching the four skills-listening, speaking, reading and writing. In learning vocabulary does not mean that the students only memorize an amount words, but also their meaning and how they use the language.

English has been learned since Elementary School is commonly called Teaching English for Young Learners (TEYL). English as foreign language, in learning process is not easy for the students in Indonesia. It is very different when they learn Indonesian language because in English language structure,

pronunciation and vocabulary differ from the Indonesian language. Many teachers in learning vocabulary process only stress on meaning and memorize the words without knowing how they use the vocabulary in language. It makes they hard to study vocabulary.

Based on the fact above, the researcher assumes that English is still difficult to be mastered, although they have graduated from SMP and SMA. So that English is important to learn since the Elementary School. The researcher conducted pre-survey at the fifth graders at SD N 1 Restu Baru in December 14th, 2012. The data of pre-survey are as follows: that there was no student got excellent score, 11.11 % students got good score, 7.41 % got fair score and 81.48 % got poor score. It means that English learning achievement at the fifth graders of SD N 1 Restu Baru Central Lampung was still low.

The researcher assumed that it was caused students' vocabulary mastery was still poor and they feel English was difficult. These problems were caused by the teaching learning process which emphasizes only on memorizing vocabulary without involving them in the activity, so they were bored in English learning process.

Based on explanation above, the researcher assumed that we must choose interesting strategies, techniques and methods in teaching English for elementary school students. Through fun activities they could learn a language better as learning natural for them since these activities do not make them conscious that they are learning a language.

In order to appeal to their learning styles, songs, rhymes and games can be very effective tools for learning English for them. We could use game to teach English for them because game can make them interested to learn English. Game is one of ways that enjoyable in language teaching and it is also help the teacher to create contexts in which the language is useful and meaningful.

I see game is one of the kinds action game. The objective from *I see game* is reinforcing vocabulary mastery. By using *I see game*, learning vocabulary process would be more enjoyable and interesting. Based on all explanation above, the researcher would like to investigate whether there is the influence of using *I see game* toward the students' vocabulary mastery at the fifth graders of SD N 1 Restu Baru Central Lampung in the academic year 2012/2013.

B. Problem Identification

Based on the background above, the researcher could identify the problem as follows:

1. The vocabulary mastery of the students in the fifth graders of SD N 1 Restu Baru Central Lampung was still low.
2. The students have uninterest in joining the class.
3. The techniques in the learning process were boring.

C. Problem Limitation

The researcher limited the problem only in the influence of using *I see game* toward the students' vocabulary mastery of SD N 1 Restu Baru Central Lampung in the academic year 2012/2013.

D. Problem Formulation

Based on the problem limitation above the researcher formulated the problem of the research as follows: is there any influence of using *I see game* toward the students' vocabulary mastery at the fifth graders SD N1 Restu Baru Central Lampung in the academic year 2012/2013?

E. Objectives and Benefits of The Study

1. The objectives of the study

Finding out the influence of using *I see game* toward the students' vocabulary mastery.

2. The Benefits of The Study

Hopefully this research can be used:

a. For the students

- 1)** The students are more enjoy and interest in English learning process.
- 2)** The students can improve their vocabulary mastery.

b. For the English teacher

- 1) This research can be helped the English teacher to choose the suitable technique in learning English process
- 2) This research can used as information for the English teacher, especially about the process of teaching vocabulary through *I see game*.

c. For the school

- 1) The school is capable becomes a high-grade school both in teaching learning and achievement.
- 2) This research can be used as a reference to give some knowledge about research in vocabulary learning process.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Review

1. Vocabulary

a. Concept of Vocabulary

Every student who intended to learn languages especially English, might begin with learning vocabulary. Vocabulary is number of words that everyone knows. Language consists of words.¹ Hornby in Oxford dictionary defines “the word as a single unit of language which means something and can be spoken or written”.² In the same source explain that, “vocabulary” is the body of words used in a particular language or in a particular sphere of activity.³

Many students assume that learning vocabulary only learn about words without knowing how it is used in the language. So, they hard to mastery vocabulary and it has the impact to their English learning process and their English learning achievement.

¹Caroline T. Linse, *Practical English Language Teaching :Young Learners*, Mc Graw-Hill, 2005, p. 121

² AS. Hornby, *Oxford Advance Learner’s Dictionary*, Oxford University Press, New York, p. 1551

³ *Ibid*, p. 1506

Cameron explains that vocabulary development is not only about learning words, but also about learning more those words, formulaic phrases or chunks, finding words inside them and learning how to use it in the language.⁴ It means that in learning vocabulary is not only emphasize on the meaning of the words but also their formulaic phrases, how to use it, etc.

Meanwhile, according Vygotsky theories in Cameron assumes “the words is a recognisable linguistics unit for children in their first language and so they will notice words in the new language”.⁵ Many children interest on the new vocabulary in their first language. They will repeat and notice it.

Based on explanation above, the researcher defines that language consists of words. Vocabulary is an amount of words that can be understood clearly include the meaning, the form and the function by the learners. It is used in the four basic skills. So, word has important part in a language.

b. Vocabulary Mastery

⁴Lynne Cameron, *Teaching Languages to Young Learners*, Cambridge University Press, Cambridge, 2001, p. 73

⁵*Ibid*, p. 7

Vocabulary is one of the language aspects which should be learnt. Mastery is comprehensive knowledge or skill in particular field. Vocabulary mastery is comprehensive of vocabulary. It's important because we are able to speak, write, and listen nicely we have to know vocabulary first. A person said to 'know' a word if they can recognize its meaning when they see it.⁶ It means that in mastering vocabulary we have to know the meaning of it and also understand and can use it in sentence context. In mastering vocabulary automatically we have to know the meaning of words itself and can use it in sentences.

1) The Classification of Vocabulary

The process or action of classifying is called classification. We need classify of something to make ease in learning something. The classification can identify based on the function, the role, etc

Cameron in her book explains "the words of language split roughly into two groups according to how they are used to construct sentence". They are content word and function word.⁷

- a) Content words are those that carry a lexical meaning, even out of content. Content words are nouns, lexical verbs and adjectives. it form an 'open set' in that new content words can be invented and mentally linked in schemas or networks of meaning. Content words can be taught in more planned and explicit ways. Content word meanings in a language can relate to each other in a range of ways, called 'sense relations', also

⁶ *Ibid*, p. 75

⁷ *Ibid*, p.82

labelled 'semantic relation' and 'lexical relation'. Example : the little house in the street was built when my mother was a child (the underline word are content words).

- b) Function words seem to be mainly used to carry grammatical meaning. Function words are modal, auxiliary verbs, articles and preposition. The set is closed. Networks are less important for understanding and remembering. Example: the little girl will meet her friends in the garden (the underline word are function words).

2) Word Formation

Word formation is the creation of a new word. Some words can be assigned to a word class on the basis of their form or shape. Many nouns have a characteristic -tion ending, for example : action, demonstration, organization etc. Similarly , many adjectives – able or -ible ending, for example : enjoyable, suitable, responsible, acceptable etc.

2. Concept of Game

Game is not strange for us. The people who like challenges automatically like the game. Many children like it too. There are many theories about game. Erickson in Suwarjo said that, “game as a very significant communication with children”.⁸ Games is a way to get new information for their life and to adapt in new situation.

⁸Suwarjo and Eva imania Elisa, *Permainan (Games) dalam Bimbingan dan Konseling*, Yogyakarta, Paramitra Publishing, 2011, p. 13

Furthermore, Khan in Kasihani said that, “games are conducted activities according to the certain rules”.⁹ Every game has certain rule to get the purposes of it. Martin explains that game is any fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable way.¹⁰ It means that many children like the game because they are enjoy in practice English through it.

Game is one of ways that enjoyable in language teaching.¹¹ Meanwhile Suyatno said that, “the game will become more attractive if there are elements of competition or a race in it, as well as entertaining element”.¹² The elements of competition can’t separate from the game, because many children like challenge in it. It makes they are more interest.

Based on the explanation above, the researcher gets definition that game is the interest and fun activities through special design game or certain rules and make the students more attractive in language teaching if there are elements of competition.

a. The Teaching Vocabulary through Game

Teaching is not easy to do by the teacher, because the teacher must know about the characteristics of students, the purpose of the

⁹Kasihani K.E Suyanto, *English for Young Learners, (Melejitkan Potensi Anak Melalui English Class yang Fun, Asyik dan Menarik)*, Bumi Aksara, Jakarta 2007, p. 117

¹⁰Jean Brewster and Gail Ellis, *The Primary English Teacher’s Guide New Edition* (England: Pearson Education Limited, 2004), p.172.

¹¹W.R.Lee, *Language Teaching Games and Contest Second Edition*, (New York: Oxford University Press, 1984) p.1

¹²Suyatno, *Permainan Pendukung Pembelajaran Bahasa dan Sastra*, Jakarta, PT Grasindo, 2005, p.12-13

learning process, etc. So the aim of learning process can be reached. Harmer in his book explain “teaching is often helpful to use metaphors to describe what teachers do”.¹³ According to Hornby “teaching is the work of teacher”.¹⁴ In the same source explains that, “English as a subject of study”.¹⁵ To apply language teaching is not easy especially English. It is hard work, because in the English language structure, pronunciation and vocabulary that is different from Indonesian language.

One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.¹⁶

Furthermore, Lee said that, “games are enjoyable”.¹⁷ The essences of many games lies in out-stripping, in friendly fashion, someone else’s performance, or (an adults learners often prefer this) in bettering one’s own, as in the world of sport. The goal is visible and

¹³Jeremy harmer, *The Practice of English Language Teaching Fourth Edition*, Longman, New York, 1991, p. 107

¹⁴A.S.Hornby, *Oxford Advance Learner’s dictionary*, Oxford University Press, New York, 2000, p. 1386

¹⁵*Ibid*, p. 437

¹⁶Scoot Thornbury, *Games for Language Learning Third Edition*, Cambridge University Press, Cambridge, 2006, p. 2

¹⁷W.R.Lee, *op.cit*, p.1

stimulating; outdoing others, and improving on oneself, are by and large enjoyable pursuits.¹⁸

Besides, Paul maintains that one of the best ways to get purpose of lesson is using game. Many young learners feel glad and focus in teaching learning process.¹⁹ Moreover, games is extremely effective way of motivating students in classroom and can be used to all of the level because games are fun.

Games can be used as part of an activity. The language in games may encourage more creative use of language in addition to simple repetition. Games help to make learning more memorable and accessible.²⁰

Based on the explanations above, the reseacher assumes that, teaching English through game is give English as a subject through fun activity and effective way of motivating students in classroom. This technique has certain goals and it can reach.

b. Teaching Vocabulary through *I See Game*

1) The Concept of Teaching Vocabulary

Based on the Oxford Advance Learner's Dictionary," teaching is give lessons to students in a school, college, university".²¹

¹⁸ *Ibid*, p.1

¹⁹ David Paul, *Teaching English to Children in Asia* (Hongkong: Longman, 2003), p.50

²⁰ Jean Brewster and Gail Ellis, *Op.cit*, p.174

²¹ AS. Hornby, *Op.cit*, p.

Vocabulary is the word as a single unit of language which means something and can be spoken or written.²²

The researcher supposes that teaching vocabulary is give a lesson to students about the word as a single unit of language which means something. In teaching vocabulary, the teacher has to identify which vocabulary to teach or which vocabulary the students need to learn. The teacher can use suitable technique, because it can make the students interest in English learning and they understand the subject clearly.

Cameron in her book describes the principles for teaching vocabulary are listed below:

- 1) The types of words that students find possible to learn will shift.
- 2) Vocabulary development is not just learning more words but is also importantly about expanding and deepening word knowledge.
- 3) Words and word knowledge can be seen as being linked in networks of meaning.
- 4) Basic level words are likely to be more appropriate for students or when learning vocabulary for new concepts.
- 5) The students change in how they can learn words.²³

Meanwhile, Hatch and Brown in Cameron describe five 'essential steps' in teaching vocabulary based on the research into learners strategies:

²² *Ibid*, p. 1551

²³ Lynne Cameron, *Op.cit*, p. 81

- 1) Having sources for encountering new words
- 2) Getting a clear image, whether visual or auditory or both, for the forms of the new words
- 3) Learning the meaning of the words
- 4) Making a strong memory connection between the forms and meanings of the words
- 5) Using the words.²⁴

2) The Concept of *I See Game*

Elizabeth Claire is the pioneer of *I see game*. She comes from New Jersey. In her book Claire classifies *I see game* into action game.²⁵ Action game is a game which needs movement, it might motivate a class condition thus, and the teachers should choose prudent when using game in teaching learning process.²⁶

The level for this game is beginner level. There are two objectives of it, they are to reinforce classroom vocabulary and to increase listening skills. There is no material needed, so it is very suitable to apply in teaching at fifth graders.

The students can easily keep their mind and sense optimistic about what they are learning while, they go and throw around. It can be a child-centered activity.²⁷ It can make them enjoy and active in learning process.

²⁴ *Ibid*, p. 84

²⁵ Elizabeth Claire, *ESL Teacher's Activities Kit* (Virginia: Prentice Hall, 1988) p.53

²⁶ http://www.pi.ac.cy/pi/files/epimorfosi/analytika/epimorf/aggluka_dem/games.pdf

²⁷ David Paul, *Op.cit*, p.52

The researcher assumes that *I see game* as one of action game is suitable technique to use in teaching vocabulary for elementary school students because they can easy to keep their mind and sense optimistic about what they are learning.

3) The Rule of Teaching Vocabulary through *I See Game*

I see game in other name is called *I spy game*. It has a simple procedure and does not need any material to play it. Therefore, it is suitable to teach elementary school students in the classroom. The procedure of teaching English through *I see game* as follows:²⁸

- a) The teacher begin the teaching english through *I see game* by moving the furniture to the side of the room if it can do, it makes ease the students movement.
- b) The teacher divide the students into teams. Each team lines up behind their team leader.
- c) The teacher makes sure the students understand the “I see something ...” structure.
- d) The teacher starts by asking clues in English such as “I see something like a ball in front of the class” then students try to guess it.

²⁸ Elizabeth Claire, *Op.cit*, p.53

e) When the teacher says “I see (board, globe, clock, or any classroom thing) “ the first students in line on each team goes to that thing. The first one to reach it scores a point for that team. Each player goes to the end of her teams’ line. Students may help teammates by pointing or naming that thing but not by translation into native language.

c. The Advantages and Disadvantages of Teaching English through *I See Game*

1) The Advantages of Teaching English through *I See Game*

There are many advantages of teaching English through *I see game*. This game offers opportunities for practice and skill nfor practice and skill application beyond paper and pencil drills. Because in this game stress on movement. Striving to win the game offers a context to use ideas taught in class. One of the rule of *I see game* is make a group and each group strive to win the game. To win the game, they must cooperate with their teammates.

Sandford assumes that games build problem-solving skills through their design. That's because players must surmount obstacles to achieve the desired ends.²⁹ In this game there are

²⁹http://www.ehow.com/facts_6175837_advantages-games-teaching-children.html

challenges and they must finish it clearly. Many teachers assume we should be as clear as possible when introducing a game so the students know exactly what they are supposed to do.³⁰

Meanwhile, Magnussen describes a class of role playing games designed to help students think more clearly, develop problem-solving skills and work collaboratively. From the simplest childhood games to more complex pastimes for teens, games teach communication and social skills.

Games provide reasons to develop skills. For students who are competitive by nature, those who enjoy challenges and those who need additional context to make knowledge acquisition immediately profitable, games provide the link between learning and the real world.³¹

2) Disadvantages of Teaching English through *I See Game*

Teaching English through *I see game* not only gives the advantages but also disadvantages of it. The disadvantages of teaching English through game, such as:³²

a) Planning and organization time

Not all games will work for all pedagogical purposes. Choosing or designing the right game for the lesson you want to teach can be more time-consuming than planning a

³⁰ David Paul, *Op.cit*, p.55

³¹ http://www.ehow.com/facts_6175837_advantages-games-teaching-children.html

³² http://www.ehow.com/info_8458570_disadvantages-language-games-teaching-vocabulary.html

traditional vocabulary lesson. Teachers should take this extra workload into account when planning their lessons.

- b) Complexity of games can be distracting
Another potential pitfall of games in vocabulary teaching is that the game itself could distract students from its intended pedagogical goal. If the game is structurally complex (for instance, a video game that involves role-playing), players may become too distracted by the mechanics of the game to learn vocabulary effectively, even if vocabulary-related tasks are part of the game.
- c) Games can be viewed as busywork
games are fun and game play involves a lot of relaxed and informal interaction between students and teachers, some teachers and even students may view them as unproductive busywork. When done strategically, though, teaching vocabulary through games can be more effective than teaching through traditional methods of drill and memorization.

3. Teaching Vocabulary for the Elementary School Students

a. The Concept of Elementary School Students

According to Suyanto, the young learners are the students at elementary school which is have age between 6-12 years old.³³ Meanwhile, Hornby explains that “young is consisting of young people or young children; with a low avarage age”.³⁴ In the same source explains that “learner is person who is finding out about a subject or to do something”.³⁵

Based on the explanation above, the researcher supposes that, the elementary school students are children about 6-12 years old which is

³³Kasihani K.E. Suyanto, *Op.cit*, p. 15

³⁴A.S.Hornby, *Op.cit*, p. 1567

³⁵*ibid*, p. 763

get lesson in either in the elementary school, family and their environment.

Scoot and Lisbeth divided them into two main groups, they are:

- 1) Level one is five to seven years old
 - a) They can talk what they are doing
 - b) They can talk what they have done and heard
 - c) They have very short attention and concentration span
 - d) They have difficulty in knowing what is the fact and what is the fiction
 - e) They own understanding come through ear, eye and hands
 - f) They are often happy playing and working alone
 - g) They can't decide for themselves what to learn³⁶
- 2) Level two is eight to ten years old.
 - a) They have very decided views of the world, because their basic concept are formed
 - b) They can tell difference between fact and fiction
 - c) They ask questions all the time
 - d) They rely on the spoken word as well as the physical word to convey and understand the meaning
 - e) They able make decision about their own learning
 - f) They have definite views about what they like and don't like doing
 - g) They are able to work with the others and learn from the others³⁷

Based on the explantion above, the researcher knows that the stage of the students at the fifth graders is in level two.

b. Vocabulary for the Elementary School Students

³⁶ Wendy A. Scott and Lishbeth H. Ytreberg, *Teaching English to Children*, Longman, New York, p. 1-2

³⁷*Ibid*, p. 3-4

Vocabulary is important to study by elementary school students. Vocabulary is basic of four skills. For the elementary school students the vocabulary of a foreign language, this knowledge issue is compounded.³⁸ They are often innovative in language forms but still have a great many inhibitions. They are extremely sensitive especially to peers. They are in many ways much more fragile than adults.³⁹

Vocabulary development is about learning words, but that learning words is not something that is done and finished with. Learning words is a cyclical process of meeting new words and initial learning, followed by meeting those words again, each time extending knowledge of the words mean and how they are used. The teacher need to help them to over come such potential barriers to learning:

- 1) Help the students to laugh with each other at various mistakes that the make.
- 2) Be patient and supportive to build self-esteem, yet at the same time be firm in your expectations of students.
- 3) Elicit as much oral participation as possible from students, especially the quietier ones, to give them plenty of opportunities for trying things out.⁴⁰

Furthermore, Chodidjah in Kasihani gives some tips for teacher to teach English for them as follows:

- 1) Speak clearly, don't speak too fast.
- 2) Using simple language and easy to understand.
- 3) Using English while teach students.

³⁸Lyne Cameron, *Opcit*, p. 74

³⁹H. Douglas Brown, *Teaching by Principles*, Longman:San Fransisco State University , 2000, p. 89

⁴⁰*Ibid*, p.89

- 4) Using body language, such as gesture and mime as an optional needed.
- 5) Using several teaching media, such as picture, puppet, and real media.⁴¹

B. Theoretical Framework and Paradigm

1. Theoretical Framework

The theoretical framework is a conceptualization of how the theories relate to various factors that have been identified as an important issue.⁴² They are two variables in this research. Based on the explanation above, there are two variables in this research, they are independent variables (X) and dependent (Y). The independent variable (X) is *I see game* and dependent variable (Y) is student's vocabulary mastery.

Language is used for communication. English is one of important language and used by many around of the world. English as Foreign Language (EFL) in Indonesia is very central because most of science is written in English. It means that Indonesian should learn English from elementary school.

Teaching English as a foreign language of course is not easy. Teachers should teach their students from the basic, for example give some vocabulary and it must simple enough to learn. In teaching vocabulary the

⁴¹ Kasihani K.E.Suyanto, *Op.cit* , p.33

⁴²Tim Penyusun, *Pedoman Penulisan Karya Ilmiah Edisi Revisi*, STAIN Jurai Siwo Metro, Metro, 2011, p.42

teacher should have introducing the word, learning how spell the word and translating the word.

So, English should learn since elementary school students or young learners. Students' elementary school is including young learners in aspect of teaching and beginner level in aspect proficiency.

They have general characteristics, and the teacher should know about it. So, the important things is teacher should know the suitable technique in teaching so the teacher can reach the goal of learning process. Game is one of technique to teach elementary school students or young learners. The reseacher assumes one of the suitable games at beginner level is *I see game*.

2. Paradigm

Relating intervariable in theoretical framework will be explained in research paradigm. Paradigm is the correlation pattern among the variables which will be researched.⁴³ Based on the theoretical framework above, the reseacher describes the paradigm as follows:

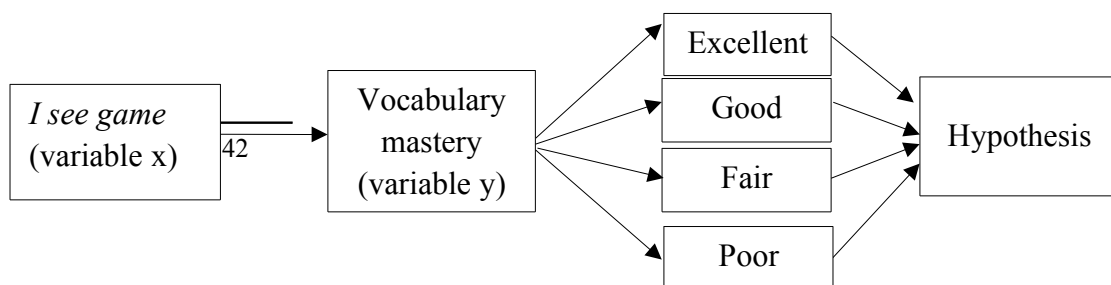


Figure 1
The influence of using *I see game* toward the students' vocabulary mastery

3. Hypothesis

Creswell assumes that hypothesis is supposition the researcher holds about the relationship among variables.⁴⁴ Meanwhile Arikunto explains that hypothesis is temporary answer for problems of research. That will be proven after collecting the data.⁴⁵

Basically, there are two forms of hypothesis, null and alternative hypothesis.

- a. Null hypothesis means that there are not differences between two variables.
- b. Alternative hypothesis means that there are correlations between two variables.⁴⁶

Based on the theoretical framework and paradigm above, the reseacher formulates "alternative hypothesis (Ha): there is significant influence of using *I see game* toward the students' vocabulary mastery at the fifth

⁴⁴ John W.Creswell, *Research Design*, Sage Publication, London, 2002, p.108

⁴⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, PT Rineka Cipta, Jakarta, 2006, p.71

⁴⁶ *Ibid.*, p.73

graders of SD N 1 Restu Baru Central Lampung in the academic year 2012/2013”.

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

Research design is all of the process that is need in planning and when doing research. This research would use the quantitative research in the form of quasi experimental design. Arikunto adds quantitative research as the process which uses numeric data to find out the result of the research.¹

The specific experimental design procedures also need to be identified. There are some types in experiments, they are pre-experimental designs, true experiments, quasi-experiments, and single subject designs.² Each types in experiments is different. This research would use quasi experimental design. In quasi experimental design, the researcher uses the control and experiment groups without random assignment.³

Quasi experimental designs has three designs, they are nonequivalent (pre-test and post-test) control-group design, single-group interrupted time-series design and control-group interrupted time-series design. The researcher would use nonequivalent (pre-test and post-test) control-group design. Creswell

¹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, PT. Rineka Cipta, Jakarta, 2006, p.12

² John.W.Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Second Edition*, Sage Publications, 2003. p.167

³ *Ibid*, p. 167

explains about the procedure of this design about selected without random assignment of participants of two groups.

Both group are administered both a pre-test and post-test to both groups, but the treatment is provided only to experimental group.⁴ The design is follows:

Group A O ——— X ——— O

Group B O ——— O

Note:

O : observation or measurement

X : exposure of a group to an experimental variable or event

In this research the researcher used two classes, the first as experimental class that receive the special treatments that is teaching vocabulary using *I see game* and the second is control class that does not receive the treatment. The research design is as follows:

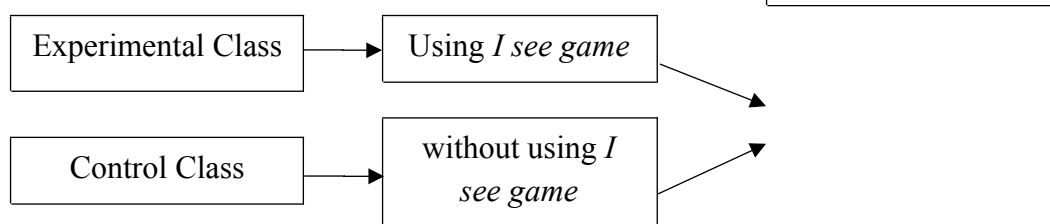


Figure 2

The research design of the influence of using *I see game* toward the students' vocabulary mastery

⁴ *Ibid*, p. 170

The research is conducted to know what the influence of using *I see game* toward the students' vocabulary mastery especially at the fifth graders of SD N 1 Restu Baru Central Lampung.

B. Population and Sampling Technique

1. Population

Population is the number of individuals examined in one study. Arikunto defines population as the whole subjects of the research.⁵ Furthermore, Population is a number of subject whose characteristics will be investigated.⁶ The population in this research is the students at the fifth graders of SD N 1 Restu Baru Central Lampung in the academic year 2012/2013 consist 54 students.

2. Sample and Sampling Technique

Sample is part of population subject which investigated.⁷ In this research, the researcher would use cluster sampling to take the sample. Cluster sampling is a technique to determine sample based on the same of characteristics from the cluster.⁸ This technique is not about personal but about the group or class.

⁵*Ibid*, p.130

⁶Edi Kusnadi, *Metodologi Penelitian*, Ramayana Pers & STAIN Metro, Metro, 2008, p.79

⁷Edi Kusnadi, *Op.cit*, p.80

⁸*Ibid*, p.86

It means that in this reserach, each member of the population has an opportunity to become a sample, the researcher decided to use VA class as control class and VB class as experimental class as the sampling technique in this research.

The researcher divided a group of class with vocabulary mastery into two groups. One of the classes, the experimental class, would receive the technique that is using *I see game* in learning process and the other class, the control class that is without using *I see game* in learning process.

Based on the data of English learning achievement in the VB class in the fifth graders of SD N 1 Restu Baru Central Lampung categorized into low category. So, the sample of the research is the students at the VB class which consists of 27 students as the experimental class. Meanwhile, the students at the VA class which consist of 27 students as the control class in order to find the influence of the variable.

C. The Oprational Definition of Variables

Variable is the object of central research.⁹ There are two variables in this research, while the operational definition of variables as follows:

⁹Suharsimi Arikunto, *op.cit.*, p.118

1. Independent Variable

Independent variables are variable (probably) influence a single dependent variable.¹⁰ Independent variable of this research is using *I see game*. *I see game* is one of techniques to teach English by using game. It is one of action game which is suitable for elementary school students or young learners. This game is very simple because the teachers do not need supporting material. There are some indicators in using *I see game*, they are:

- a. The students be able to understand what the teacher says.
- b. The students be able to listen and understand about the rules of *I see game*.
- c. The students be able to apply *I see game* in front of class based on the rules correctly.
- d. The students be able to mention the things or object after they apply *I see game*.

2. Dependent Variable

According to Kusnadi “dependent variable is a variable of research to measure an effect or influence from other variable”.¹¹ Besides Creswell explains “dependent variable is the response or the criterion variable that is presumed to be caused by or influenced by the independent treatment

¹⁰John.W.Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Second Edition*, Sage Publications, 2003. p.123

¹¹ Edi Kusnadi, *Op.cit*, p.67

conditions”.¹² Dependent variable of this research is student’s vocabulary mastery. The indicators of student’s vocabulary mastery are :

- a. The students can be understood the meaning of words clearly.
- b. The students can be understood the form of words clearly.
- c. The students can be understood the function of words clearly.
- d. The students can be understood the sense of simple sentence.

D. Data Collection Method

1. Observation

Observation is an activity to observe by using senses.¹³ The researcher used the method to get the data about the learning process, the facilities of SD N 1 Restu Baru Central Lampung and the other.

2. Test

Arikunto explains that test is a list of question or exercise which is used to measure skill, intelegancy of knowledge, or talent which is has people or group.¹⁴ In this method, the writer using instrument such as exercise. Therefore, in this research, test will be used as data collection method to measure both variables. The writer will use English test to measure students’ prior knowledge. Furthermore, the researcher would use test to collect the

¹²John.W.Creswell, *Op.cit*, p.166

¹³Suharsimi Arikunto, *Op.cit*, p. 156

¹⁴*Ibid*, p. 150

data that consist of pre-test and post-test as data collection method to measure the students' vocabulary mastery.

a. *Pre-test*

After observing the subjects' activities, the researcher gave pre-test to know how far the students' ability in English test before giving treatments. This was done to determine the readiness for instructional program and to diagnose individuals' specific strengths and weakness. The pre-test used in this research is multiple choice form.

b. *Post-test*

After treatments the researcher gave them post-test. It was done to know the students' vocabulary mastery by using *I see game* after giving treatment. The post-test is given in the last meeting after giving the treatments in order to find out whether the treatments give any contribution to the students achievement in the experimental.

The improvement can be seen if the mean scores of the experimental group is higher than the control group or if there is significant difference between the pre-test scores and the post-test scores of the experimental group.

3. Documentation

Arikunto defines documentation as the method which is used to get information from written language such as book, magazine, document, and

others.¹⁵ The researcher uses this method to get the data about school history, the profile, the total of the students and teachers of SD N 1 Restu Baru Central Lampung in the academic year 2012/2013.

E. Research Instrument

Suharsimi Arikunto defines instrument as a tool of research which is used in each method.¹⁶ Meanwhile John W.Creswell defines instrument that is used to collect data in research study.¹⁷ Research instruments which will conduct in this research as follows:

1. Instruments Blue Print

- a.** The instrument was used in observation method is observation guidance, as; 1) the location sketch of SD N 1 Restu Baru Central Lampung, 2) the establishment, 3) the process of learning English.
- b.** The instrument was used by documentation method are books, note and other. In this case to get the data about the history of school, condition of teacher and official employees, the quantity, about the organization structure in SD N 1 Restu Baru Central Lampung.
- c.** The instrument which was used in tests is vocabulary test. The instrument is used for pre-test and post-test. Pre-test conducted before implementation the treatments. Post-test is used to get data of

¹⁵ *Ibid*, p.158

¹⁶ *Ibid*, p. 149

¹⁷ John W. Creswell, *Op. cit*, P.157

the students' vocabulary mastery after giving treatment. Then the researcher would find out whether there is an increase of the result between the pre-test and post-test. The test consists of 20 test items, each item test consists of four options, they are A, B, C, and D the score of each item is 5 for number 1 until 20. Then the highest score is 100 and the lowest score is 0.

Table 2
The Criteria of Tests

Aspect	Category	Items	Total
Vocabulary of school life	Noun	1,3,7,8,10,12,13,14,16,19	10
	Adjective	5,6,11,15	4
	Verb	4	1
	Preposition	2	1
	Expressing thanks	9,17	2
	Command sentence	18,20	2
Total			20

2. Instrument Calibration

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used.¹⁸

a. Validity

Validity is the accuracy item of measurement result. In this research, the writer only sees from content validity. Content validity is

¹⁸Departemen Pendidikan dan Kebudayaan RI, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka), P. 494.

the extent to which a test measures a representative sample of the subject matter content.¹⁹

The focus of content validity is on the adequacy of the sample and not simply on the appearance of the test. It means, the items of the test should represent the material being used. The writer composed the test instrument based on the subject matter content of syllabus in that school for further information about the syllabus. To get the content validity, the test is arranged based on the blueprint and must be related to the curriculum.

b. Reliability

Reliability is determination of research instrument. In addition, Kusnadi states that “reliability is the index which demonstrates that in what level instrument can be trusted or can be pledge.”²⁰ In other word, reliability directs to the level of reliability of thing. It means that, If the instrument is reliable, the result data will be trusted or reliable. Based on the explanation above the reseacher conclude that reliability is the accuracy of the measurement result.

¹⁹Hatch and Farhadi, Research Design and Statistic for Applied linguistic, House Publisher, Newburry, p.251

²⁰ Edi Kusnadi, *Op.cit*, p. 128

F. Data Analysis Technique

To investigate whether there is significant influence of using *I see game* on the vocabulary mastery at fifth graders of SD N 1 Restu Baru Central Lampung in the academic year 2012/2013 the reseacher analyzed the data by using t-test. The researcher would investigate the differences between the uses of experimental and control class. Arikunto definies the formulation of t-test as follows²¹

$$t = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2} \right) \left(\frac{1}{N_X} + \frac{1}{N_Y} \right)}}$$

Note :

t : T-Test

M : Average of group.

N : Number of students

X : Standard deviation of X_2 and X_1

Y : Standard deviation of Y_2 and Y_1

In scoring the researcher used:

$$S = \frac{R}{N} \times 100$$

Note:

S : Score

R : The right answer

N : Number of item

²¹Suharsimi Arikunto, *Op cit.* p. 311-312

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Data

1. Research Setting

a. Brief History of SD N 1 Restu Baru Central Lampung

SD N 1 Restu Baru Central Lampung is located on Jln. Raya Restu Baru, Restu Baru Village in Central Lampung. It was established on April 30, 1980. It had been led by the following principals.

- | | |
|----------------------|-------------|
| 1. Ketut Dane Aryane | 1980 - 1985 |
| 2. Bandi | 1985 - 1990 |
| 3. Pardi | 1990 - 1995 |
| 4. Marno, BA | 1995 - 2000 |
| 5. Senen | 2000 - 2002 |
| 6. Muryani, A.Ma.Pd | 2002 - 2007 |
| 7. Wayan Gine, S.Pd | 2007 - 2012 |
| 8. Sugeng, S.Pd. SD | 2012 - now |

b. The Buildings of SD N 1 Restu Baru Central Lampung

SD N 1 Restu Baru Central Lampung has following buildings: 8 classrooms, 1 principal's room, 1 scout's room, 1 teacher's room, 1

school health service room, 1 library, 2 bathrooms, 4 canteens 1 ceremony yard, and parking area.

c. The Condition of Teachers and Official Employees in SD N 1 Restu Baru Central Lampung.

The numbers of teachers and official employees in SD N 1 Restu Baru Central Lampung are 14 that can be identified as follows:

Table 2
The Condition of Teachers and Official Employees
in SD N 1 Restu Baru Central Lampung

No	Name	Sex	Occupation
1	Sugeng, S.Pd. SD	Male	Principal
2	Nengah Cuci, S.Pd.	Female	Vice Principal
3	Nyoman Nurya, S.Pd.	Male	Class Teacher
4	Shoniyah, S.Pd. SD	Female	Class Teacher
5	T. Sudadi, A.Ma.Pd	Male	Class Teacher
6	Paniyem, S.Pd. SD	Female	Class Teacher
7	Sukarti Ariyani, A.Ma.Pd	Female	Class Teacher
8	Sudarsih, A.Ma.Pd	Female	Islamic Teacher
9	Wayan Yasminiati, S.Pd.	Female	Hindu Teacher
10	I Made Seniawati, S.Pd	Female	Sport Teacher
11	Dika Erlina, S.Pd. SD	Female	Class Teacher
12	Ana Marlina	Female	Class Teacher
13	Wiwit Kristiyanto	Male	Administrasi Staff
14	Ninda Zuchridin	Male	Administrasi Staff

Source: Documentation of SD N 1 Restu Baru Central Lampung in the Academic Year 2012/2013

d. The Quantity of SD N 1 Restu Baru Central Lampung Student in the Academic Year 2012/2013.

The quantity of SD N 1 Restu Baru Central Lampung Student in the Academic Year 2012/2013 that can be identified as follows:

Table 3
The Condition of SD N 1 Restu Baru Central Lampung Students
in the Academic Year 2012/2013

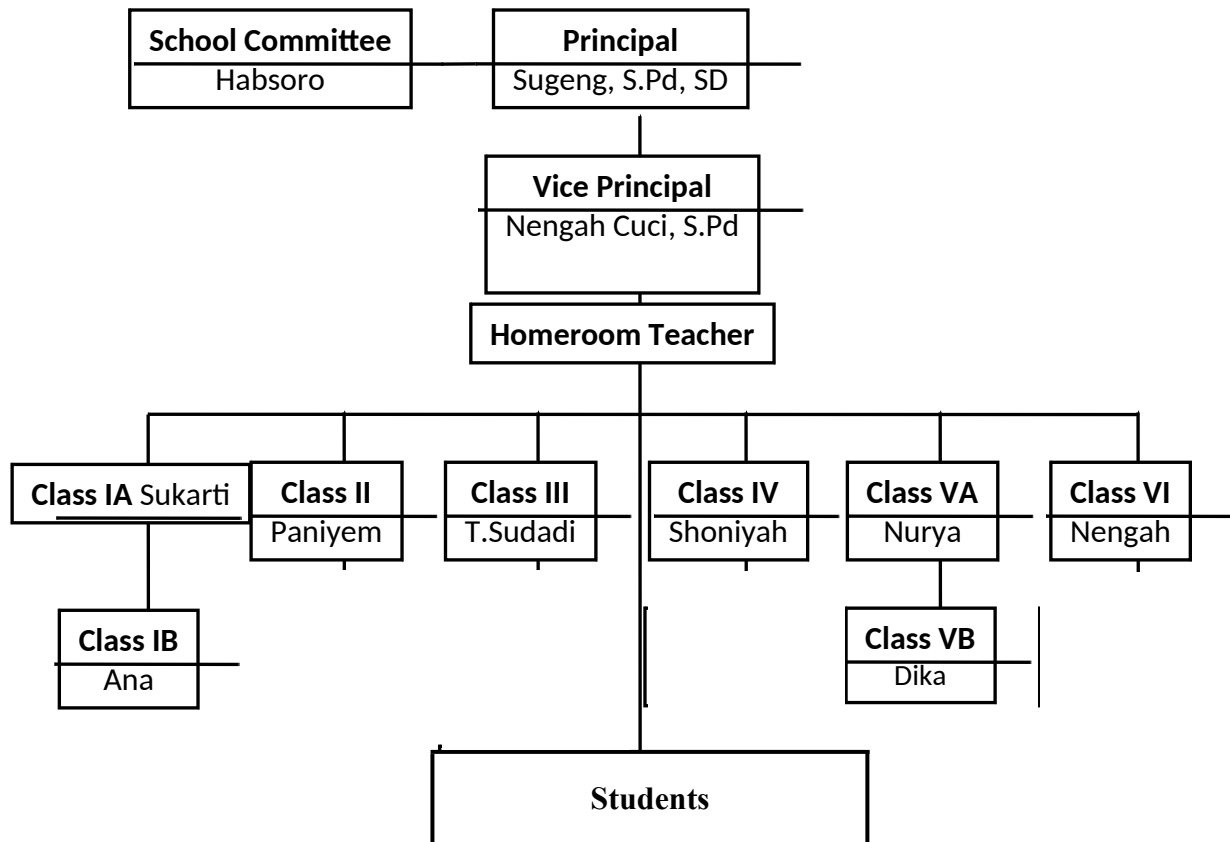
No.	Class	Female	Male	Amount
1.	IA	11	10	21
2.	IB	9	12	21
3.	II	17	17	34
4.	III	14	15	29
5.	IV	10	16	26
6.	VA	15	12	27
7.	VB	12	15	27
8.	VI	14	16	30
Total				215

Source: Documentation of SD N 1 Restu Baru Central Lampung in the Academic Year 2012/2013

e. Organization Structure of SD N 1 Restu Baru Central Lampung in the Academic Year 2012/2013

The organization structure of SD N 1 Restu Baru Central Lampung in the academic year 2012/2013 that can be identified as follows:

Figure 3
Organization Structure of SD N 1 Restu Baru Central Lampung
in the Academic Year 2012/2013

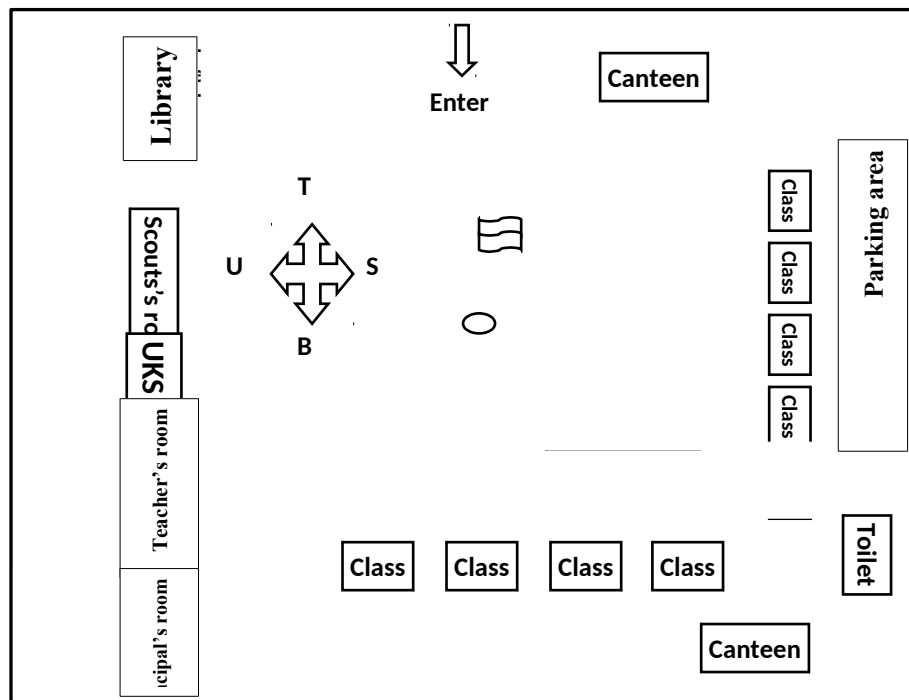


Source: Documentation of SD N 1 Restu Baru Central Lampung in the Academic Year 2012/2013

f. Location Sketch of SD N 1 Restu Baru Central Lampung in the Academic Year 2012/2013

The location sketch of SD N 1 Restu Baru Central Lampung in the academic year 2012/2013 that can be identified as follows:

Figure 4
Location Sketch of SD N 1 Restu Baru Central Lampung
in the Academic Year 2012/2013



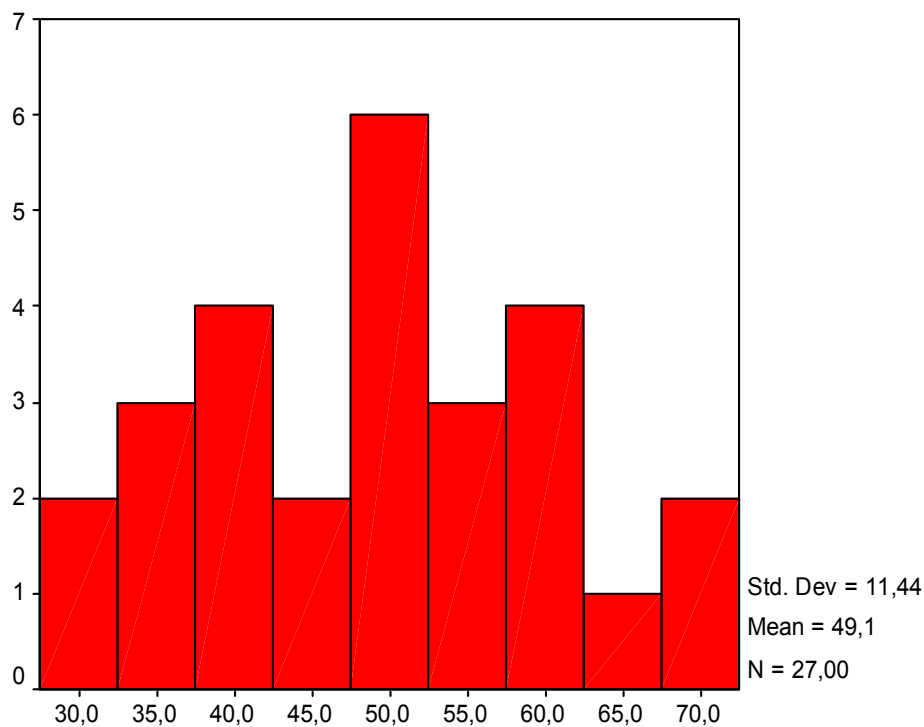
Source: Documentation of Location Sketch of SD N 1 Restu Baru Central Lampung in the Academic Year 2012/2013.

2. Research Data

a. The Result of Students' Pre-test

The researcher conducted pre-test in the first meeting of research in order to find out the initial differences between the groups who have similar level. The pretest used in this research is in the form of multiple choice test. The result of pretest can be identified as follows:

Figure 5
The Result of Pre-test at the Fifth B Graders (Experimental Class)
SD N 1 Restu Baru Central Lampung
in the Academic Year 2012/2013



Source: The result of pre-test (experimental class) on Wednesday, May 15, 2013.

Based on the data above, it can be seen that the result of pre-test of VB class (experimental class) as follows: there were 2 students get the

minimum score which 30, there were 2 students get the maximum score which is 70, the total score is 1325 and the average score is 49,1.

Table 4
Frequency Distribution as the Results of Pre-test
at the Fifth B Graders (Experimental Class) SD N 1 Restu Baru
Central Lampung in the Academic Year 2012/2013

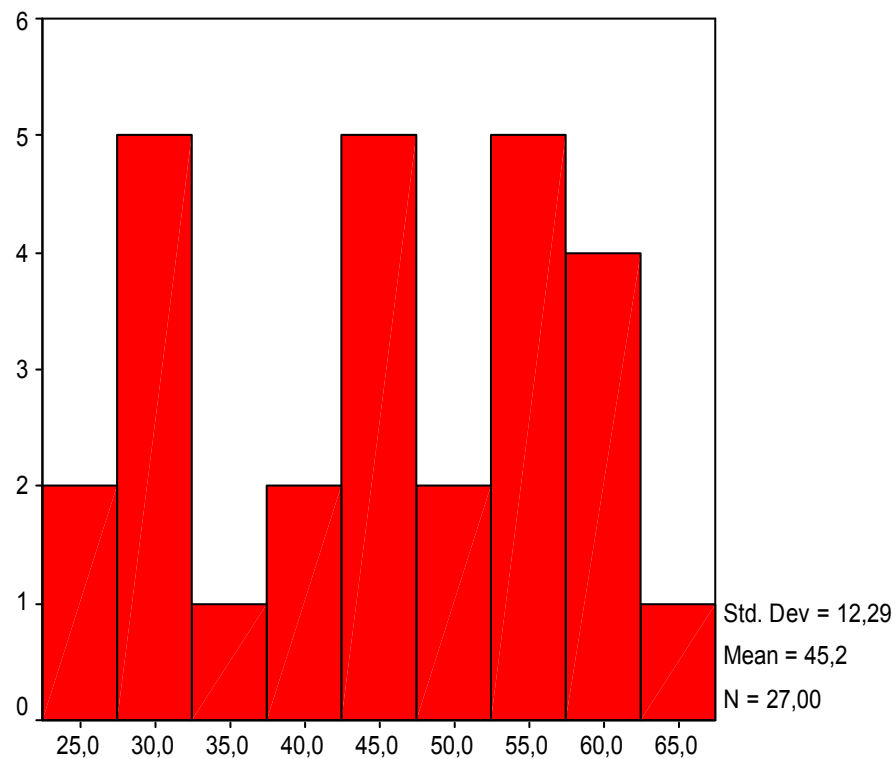
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30,00	2	7,4	7,4	7,4
35,00	3	11,1	11,1	18,5
40,00	4	14,8	14,8	33,3
45,00	2	7,4	7,4	40,7
50,00	6	22,2	22,2	63,0
55,00	3	11,1	11,1	74,1
60,00	4	14,8	14,8	88,9
65,00	1	3,7	3,7	92,6
70,00	2	7,4	7,4	100,0
Total	27	100,0	100,0	

Based on the table of frequency distribution above, it can be inferred that 20 students (84,1%) got score below the value standard which is 60 and only 7 students (15,9%) have fulfilled the value standard. Therefore, it can be inferred that the students' vocabulary mastery was low.

The researcher also conducted pre-test for the control class. The result of the students pre-test at control class can be identified as follows.

Figure 6
The Result of Pre-test at the Fifth A Graders (Control Class)
SD N 1 Restu Baru Central Lampung

in the Academic Year 2012/2013



Source: The result of pre-test (control class) on Wednesday, May 15, 2013.

Based on the data above, it can be seen that the result of pre-test VA (control class) as follows: there were 2 students get the minimum score which is 25, there was 1 student get the maximum score which is 65, the total score is 1220 and the average score is 45,2.

Table 5
Frequency Distribution as the Result of Pre-test
at the Fifth A Graders (Control Class) SD N 1 Restu Baru

Central Lampung in the Academic Year 2012/2013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	2	7,4	7,4	7,4
	30	5	18,5	18,5	25,9
	35	1	3,7	3,7	29,6
	40	2	7,4	7,4	37,0
	45	5	18,5	18,5	55,6
	50	2	7,4	7,4	63,0
	55	5	18,5	18,5	81,5
	60	4	14,8	14,8	96,3
	65	1	3,7	3,7	100,0
	Total	27	100,0	100,0	

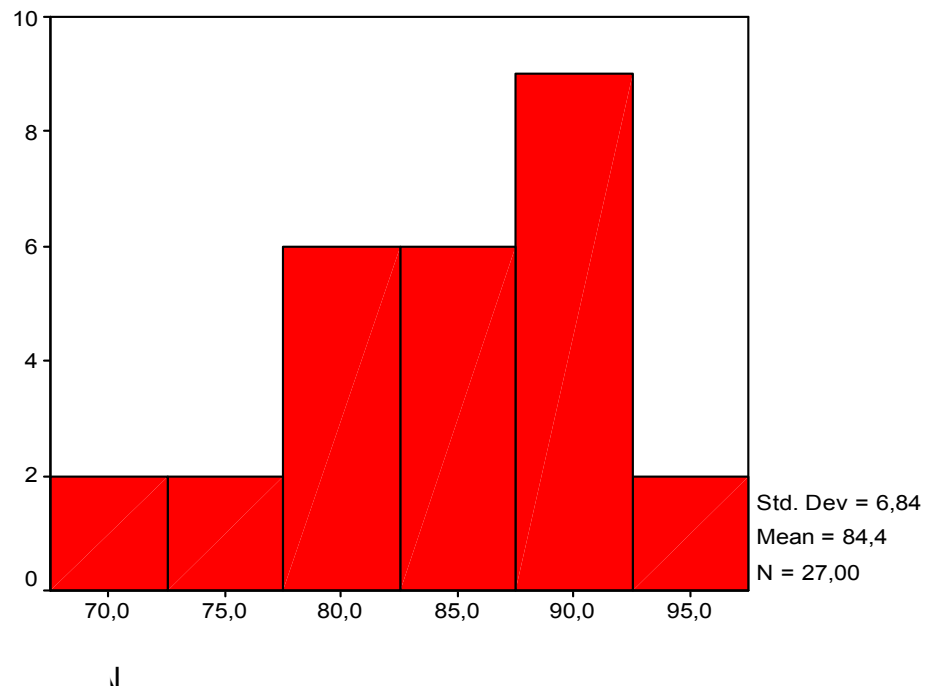
Based on the table of frequency distribution above, it can be inferred that most of students got the score below the value standard, which is 60. Therefore, it can be inferred that the student's vocabulary mastery was very low.

b. The Result of the Students' Post-test

Post-test was employed in the last program of this research after giving some treatments and exercises to the experimental and control class in certain period of time. The test in present research is the same type as pretest, it is multiple choice forms.

The result of students post-test can be identified as follows:

Figure 7
The Result of Post-test at the Fifth B Graders (Experimental Class)
SD N 1 Restu Baru Central Lampung
in the Academic Year 2012/2013



Source: The result of post-test (Experimental Class) on Wednesday, May 29, 2013.

Based on the data above, it can be seen that the result of post-test of VB class (experimental class) as follows: there were 2 students get the minimum score which is 70, there were 2 students get the maximum score which is 95, the total score is 2280 and the average score is 84,4.

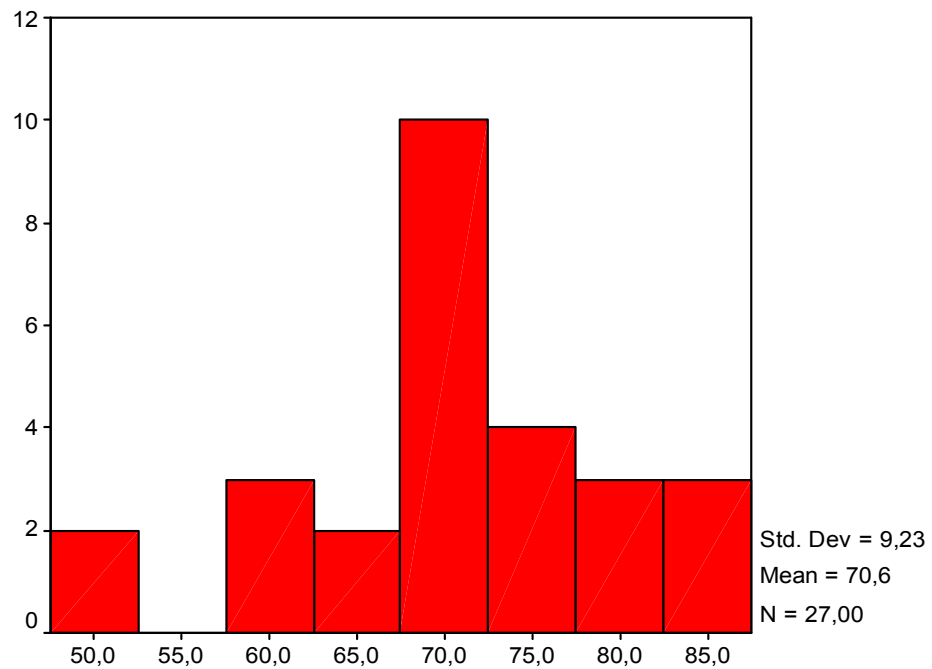
Table 6
Frequency Distribution as the Results of Post-test
at the Fifth B Graders (Experimental Class) SD N 1 Restu Baru
Central Lampung in the Academic Year 2012/2013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70,00	2	7,4	7,4	7,4
	75,00	2	7,4	7,4	14,8
	80,00	6	22,2	22,2	37,0
	85,00	6	22,2	22,2	59,3
	90,00	9	33,3	33,3	92,6
	95,00	2	7,4	7,4	100,0
	Total	27	100,0	100,0	

Based on the table of frequency distribution above, it can be inferred that all of students have fulfilled of value standard, which is 60. Therefore, it can be inferred that the students' vocabulary mastery in post-test was improved.

The researcher also conducted post-test for the control class. The result of the students post-test at control class can be identified as follows:

Figure 8
The Result of Post-test at the Fifth A Graders (Control Class)
SD N 1 Restu Baru Central ampung in the Academic Year 2012/2013



.....

Source: The result of post-test (Control Class) on Wednesday, May 29, 2013.

Based on the data above, it can be seen that the result of post-test of VA class (control class) as follows: the minimum score is 50, the maximum score is 85, the total score is 1905 and the average score is 70,6.

Table 7
Frequency Distribution as the Result of Post-test
at the Fifth A Graders (Control Class) SD N 1 Restu Baru
Central Lampung in the Academic Year 2012/2013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50,00	2	7,4	7,4	7,4
	60,00	3	11,1	11,1	18,5
	65,00	2	7,4	7,4	25,9
	70,00	10	37,0	37,0	63,0
	75,00	4	14,8	14,8	77,8
	80,00	3	11,1	11,1	88,9
	85,00	3	11,1	11,1	100,0
	Total	27	100,0	100,0	

Based on the table of frequency distribution above, it can be seen that there were 2 students (7,4%) whose score were less than of value standard, which is 60. Therefore, it can be inferred that the result in experimental class is higher than control class. It's mean that students' vocabulary mastery in post-test was improved by using *I see game*.

B. Hypothesis Testing

After applying test method, the researcher analyzed, the data by using analysis of t-test in order to prove whether there is any influence of using *I see game* toward the students' vocabulary mastery at the fifth graders SD N 1 Restu Baru Central Lampung in the academic year 2012/2013 as follows:

1. Preparing the Table

Preparing the table in order to proved whether there is any difference between the experimental class and the control class at the fifth graders SD N 1 Restu Baru Central Lampung in the academic year 2012/2013.

Table 8

The Table as the Authentication of the Difference Between Experimental and Control Class at the Fifth Graders SD N 1 Restu Baru Central Lampung in the Academic Year 2012/2013

Control Class					Experimental Class				
Initial name	Pre-test (X ₁)	Post-test (X ₂)	Gain (X)	X ²	Initial name	Pre-test (Y ₁)	Post-test (Y ₂)	Gain (Y)	Y ²
AS	30	70	40	1600	AA	40	90	50	2500
BS	25	85	60	3600	ADC	50	90	40	1600
CLK	55	70	15	225	AS	60	95	35	1225
DS	45	80	35	1225	BS	40	90	50	2500
EIR	30	70	40	1600	DVR	45	85	40	1600
FJP	45	70	25	625	EJ	40	85	45	2025
GAPI	40	70	30	900	EL	30	80	50	2500
IBW	60	65	5	25	FS	60	85	25	625
IFK	35	70	35	1225	HNW	30	70	40	1600
KF	55	70	15	225	HS	55	80	25	625
LS	65	70	5	25	IHN	60	95	35	1225
MMS	50	65	15	225	IGR	60	75	15	225
ML	25	85	60	3600	IGAD	50	90	40	1600
MZ	45	75	30	900	ILWJ	35	80	45	2025
NS	55	75	20	400	KBK	50	85	35	1225
NLN	55	75	20	400	KRM	50	90	40	1600
NW	30	60	30	900	KDW	40	80	40	1600
NY	55	75	20	400	LAP	35	80	45	2025
PAP	45	50	5	25	MAK	55	75	20	400
PK	30	50	20	400	MDW	65	90	25	625
RA	50	80	30	900	NB	70	85	15	225
RF	30	70	40	1600	NDF	50	90	40	1600
STI	45	70	25	625	NSR	45	90	45	2025

Control Class					Experimental Class				
Initial name	Pre-test (X ₁)	Post-test (X ₂)	Gain (X)	X ²	Initial name	Pre-test (Y ₁)	Post-test (Y ₂)	Gain (Y)	Y ²
WDA	60	60	0		NTT	50	80	30	
WP	40	60	20	400	RAP	70	90	20	400
WS	60	80	20	400	WRP	35	85	50	2500
WR	60	85	25	625	WN	55	70	15	225
Total	1220	1905	685	23075		1325	2280	955	37225
Average	45.2	70.6	25.4	854.6		49.1	84.4	35.4	1378,7

2. Compute the Data

Putting the data above into the formula of t-test in order to get t_{observed} .

The researcher computed the data by using SPSS 10 and got the calculation as follows:

Table 9
Calculation T-test by Using SPSS.10

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Vocabulary Mastery	Equal variances assumed	,607	,439	6,280	52	,000	13,8889	2,2115	9,4512	18,3266
	Equal variances not assumed			6,280	47,934	,000	13,8889	2,2115	9,4422	18,3356

Based on the data, the researcher got the t_{observed} of this research is 6,280 and degree of freedom (df) is 52. After considering the t-test by using df 52, the researcher not found it in the table. It is done interpolation because 52 are higher than 40 and smaller than 60.

Table 10

Critical Value of t_{table}

Degree of freedom	5 %	1 %
df 40	2,021	2,704
df 60	2,000	2,660

Source: Burhan Nurgiantoro, 2001. *Penelitian dalam Pengajaran Bahasa dan Sastra*. Yogyakarta: BPPFE, UGM, P. 383

**Table 12
Interpolation**

	5 %	1 %
df 40 + df 60/2	2,021 + 2,000/2	2,704 + 2,660/2
	= 2,01	= 2,682

- The critical value of t-test (t_{table}) for the 5 % level is 2,01
- The critical value of t-test (t_{table}) for the 1 % level is 2,682

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

- " $t_{observed}$ " = 6.280
- " t_{table} " = 2.01
- " $t_{observed}$ " > " t_{table} " or 6.280 > 2.01

C. Interpretation

The researcher has formulated the alternative hypothesis (H_a) : there is a significant influence of using *I see game* toward the students' vocabulary mastery at the fifth graders SD N 1 Restu Baru Central Lampung in the academic year 2012/2013.

The researcher consulted $t_{observed}$ to t_{table} as follows:

1. If $t_{\text{observed}} > t_{\text{table}}$, H_i is accepted and H_o is rejected
2. If $t_{\text{observed}} < t_{\text{table}}$, H_i is rejected and H_o is accepted

Finally The data confirmed that t_{observed} is higher than t_{table} . $6,280 > 2,682 > 2,01$. Therefore, it can be inferred that H_a is accepted and H_o is rejected. It means that there is a significant influence of using *I see game* toward the students' vocabulary mastery at the fifth graders SD N 1 Restu Baru in the academic year 2012/2013.

During the research, the researcher observed that the students were interested in learning vocabulary through *I see game*. They were enthusiastic during the learning process, They were able to memorize vocabulary through *I see game* more easily. The researcher assumed that teaching and learning by using *I see game* can influence the student's vocabulary mastery. It can be seen from the result between pre-test and post-test. Through *I see game*, the students learn vocabulary easier way because they are not only can memorize the vocabulary but also can know about meaning, form, function etc through a game.

D. Limitations

Although the result of this research has proved that *I see game* is the effective way for teaching vocabulary especially for students at the fifth graders SD N 1 Restu Baru Central Lampung. However, after conducting the research

and gaining the data from observation and test, the researcher found some problems faced by the students, as follows:

1. Problem in interpreting inductive method

In the first treatment, the researcher did not face difficulty in managed the class, class seemed silent and the students seemed very active in following the lesson. But, when the second treatment the researcher faced difficulty in managed in the class. For example, when the researcher applied this technique. Most of student seemed very busy with their friends. Hence, the class was noisy.

2. Problems in having vocabulary

The students did not have enough vocabulary, they always asked to teacher every word they did not know in English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis in chapter IV, the researcher concluded that there is a significant influence of using *I see game* toward the students' vocabulary mastery at the fifth graders SD N 1 Restu Baru Central Lampung in the academic year 2012/2013, it shown that the result of the t-test table by using df 52, the researcher not found it in the table. So, it's done interpolation because 52 are higher than 40 and smaller than 60.

After considering interpolation by using df 52, it can be known that. The critical value of t table for the 5% level is 2,01 and the critical value of t_{table} for the 1% level is 2,682. From all of data analysis, it can be seen that: $t_{observed} = 6,280$ while t_{table} : 2,01 (5%), 2,682 (1%).

The data confirm that $t_{observed}$ is higher than t_{table} . Therefore, it can be inferred that H_a is accepted and H_o is rejected. It means that there is a significant influence of using *I see game* toward the students' vocabulary mastery at the fifth graders SD N 1 Restu Baru Central Lampung in the academic year 2012/2013.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions as follows:

For the Students

The students should enrich their vocabulary in order to help them in English learning process.

1. For the English Teacher

The English teacher should motivate the students to be more active in learning English by helping them to enrich their vocabulary.

2. For the School

The school should support the English learning process by preparing the facilitation and instrument completely and suggested to adapt and to improve the English syllabus based on the real problems faced by the students.

CURRICULUM VITAE



The complete name of the researcher is Ana Marlina. She was born on May 5th, 1989 in Rumbia, Central Lampung. She is the second daughter of a happy couple namely Hi.AR.Taufik (Alm.) and Kasnila Wati.

She graduated from TK Pertiwi Rekso Binangun in 1995. Then, in 2001, she graduated from SD Negeri 1 Rukti Basuki. She entered Junior High School in SMP Negeri 1 Rumbia and graduated in 2004. Then, she continued her study at SMA Negeri 1 Rumbia and finished in 2007. After finishing her study, she continued to S-1 English Education Program in STAIN Jurai Siwo Metro.