THE USE OF WORD FAMILIES GAME TO IMPROVE
THE STUDENTS’ VOCABULARY MASTERY ON THE
FIRST GRADE STUDENTS' OF SMK PGRI 2
SALATIGA IN THE ACADEMIC YEAR OF 2014/2015

( Classroom Action Research of the First Grade Students’ of
SMK PGRI 2 Salatiga in the Academic Year of 2014/2015)

A Graduating Paper

Submitted to the Board of Examiners in Partial Fulfillments of the
Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in
English Education Study Program

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SALATIGA
2015
DECLARATION

In the name of Allah, the most Gracious and the most Merciful

Hereby the writer fully declares that this graduating paper is composed by the writer herself, and it is not containing materials written or has been published by other people, and those from other references.

The writer is capable to account for the graduating paper, if in the future this can be proved of containing other’s ideas, or in fact, the writer imitates the other’s graduating paper. Likewise, this declaration is made by the writer and the writer hopes that the declaration can be understood.

Salatiga, January 2nd 2015

The Writer,

Fak Syah

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Salatiga, January 2nd 2015

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ATTENTIVE COUNSELOR’S NOTE
Case: Fak Iyah’s Graduating Paper

Dear
The Head of State Institute
for Islamic Studies
(STAIN) Salatiga

Assalamu’alaikum Wr. Wb.

After reading and correcting Fak Iyah’s graduating paper, entitled “THE USE OF WORD FAMILIES GAME TO IMPROVE THE STUDENTS’ VOCABULARY MASTERY ON THE FIRST GRADE STUDENTS’ OF SMK PGRI 2 SALATIGA IN THE ACADEMIC YEAR OF 2014/2015” (Classroom Action Research of the First Grade Students’ of SMK PGRI 2 Salatiga in the Academic Year of 2014/2015). I have decided and would like to propose that it could be accepted by educational faculty and I hope this graduating paper can be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Consultant

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GRADUATING PAPER
THE USE OF WORD FAMILIES GAME TO IMPROVE THE STUDENTS’ VOCABULARY MASTERY ON THE FIRST GRADE STUDENTS’ OF SMK PGRI 2 SALATIGA IN THE ACADEMIC YEAR OF 2014/2015
(Classroom Action Research of the First Grade Students’ of SMK PGRI 2 Salatiga in the Academic Year of 2014/2015)

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Has been brought to the board of examiners of English Department of Educational faculty of State Institute for Islamic Studies (STAIN) Salatiga on Saturday, February 21st, 2015 and hereby considered to completely fulfill of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English and Education Department.

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21th February 2015

STAIN Salatiga

Dr. H. Binarni Haryadi, M.Pd.
MOTTO

NEVER LET THE FEAR OF STREAKING OUT KEEP YOU FROM PLAYING THE GAME

(Cinderella Story Movie)
DEDICATION

This graduating paper is whole heartedly dedicated to:

1. My God Allah, the Most Gracious and Most Merciful.

2. The dearest mother, Mujini and father, Buang thanks for all sacrifices, patience, support, trust, finance, encouragement and pray.
   You are my inspiration.

3. All my beloved brothers (Fak izin and Irfani) and my big family who fill my life with love and affection.

4. My counselor, Mrs. Sari Famularsih, S.Pd.I.M.A Thank for your advice.
   Every student should be so lucky to have counselor like you.

5. All of big family SMK PGRI 2 Salatiga, the head master, all of my teachers and students of XB class.

6. My lovely best friends (Tentrem Rahayu , Ratna, Irma, Restu, Wiwit, Hikmah , Triyanah,).

   Finally, all my friends who helped me in everything and finishing this graduating paper and who cannot be mentioned one by one. Thank for your togetherness.
ACKNOWLEDGEMENT

All praise due to Allah, the Most Gracious and the Most Merciful because of His wonderful blessing and His mercy, the writer can finish this graduating paper successfully. The incredible blessings make realize that nothing is impossible in the eyes. Thanks for Your will and endless blessing in my life.

Peace and salutation always be given to our beloved prophet Muhammad SAW that we hope his blessing in the Judgment day.

However, this success would not be achieved without the support, guidance, advice, help and encouragement from individuals and institutions. Therefore, the writer would like to express the deepest gratitude to:

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7. All lecturers in English Department who have taught and given knowledge for the writer.

8. All of the staffs who have helped the writer in processing of graduating paper administration.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.

Salatiga, January 2nd 2015

The Writer,

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Pak Iyah
ABSTRACT


Keywords: Word Families Game, Vocabulary Mastery.

The purpose of language teaching in Senior High school is to achieve functional level. In the functional level, they can develop the competence in communicating orally and written to resolve daily problems. The real problems faced by the students in the school in learning and teaching English are vocabulary mastery. Game is one of the solutions to overcome the problems. Application of the word families game in teaching learning English hopefully can help the students to improve their vocabulary mastery.

This research will answer these main questions (1) Can the use of word families game improve vocabulary mastery of the first grade students’ of SMK PGRI 2 Salatiga in the academic year of 2014/2015. (2) To what extent does the use of word families game improve vocabulary mastery of the first grade students’ of SMK PGRI 2 Salatiga in the academic year of 2014/2015. (3) What are the strengths and weaknesses of using word families game in vocabulary mastery of the first grade students of SMK PGRI 2 Salatiga in the academic year of 2014/2015?

23 students of the first grade students of SMK PGRI 2 Salatiga 2015 were instructed through word families game to improve their vocabulary mastery. The methodology of this research used Classroom Action Research (CAR). It is conducted in two cycles. Each cycle consists of planning, action, observation and reflection. From the result, the researcher found several findings on it. The results shows that the mean score of post test in cycle I is 64.86, the mean score of post-test in cycle II is 80.43. The findings show that the improvement of the students’ vocabulary mastery is significant after applying word families game.
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CHAPTER I
INTRODUCTION

A. Background of the Study

The globalization era has caused no distance among the countries in this world. The people decided to have international language to overcome the communication problems when people from different countries with different languages meet in some occasions. Language is the source of communication. (http://zeeshannaved.hubpages.com/hub/importanceofenglishlanguages/Wednesday, 20-08-2014, 21:28 pm). Its the way through which we share our ideas and thoughts with others. There are uncountable languages in this world. Because every country has their own national language, then they have different local languages spoken and understood by their people in different regions. Francis defines language as an arbitrary system of articulated sounds made use of by a group of humans as a means of carrying on the affairs of their society. (Adisutrisno, 2008:01). This definition is derived from the notion that language is the spoken language that is used for oral communication among the members of the speech community.

One of English components is taught to the learners is vocabulary because it has primary role for all language skills. Vocabulary makes the students has good performances in all aspects in English language. But it is does not mean the other components are ignored all aspects are learned together, they attached those each other.
Vocabulary is an important one to be mastered to learn a foreign language, it is one of the element included in four skills, they are speaking, listening, reading and writing. According to Fauziati (2005:155), vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary one cannot communicate effectively or express his ideas in both oral and written form.

In order to communicate well using a foreign language the students should acquire a sufficient number of words and know how to use them accurately. Vocabulary is one of the most important element in English language. We can improve our vocabulary such as by reading English books, watching English show, or learning through internet such chatting among the country English people. The people who used English to be the first or the second language in their communication. According to Lado (1964:115) the first language is the language a person learns from birth. It is used for the language that a person learnt at home usually from his parents. Moreover the second language is used to refer to a language which is not a mother tongue but which is used for certain communicative functions in a society. It is learned after the first language (L1) or mother tongue. For example, English is a second language in Indonesia or English is a second language in Nigeria.

At the present the importance of learning new vocabulary has encouraged English language teachers to move from passive learning to active learning. The Students need something fun and easy to access the vocabulary
quickly, such as in the classroom, teachers need games as a media to improve in teaching English learning process.

In Oxford Learner’s Pocket Dictionary game is form of play or sport with rules. The Games not only help and encourage many learners to sustain their interest and work, but also help the teacher to create context in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. (Wright, 1983:01).

Here, the writer will use word families game to improve the students’ vocabulary mastery in SMK PGRI 2 Salatiga. The Word families games are groups of words that share a similar spelling pattern. For example, the words of fat, cat, bat and mat all of them have the end by “At” and they are part of the “At” families games. In word families game, an English teachers can modify this game using coming topic and situation in the classroom. For example, the teachers can modify the vocabulary materials, such as: setting the words sign, picnic place, occupation, hotel, shopping, etc.

Teaching vocabulary is not easy to do. According to Thomburry (2002:23), the once problem in teaching vocabulary is the students feel easily forget the new word have just learned, because English is foreign language in our country, and learning process, so students have the some problems to remembering the new words. In facts, learning vocabulary needs remember every word. Based on the researcher observation in the classroom and
interview with the teacher on Wednesday, October 8th 2014 at 10.00 am at the SMK PGRI 2 Salatiga, in this school the students have motivation in learning English but most of them have difficulty in vocabulary mastery they have difficulties in memorizing, remembering, and grasping the meaning of the new words, they also shy or even afraid of creating mistakes which led them, they use Bahasa to explain their idea in English lesson. One of possible causes of this problem is that the teacher still uses the conventional method in teaching the materials. The teacher just explains the materials and then gives exercises in written form. The only teaching media are text book and blackboard. This method makes the students sometimes feel bored and sleepy, especially when it is taught in the last session. The writer believes that the game can be the way to minimize the students boredom in learning vocabulary. One of them is word families game.

The writer chooses word families game because there are several indicators for students such as; students can enhance their vocabulary mastery and try to memorize the vocabularies as soon as possible by making the series of words from the word families. The students also can learn vocabularies enjoy. This game also can build students’ self confidence because this game is employed in groups. The writer expects that by using word families game, students can memorize new vocabularies easily, without any boredom.

After explaining the background of the study above, the writer would like to make a research under the title on THE USE OF WORD FAMILIES GAME TO IMPROVE THE STUDENTS’ VOCABULARY MASTERY ON THE FIRST GRADE STUDENTS’ OF SMK PGRI 2 SALATIGA IN THE ACADEMIC
YEAR 2014/2015. (Classroom Action Research of the First Grade Students’ of SMK PGRI 2 Salatiga in the Academic Year of 2014/2015)

B. Statement of the Problem

The statement of the problems are as follows:

1. Can the use of word families game improve vocabulary mastery of the first grade students’ of SMK PGRI 2 Salatiga in the academic year of 2014/2015.
2. To what extent does the use of word families game improve vocabulary mastery of the first grade students’ of SMK PGRI 2 Salatiga in the academic year of 2014/2015.
3. What are the strengths and weaknesses of using word families game in vocabulary mastery of the first grade students of SMK PGRI 2 Salatiga in the academic year of 2014/2015?

C. The Objective of the Study

The objectives of the research are as follows:

1. To find out that the use of word families game improves the vocabulary mastery of the first grade students, of SMK PGRI 2 Salatiga in the academic year of 2014/2015.
2. To find out the significant improvement of the vocabulary mastery of the first grade students’ of SMK PGRI 2 Salatiga in the academic year of 2014/2015.
3. To know strengths and weaknesses of using word families game to improve students’ vocabulary mastery.
D. Benefit of the Study

The benefit of the research are as follows:

1. Practically

   a. For the students

   Teaching vocabulary by using word families can motivate the students’ in order to be more interested in learning vocabulary.

   b. For the English teacher

   This research also gives teacher knowledge about a method that can be used by him or her to improve students’ vocabulary.

   c. For the writer

   The findings of the research can be used as a starting point in improving the writer's teaching ability.

   d. For other researcher

   The writer hopes that the result of the research can be used as reference for those who want to conduct a research in teaching English.

   e. For SMK PGRI 2 Salatiga

   The result of this research will improve the institution especially in the English teaching learning process

2. Theoretically

   The innovation of this research will enrich the theory of teaching English and the result of the research can be used by English teacher to improve the students’ vocabulary mastery.
E. Definition of the Term

To avoid misunderstanding, the writer gives explanations or definitions of some key terms used in the study.

1. Vocabulary

Hornby (1963: 1120) defines “vocabulary is a range of words known to or used by a person, in a trade, profession.

2. Game

Hadfield (2001: 04) defines “a game is an activity with rules, a goal and an element of fun”.

3. Word families game

The Word families games are groups of words that share a similar spelling pattern. For example, the words of fat, cat, bat and mat all of them have the end by “At” and they are part of the “At” family game.


F. The Review of Related Literature

In this research, the writer takes three previous researchers. The first was conducted by Siti Mukaromah entitled “The use of Scrabble in English Teaching to Improve Vocabulary Mastery at the Second Year Students of MTS N 1 kaliangkrik, Magelang in the Academic Year 2010/2011”. She concluded that using scrabble in teaching vocabulary can be effective media to improve the students’ in vocabulary mastery.
The second researcher was conducted by Zunita Widyasari entitled “The Use of Crossword Puzzle to Improve Vocabulary Mastery (A Classroom Action Research in the First Year Students of MA Al Bidayah Candi Bandungan in the Academic Year 2009/2010)”. She concluded that crossword puzzle is appropriate for the first year students of MA Al Bidayah to improve vocabulary mastery.

The third was conducted by Desti Ela Soraya with her research paper “Improving Students’ Vocabulary Mastery By Climbing Up A Ladder Game (A Classroom Action Research of the First Year Students’ in SMP Islam Sudirman Ambarawa in the Academic Year 2011/2013)”. She summarized that using of climbing up a ladder game can influence the improvement of the students in vocabulary mastery of the first year students of SMP Islam Sudirman Ambarawa in the Academic year 2011/2012. The reasons why the writer reviews it because it gives clear example, so the writer can explain with more details.

G. The Outline of the Study

The researcher organized this research paper dividing into five chapters, in order to make the reader understand the content of the paper are:

Chapter I is introduction. In this chapter, the writer presents Background of the study, The statement of the problem, The objectives of the study, limitation of the study, benefit of the study, definition of the term, review of related literature, research method, The outline of the study
Chapter II talks about review of related literature which discussed definition of vocabulary, kinds of vocabulary, teaching vocabulary, principle of teaching vocabulary, definition of word family game, procedures of playing word family game, variation in play word families game, kinds of word families game.

Chapter III This chapter is the explanation of the methodology of research which consists of the methods of research, place and time of research, subject of the study, procedure of the research, technique of collecting data, technique of analyzing data, and the general description of SMK PGRI 2 Salatiga.

Chapter IV this chapter is the result and discussion of the study that is loaded of the analyzed of the data interpretation and result of the test.

Chapter V This chapter is the Conclusions and Suggestions it consists of the explanation about conclusions and suggestions from the researcher.
CHAPTER II

THEORETICAL FRAMEWORK

A. General Concept of Vocabulary

1. Definition of vocabulary

Vocabulary is a central part of a language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances. (Coxhead, 2006:01). Vocabulary is commonly defined as all the words known and used by a particular person. (http: // en.wikipedia.Org /wiki/ vocabulary, 22–04-2014, 09:12 am). In the (Oxford Learner’s Pocket dictionary, 2008: 495) vocabulary is all the words that a person knows or uses, all the words in a language, list of words with their meaning especially in a book for learning a foreign language.

According to (Fauziati, 2005:155) vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary one cannot communicate effectively or express his ideas in both oral and written form. having a limited vocabulary is also a barrier that precludes learners from learning a foreign language.

Moreover According to (Kamil and Hiebert, 2005:3) Generically, vocabulary is the knowledge of meanings of words. The commonest way
of remembering new vocabulary is to exploit the different memory systems in our minds for linking new information to old (Richard, 1983:61). The words of a second language are not translations of the words of the first language. Even when they are borrowed from it, they develop differences in meaning, distribution, and from which are characteristic of their language. (lado,1964:16). Much teaching of vocabulary implies that the effective way of learning vocabulary is to organize the words into groups in our mind.

2. Kinds of Vocabulary

According to (Kamil and Hiebert, 2005:03) there are two kinds of vocabulary, they are productive and receptive vocabulary:

a. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

b. Conversely, receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading.

The vocabulary of a second language can be decided by the teacher, the text book, or the school. The clarification of the idea in the vocabulary of a second language, three levels of vocabulary are distinguished: 1) vocabulary to operate the patterns and illustrate the pronunciation of the language, 2) vocabulary for communication in areas of wide currency, and 3) esthetic and technical vocabularies.
Fries (1985:47), says vocabulary is of two namely, function and content word. The function words are a closed class, we cannot add to the preposition or auxiliaries or modals or any structure word of language. While the content words, on the other hand, can be added to add any times as new scientific advances make new words and communication about new inventions necessary.

3. Aspect of Learning Vocabulary

Actually according to Thombury (2002, 3-10) there are many ways that will help students to expand their vocabulary and proficiency, are as follow:

a. Word classes

Word classes or parts of speech. They are divided into eight classes, such as: nouns, pronouns, verbs, adjectives, adverb, prepositions, and determiner. The explanations are as follow:

1. Nouns

A noun is a word or group of words that is the name of a person, place, a thing or activity or a quality or idea. Nouns can be used as the subject or object of a verb. (Harmer, 1998: 37). The examples of nouns are Satria, goat, New York, book and etc. There are many different types a nouns in the following sections:

a. Proper nouns

Frank (1972: 6) a proper noun begins with a capital letter in writing. It includes (a) personal names (Mr. John Smith); (b)
names of geographic units such as countries, cities, rivers etc. 
(Holland, Paris); (c) names of nationalities and religions 
(Christianity); (d) names of holidays (Easter); (e) names of 
time units (Saturday, June).

b. Common Nouns

A common nouns is a noun referring to a person, place or thing in a general sense usually, you should write a capital letter only when it begins a sentence. For example:

All the gardens in the neighborhood were invaded by beetles this summer.

c. Concrete Nouns

Frank (1972: 6) a concrete noun is a noun which names anything (or anyone) that you can perceive through your physical senses: touch, sight, taste, hearing or smell. The example of the concrete nouns are highlighted: (flower, girl)

d. Abstract Nouns

An abstract noun is a word for a concept, it is an idea that exists in our minds only. And it is the opposite of a concrete noun. For example: beauty, justice, mankind. (Frank, 1972: 7).

e. Countable Noun

A countable noun (or count noun) is a noun with both a singular and a plural form, and it names anything (or any one) that you can count. For example:
we painted the **table** red and the **chairs** blue.

f. Uncountable Nouns

Uncountable nouns is a noun which does not have a plural form, and which refers to something that you could not usually count. For example:

*Oxygen* is essential to human life.

g. Collective Nouns

A collective nouns is nouns which describe groups or organizations. The example of collective nouns are highlighted: *family, team, government, committee, class, flock, group, crew* and etc. (Harmer, 1998: 38).

*The flock of geese spends most of its time in the pasture.*

2. Pronouns

A pronoun is a word that is used in place of a noun or noun phrase. For example: *her, she, him, they.* (Harmer, 1998: 37).

*Jane’s husband loves her.*

*they don’t talk much.*

3. Verbs

A verb is a word or group of words which is used in describing an action, experience or state. For example: *write, ride,*

*be. He wrote a poem, We are not amused, I like riding horses.*

4. Adjectives
Adjectives are a word that gives more information about a noun or pronoun. The example of adjectives are: *small, dark, kind, better, best, sad, handsome*, and etc.

5. Adverbs

Adverbs are a word or group of words that describes or adds to the meaning of a verb, adjectives, or a whole sentences. For example: *carefully, at home, sensibly.*

*He walked across the bridge carefully.*

6. Prepositions

Prepositions are a word which is used to show the way in which other words are connected. For example: *for, of, in* and etc.

*Put that in the box.*

7. Conjunction

is a word that connects sentences, phrases or clauses. For example: *and, so, but* and etc. example in sentences are:

*Fish and chips.*

*My car broke down, so I went by bus.*

8. Determiner

The determiner consists of definite article (*the*), indefinite article (*a, an*), possessives (*my, your*), demonstratives (*this, that, those*), quantifiers (*some, many, few*).

b. Word Families
Such a set of words forms, sharing a common meaning. (read, 2000:19). We have seen how words may share the same base of root, but take different endings (Thombury, 2002:4).

c. Word Formation

Affixation is one of the ways new words are formed from old. Another one is **compounding**, that is the combining of two or more independent words (paperback, typewriter, second-hand and so on), **blending**, two words can be blended to form one new one called a blend. Example: information + entertainment = infotainment; breakfast + lunch = brunch and etc. **Conversion** a word can be co-opted from one part of speech and used as another, typically nouns are converted into verbs. Example: I always Google every information, (Google is noun, and then it is converted into verb). **Clipping** new words can be coined by shortening or longer words. Example: flu (from influenza), email (from electronic mail).

d. Multi word units

1. Idioms: out of the blue, like a blue moon.
2. Phrasal verb: look after, look for, wipe off.

e. Collocation

Two words are collocates if they occur together with more than chance frequency. Example: this week, one more, as well, once again.

f. Word meaning

1) Synonym
Synonym is word that share a similar meaning. For example: small = little, happy = glad.

2) Antonym

Antonym is word with opposite meanings (Thombury, 2002: 9). For example: Old >< new.

3) Homonyms

Homonyms are words that share the same form but have unrelated meaning (Thombury, 2002: ). According to (Mc Carthy, 2002: 19). Homonyms can be subdivided into homographs and homophones. Homographs are words which are written in the same, way but have different meanings. For example: I live in the north of England. /liv/. Your favorite pop star is singing live on TV tonight. /laiv/. Homophones are words which are pronounced in the same way but are spelt differently. For example: meet and meat, tail and tale, sheep and ship.

4. Teaching Vocabulary

Teaching vocabulary is the studying a second language because vocabulary is the basic material to master the four language skills that is speaking, reading, writing and listening, Without understanding the new words the students will get the difficulties to studying English language. The other reason is vocabulary that central of language and of critical importance to typical language learner, without a sufficient vocabulary, someone cannot communicate effectively or express his ideas in both of
oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign language. The status of vocabulary within the curriculum and a attitude of foreign language teachers toward vocabulary instruction have varied considerably over the year some teachers usually using Grammar Translation Method or Direct Method to teaching vocabulary (Fauziati, 2002; 157-158).

Teaching is very personal activity, and it is not surprising that individual teacher being to teaching very different beliefs and assumption about what constitutes the effective teaching (Richard, 1994:36). Teachers should the students to always keep their memorization and ask the students to always reply and practice the new words when they teaching vocabulary. The basic elements in the teaching vocabulary are memorization and seriousness. The teacher can activate these notions, provide the essential vocabulary for them, and discover gaps in the learner’s knowledge. This is a typical form of pre teaching of vocabulary before saying, reading text, or listening to tape a new subject.

According to (Thombury, 2002:23), the once problem in teaching vocabulary is the students feel easily forget the new word have just learned, because English is a foreign language in our country, and learning process, so students have the some problems to remembering the new words. In facts, learning vocabulary needs remember every word. Unlike learning of grammar, which is essentially a rule-based system, vocabulary knowledge is largely a question of accumulating individual item.
5. Principle of Teaching Vocabulary

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course. The best way to avoid this is for the teacher and course designer to have a set of guiding principles that can be applied in a variety of teaching and learning situation. (Nunan, 2003: 135-140). While according to (Nation, 2000: 625) there are three principle of teaching vocabulary, this principles are as follow:

a. Content and sequencing

Content and sequencing is what vocabulary is focused on and how it is divided into stages.

b. Format and presentation

Format and presentation is how the vocabulary is taught and learned. This is the most visible aspect of course design and involves the general approach to vocabulary teaching, the selection of the teaching and learning techniques, and their arrangement into a lesson plan.

c. Monitoring and assessment

Monitoring and assessment is how learning is measured. The function of monitoring and assessments are test learners to see what
vocabulary they need to focus on, use monitoring and assessment to keep learners motivated, encourage and help learners to reflect on their learning.

B. General Concept of Word Families Game

1. Definition of word families game

In the book “How to Teach Vocabulary” by Schot Thombury said that word families are words may share the same base or root (e.g. look) but take different endings: looks, looking, looked. While according to (Nunan, 2000:131) word family is a groups of words that share the same root, the part of the word that gives its basic meaning.

word family is a set of words that have a common root word, feature or suffix. They are sometimes also referred to as rimes or chunks. For example, the series of words "cat, hat, mat, rat" are all members of the same word family. The similar feature is the letter patterns “at” at the end of the word. (http://www.What is a Word Family .htm, Monday, 23-2-2015, 17:45. PM).

Word families games are a great way to hit many different areas of phonological awareness (ex. rhyming, onset & rime, initial sounds, final sounds, counting phonemes, and letter recognition) while providing kids with necessary repetition. (http://www.Creative Word Family Lessons (Matching Game Mats) _ Ms. Jocelyn Speech.htm, 05-12-2014, 09:29 pm)
Moreover, The Word families games are groups of words that share a similar spelling pattern. For example, the words of fat, cat, bat and mat all of them have the end by “At” and they are part of the “At” families games. (http://www.icanteachmychild.com/word-family-game.html, Wednesday, 26-02-2014, 30:20 PM).

2. Procedure of playing word families game

Procedures of word families game can be modified by a teacher itself. In this study, procedures of word families game to improve vocabulary mastery are as follows:

a. The English Teacher divides students in the class into some groups.

b. The teacher distribute two dice that contain different word families

c. The teacher votes the groups to decide which group throws the dice firstly, secondly, and further more.

d. The one member of each group throws a dice. Then, other member of each group try to make some word from the word families they gets. For example, when the dice shows word families “AT”. The students must make a word from the “AT” word families such as they can make words “bat”, “cat”, “rat”, “hat”, etc

e. If the player gets the same word families with the other groups, they must throws again the die until they gets different word families.
f. The group who can make a lot of words from the word families is the winner. (http://www.Word Family Warm-Up Game and a Challenge, Sunday,30-02-2014, 17:57 PM).

Table 2.1
The example of word families game

<table>
<thead>
<tr>
<th>Word Families</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Blame</td>
</tr>
<tr>
<td></td>
<td>- Came</td>
</tr>
<tr>
<td>- Ame</td>
<td>- Fame</td>
</tr>
<tr>
<td></td>
<td>- Flame</td>
</tr>
<tr>
<td></td>
<td>- Frame</td>
</tr>
<tr>
<td></td>
<td>- Game</td>
</tr>
<tr>
<td></td>
<td>- Lame</td>
</tr>
<tr>
<td></td>
<td>- Name</td>
</tr>
<tr>
<td></td>
<td>- Same</td>
</tr>
<tr>
<td></td>
<td>- Shame</td>
</tr>
<tr>
<td></td>
<td>- Tame</td>
</tr>
<tr>
<td>- At</td>
<td>- Cat</td>
</tr>
<tr>
<td></td>
<td>- Fat</td>
</tr>
<tr>
<td></td>
<td>- Flat</td>
</tr>
<tr>
<td></td>
<td>- Hat</td>
</tr>
<tr>
<td></td>
<td>- Rat</td>
</tr>
<tr>
<td></td>
<td>- That</td>
</tr>
<tr>
<td>- All</td>
<td>- Call</td>
</tr>
<tr>
<td></td>
<td>- Fall</td>
</tr>
<tr>
<td></td>
<td>- Hall</td>
</tr>
<tr>
<td></td>
<td>- Mall</td>
</tr>
<tr>
<td></td>
<td>- Small</td>
</tr>
<tr>
<td></td>
<td>- Tall</td>
</tr>
<tr>
<td></td>
<td>- Wall</td>
</tr>
</tbody>
</table>

g. The winner will get reward from the teacher
3. **Kinds of Word Families Game**

According to Onish (2004:3) word families game have many kinds to play. Here the kinds of word families game are as follow:

a. Twins, Triplets, and Quads  
b. Compound Slide  
c. From Bright to Twilight  
d. Word Family Bingo  
e. Word Family Charades  
f. Crossword Families  
g. Word Family Sight Words  
h. Slap Down Families  
i. Double Trouble  
j. The Bat in the Hat  
k. Picture Concentration  
l. Family Packs  
m. Family Pictures  
n. Don’t Get Mad  
o. 10 for 10
4. Variations in play word families game

Here the variations of word families game are as follow:

a. Having your child to write the words in the circles for an additional level of review.

b. Using the sounds instead of word families for a child that needs a different level of review.

c. Making it more challenging by leaving the word families of the game board. Have your child sort the words then determine their word family.

CHAPTER III

METHOD OF RESEARCH

A. The Method of Research

In this study, the writer will apply a classroom action research. According to Arikunto (2007:2), methodology of this research comes from three words, classroom, action and research. So, there are three terms that can be explained.

1) Research

Research is an activity to find out accuracy some object using methodology to get data or information which benefit to improve something that attract the researcher interest and important for him/her.

2) Action: some activities deliberately done by having several aims, in the research in form activities cycles.

3) A classroom

A classroom is a group of students in same time have some lesson from teacher.

Beside the definition above, there are some other definitions of classroom action research. The first definition is given by Wallace (1999: p.4) that classroom action research is basically a way of reflecting on your teaching (or teacher – training, or management of an English department).

It is done by systematically collecting data on your daily practice and
analyzing it in order to make the decisions for the future practice. In the other hand the classroom action research is any systematic inquiry conducted by teacher researchers to gather information how their particular school operates, how they teach, and how well their students learn.

(http://darwoto.wordpress.com/2010/03/09/classroom-action-research
penelitian-tindakan-kelas, 30-09-2014, 18:59)

B. Place and Time of Research

The research is located at SMK PGRI 2 SALATIGA at JL. Nakula Sadewa No.1, Kembang Arum, Salatiga. The research was applied for the first grade students in this school. The students get motivation in learning English even they still have some difficulties in vocabulary mastery, be shy and be afraid to create mistakes which let them to use Bahasa to explain their idea in English the language.

The classroom action research was done from October 2014 to November 2014. The description of the building of SMK PGRI 2 Salatiga are as follows: the facilities and infrastructure in SMK PGRI 2 Salatiga consist of classroom, language laboratory, computer laboratory, library, head master room, administrative room, consulting room, vice principle room, mosque, toilet for teacher, toilet for students, learning media, canteen, and etc.

The classroom action research was done in October 2014 until November 2014. The schedule of research can be drawn in the table below:
Table 3.1

The schedule of the research

<table>
<thead>
<tr>
<th>No</th>
<th>Date and Time</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Wednesday October, 8th 2014</td>
<td>Observation</td>
<td>SMK PGRI 2 Salatiga</td>
</tr>
<tr>
<td></td>
<td>10.00-12.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Saturday November, 8th 2014</td>
<td>Teaching learning process by using word families game</td>
<td>A class in first grade students of SMK PGRI 2 Salatiga</td>
</tr>
<tr>
<td></td>
<td>12.00-13.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Saturday November, 15th 2014</td>
<td>Teaching learning process by using word families</td>
<td>A class in first grade students of SMK PGRI 2 Salatiga</td>
</tr>
<tr>
<td></td>
<td>12.00-13.30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. The Subject of the Research

The subject of the research is A class of the first grade students of SMK PGRI 2 Salatiga in the academic year of 2014/2015. It consists of 23 students with 14 boys and 9 girls. The writer chooses A class because of the students in this class have high motivation in learning English. Even the students have little vocabulary to explore and express their ideas orally or written form.
D. The Procedure of Research

This study use classroom action research, the writer will do the research in two cycle those are cycle 1 and cycle II and there are 1 meeting in each cycle. Both cycle are same, the steps in every cycles are as follows:

1. Planning

The activities in the planning are as follow:

a. Preparing the materials, making lesson plan, and designing the steps of doing the action.
b. Preparing students list and scoring
c. Preparing teaching aids (e.g word families game papers and dice, rewards, etc).
d. Preparing sheets for class observation (to know the situations of teaching learning process when the method or technique or mode is applied)
e. Preparing a test (to know whether students improve or not)

2. Action

a. Giving pre test
b. Teaching vocabulary by using word families game.
c. Giving opportunity to the students by asking the difficulties or problems.
d. Asking the students to play the word families game in front of the class
e. Giving post teaching

3. Observation

Observation is one of the instrument in collecting data. As a scientific method, observation can be systematically used to observe and
note the phenomena investigated like the students’ feeling, thinking, and something they do in teaching learning process. the writer will analyze the result of pre test and post test to know whether the students’ vocabulary improve or not.

4. Reflection

The result of the observation is analyzed. It is to remember what happened that has been recorded in observation. Reflection seeks to make sense of the process, problem and real issues in strategic action. The research appears reflection has an evaluating aspect, it asks the researcher to expand the experience, to judge whether effects were desirable, and suggest ways of performing. Then the next cycle can designed to be better. The procedure are briefly described in the following scheme:

Figure 1.1

Kemmis and Mc Taggart Classroom Action Research Design
E. Technique of Collecting Data

The researcher will present the act of collecting data are as follows:

1) Test

Arikunto (2010: 226) stated that test is used to measure the students’ basic ability and achievement. In addition, test is measuring a person ability, knowledge, or performance in a given domain (Brown, 2004: 3). To get the data, the writer will proceed the test that consist of pre test and post test. The function of pre test is to know how far the students’ vocabulary mastery of the students before applying word families game. And the function of post test is to know the increasing the students’ vocabulary mastery after applying word families game.

2) Documentation

The researcher needs some documentations and data to know About the school situation of this research. Documentation included not only the official organizational papers, report, brochures but also the more work-day, work plans, and materials which gotten from head master, so this research can produce good finding.

3) Observation

In addition the writer also conducted observation with classroom action research so the writer joined in the class room. In this case, the writer is as a teacher. The writer used field note which is used to observe and to know the situation and activities during teaching-learning process.
By used field note the writer would like to know the class situation and participation of students.

F. Technique of Data Analysis

After collecting the data, the next step of this study is analyzing the data.

There are two ways to analyze the data, they are:

1) Descriptive technique

   A descriptive technique is used to know students’ Behavior during the teaching learning process. In this case the Writer used field note in which record all activities in the classroom.

2) Statistical technique

   A statistical technique is used to summarize data using numbers. This technique is used to know the students’ score of writing in each cycle. To analyze the data of the research, the writer used Mean formula. David (1969:137) said that the mean is the most frequently used measure of central tendency in test statistics. The formula to analyzing the data are as follow:

   a. Mean

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

   Explanation:

   \[ M \quad = \quad \text{Mean} \]

   \[ \sum X \quad = \quad \text{The sum of the item score} \]
N = The number of the students

b. SD (Standard Deviation)

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

Explanation:

\( S_D \) : Deviation Standart for one sample t-test

\( D \) : Different between pre-test post-test

\( N \) : Number of observation in sample

c. T-test

To be able to know whether there is a significant improvement or not between pre-test and post-test, researcher using t-test after calculate the Deviation Standart (SD). The formula is follow:

\[ t_o = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD_d}{\sqrt{N - 1}}\right)} \]

Explanation:

\( t_o \) : T-test for the differences of pre-test and post-test

\( S_D \) : Deviation Standart for one sample t-test

\( D \) : Different between pre-test and post-test

\( N \) : Number of observation in sample
G. General Situation of SMK PGRI 2 SALATIGA

School : SMK PGRI 2 SALATIGA
Address : Jl. Nakula Sadewa 1 Salatiga
District : Sidomukti / Salatiga
School owner : YPLP PGRI DISKASMEN PGRI
Status : Accreditation A
Telp/ fax : (0298) 316175
Email Address : smkpgri_2sltg@yahoo.co.id
Motto : “IS THE BEST”

The school of Persatuan Guru Republik Indonesia (PGRI) 2 Salatiga is a vocational high school located at Nakula Sadewa street number 1, Salatiga. SMK PGRI 2 Salatiga was built in 1986 by Yayasan Pembina Lembaga Pendidikan (YPLP) PGRI Central Java. There are many of junior high school students who want to continue their study in vocational high school, but there are no vocational high schools in Salatiga, except SMK N 1 Salatiga. Based on the situation above, the teachers in SMK N 1 Salatiga have an initiative to build new vocational high school with the name SMK PGRI 2 Salatiga.

SMK PGRI 2 Salatiga is an educational institution which stands under the YPLP PGRI DISKASMEN PGRI. At the first time this vocational high school has two program studies, they are accountancy and marketing business.
Then, in 12 October 2000 SMK PGRI 2 Salatiga have a license to add new program study. According to SK Kabid. Dikmenjur Prop. Jateng No. 486/103.08/MN/2009, this school have four program studies are program study accountancy, office department, marketing business and graphic preparation.

1. The Teachers and Staff of SMK PGRI 2 Salatiga

   The formal education needs qualified people to work as teachers and some as administrators to undertake good teaching learning process. In this school, there are 38 teachers and 10 staff. Mr. Heriyanta, S.Pd took as head masters. Those teachers in this school teach different subject matter out of 18 subjects matters. There are: Indonesian Language, Javanese Language, Productive Marketing, Productive Accountancy, Productive Office Department, Computer Accountancy, Computer and Program, Mathematics, Computer, Civic Education, English, Social Sciences, Natural Sciences, Islamic Education, Guidance and Counseling, Sport, and Arts Education. While the staff members in this school consist of head of administration, administrative staff, librarian, cleaning service, gardener, and security guard. Both of them do actively their job in teaching learning process.
2. The Educational Facilities and Tools in SMK PGRI 2 Salatiga in the Academic Year of 2014/2015

SMK PGRI 2 Salatiga consists of 54 buildings to support in teaching learning process, they are 20 classrooms and 2 laboratories which divided in computer and multimedia laboratories. The other buildings are head master room, teacher room, library, counseling room, administration office, health service, OSIS, cooperation room, sport facilities room, and mosque, and another. The condition all of them are good.

3. The Extracurricular in SMK PGRI 2 Salatiga in the Academic Year of 2014/2015

The teaching learning process in SMK PGRI 2 Salatiga begins at 07.00 a.m until 13.30 p.m everyday. Each lesson takes along 45 minutes. Beside intra curricular activities, the students also have extracurricular activities recommended in order to improve their skill achievements. The extracurricular activities are: computer, traditional dance, volley ball, rebana, qiro’, and etc.

Each of extra activities is held once a week and for extra lesson is held six times a week. Besides improving students’ skill and achievements, the activities are also aimed to train the students’ discipline, growing up their talent ability, and developing their positive attitude and behavior.
4. Data of Students Vocabulary Mastery

Class: XA
Skill Program: Graphic Preparation
Teacher Class: Suwani Griyowati, S.Pd.

Table 3.2

The data of students vocabulary mastery

<table>
<thead>
<tr>
<th>NO</th>
<th>NIS</th>
<th>NAME</th>
<th>SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6486</td>
<td>AGIL SLAMET ANDRIYANTO</td>
<td>MALE</td>
</tr>
<tr>
<td>2</td>
<td>6487</td>
<td>AMBAR LINA</td>
<td>FEMALE</td>
</tr>
<tr>
<td>3</td>
<td>6488</td>
<td>ARIZAL SETIAWAN</td>
<td>MALE</td>
</tr>
<tr>
<td>4</td>
<td>6489</td>
<td>CLARA YUNITA AYU PANGESTI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>5</td>
<td>6490</td>
<td>DIKY SETIAWAN</td>
<td>MALE</td>
</tr>
<tr>
<td>6</td>
<td>6491</td>
<td>DIZKY VERIANTO</td>
<td>MALE</td>
</tr>
<tr>
<td>7</td>
<td>6492</td>
<td>DWI NUR ANDY</td>
<td>MALE</td>
</tr>
<tr>
<td>8</td>
<td>6493</td>
<td>ERLANGGA EKA SAPUTRA</td>
<td>MALE</td>
</tr>
<tr>
<td>9</td>
<td>6494</td>
<td>FANNY YULIANINGRUM</td>
<td>FEMALE</td>
</tr>
<tr>
<td>10</td>
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<td>GILANG AJI SETIAWAN</td>
<td>MALE</td>
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<td>11</td>
<td>6496</td>
<td>LULUK SETIAWAN</td>
<td>MALE</td>
</tr>
<tr>
<td>12</td>
<td>6497</td>
<td>MUHAMMAD NUR ROFIQ</td>
<td>MALE</td>
</tr>
<tr>
<td>13</td>
<td>6498</td>
<td>MUHAMMAD REZA PAHLEFI</td>
<td>MALE</td>
</tr>
<tr>
<td>14</td>
<td>6499</td>
<td>NADZARUDDIN BAHAR</td>
<td>MALE</td>
</tr>
<tr>
<td>15</td>
<td>64500</td>
<td>NINDA OKTAVIA PUTRI PRATAMA</td>
<td>FEMALE</td>
</tr>
<tr>
<td>16</td>
<td>64501</td>
<td>NINIK WIDIASUTI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>17</td>
<td>64502</td>
<td>NOVITA SARI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>18</td>
<td>64503</td>
<td>PUTRI KHRISMA W</td>
<td>FEMALE</td>
</tr>
<tr>
<td>19</td>
<td>64504</td>
<td>RUDY PRASETYO</td>
<td>MALE</td>
</tr>
<tr>
<td>20</td>
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<td>SETIAWAN FITRIANTO</td>
<td>MALE</td>
</tr>
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<td>21</td>
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<td>SUPRI ADMIDI</td>
<td>MALE</td>
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<tr>
<td>22</td>
<td>64507</td>
<td>SURYATI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>23</td>
<td>64508</td>
<td>WIDIYANA</td>
<td>FEMALE</td>
</tr>
</tbody>
</table>
A. Field Note

In this implementation, the researcher has arranged two cycles. Those are cycle I and cycle II. In each cycle the steps are: planning, acting, observing, and reflecting.

1. Cycle I
   a. Planning

   The first activity in this research is planning. The activities should be prepared are:

   1) The writer preparing the material, making lesson plan, and designing the steps in doing the action

   2) Preparing sheets for classroom observation (to know the situations of teaching learning process when the method or technique or mode is applied)

   3) Preparing teaching aids (board maker, dice, word families, paper sheet, etc)

   4) Preparing a test (including pre-test and post-test)

   b. The Implementation of the Action

   The researcher and her observer did research on 8th November 2014 in X-A class. The condition of class was too crowded and
disorganized. It was because they got English lesson in the last minute.
Next, the researcher introduced herself and she explains what her purpose being in SMK PGRI 2 Salatiga.

Teacher : “Assalamu’alaikum wr.wb.”
Students : “Waalaikumussalam w.wb.”
Teacher : “Good afternoon class.”
Students : “Good afternoon miss.”
Teacher : “How are you today?”
Students : “I’m fine, thank you and you?”
Teacher : “I’m fine too thank you. Ok class, let’s start our meeting by saying basmalah together.”
Students : “Bismillahirrahmaanirrakhim.”
Teacher : Before we continue our lesson today, first I will introduce myself. my name is Fak Iyah. I am the alumni of this school who was graduated in 2010.

Before beginning I ask the students to do a pre-test for around 20 minutes. and asked them to collect the answer sheet on the table, the teacher begin to discuss the material with them, the teacher showed some pictures related with descriptive text.

Teacher : “Do you know who are they guys??”

Students : “Yes miss I know they are Jokowi and Agnes Monica”
Teacher: “OK guys please tell me the characteristics for Jokowi and Agnes Monica”

Class became noisy, some of them tried to answer as they know, but the others just silent.

Students: “Agnes Monnica is a singer. She is smart, beautiful, tall, and thin. She has straight hair, white skin, and pointed nose while Jokowi is a president, he is smart, tall, thin. He has black, short, straight hair, pointed nose and brown skin”

Teacher: “All right, Today, we will discuss about descriptive text, have you ever study about descriptive text? “.

Student: “Yes ever Miss when in the Junior High School)

Teacher: “Ok, what is descriptive text itself?“

Class became noisy again, some of them tried to answer as they know, but the others just silent. Then, the teacher gave explanation about the text.

Teacher: “Descriptive text is a text describe about particular persons, things, or places”

Teacher: “Do you know the kinds of generic structure of this text?”

Almost students look confused then the teacher showed the power point explained the generic structure of the text. After the teacher explains about the descriptive text then the teacher gives an example of descriptive text to students.
Teacher : “Ok class, our lesson today will use word families game”

Students : “what is the word families game miss?”

Then the teacher explained about the word families game and the rules of the game. The teacher divided group into six groups and provide 6 blank sheets of paper to each group to be distributed to all members. After that, the teacher voted six groups to decide who threw the die regularly.

Teacher : “Group who can make a lot of words from the word families will get reward”.

Students : “horeee…!!!”

Teacher : “Let move and join with your group”

The students start to play the game by throwing the die start from First group, second group, third group, and etc.

First group : “we get “AT” word families miss”

Teacher : “Please try to make some of words from the “AT” word families

Students : “Ok miss”

Teacher : “let throw again the die”

Students : “we get the “OUSE” word families miss”

Teacher : “Ok guys try to make words from the word families you get.”
Then the teacher continue the game until all the six groups throws the die. Teacher gave correction on the students.

Teacher : “Please write down your word list on the black board, I give 10 point for the each correct answers. And the winner will get reward”

Students : “horee”

Teacher : “The winner is second group, the runner up is first group, and the last is fourth groups. While The higher point is second group 80, then first group 70, and the fourth group 60). Congratulation to the winner.

After they finished playing word families game, the teacher and students discussed about the game. Most of them felt happy and interested with that game. After they finished talking about the lesson the teacher gave them post-test about 20 minutes. Then the teacher commanded students to collect the answer sheet before the teacher closed the teaching learning activity.

a) Observation

In the first cycle the writer observed the teaching learning process. by monitoring 23 students activities the writer could see that students were rather confused when they did not know some definition of words or vocabularies. And the class situation was rather quite because they were not familiar with the new teacher. We could see that the students were not
ready yet. It could be seen for the students attitudes that were confused when the teacher explained about activity that would be done.

After the teacher applied word families game, the students looked enthusiastic. They looked happy and enjoyed with the teaching and learning process. firstly, the class was passive and the condition was noisy after the teacher applied word families game the class was conductive and the students looked more confidence until the end of the lesson. A good point is when the teacher was closed the meeting, they asked to the teacher to play word families game again for the next meeting.

b) Reflection

Based on the observation of the cycle I, the writer and the observer conclude that it is important to give motivation to increase their interest to memorize words and vocabularies. Most of students did not interest with English because they did not know the meaning to solve that problem. The researcher needs to ask the students to bring dictionary to help their vocabulary difficulties. In this first cycle students still confused to make some of word and sentences in English. On the next cycle the word families game will be more interesting.

2. Cycle II

Based on the result of cycle 1, it is necessary for the teacher to continue to the next cycle:

a. Planning

The activities are preparing:
1) The researcher preparing the material, making lesson plan, and designing the steps in doing the action.

2) List of students’ name

3) Teaching aids (e.g. word families list, paper, die, board marker)

4) Sheet of classroom observation

5) Test (pre-test and post-test)

b. The Implementation of the Action

On Saturday, 15 November 2014 the teacher and her observer entered the class to teach English. In action 2, the teacher revised the teaching learning process in cycle I where students still have difficulties in vocabulary mastery. Teacher usually started the meeting by greeting and asking students condition and check the students attendance. After that the teacher ordered students to answer the pre-test in order to check their vocabulary mastery such as in cycle I. After 20 minutes she asked the students to collect the answer sheet on the table, then the teacher start the lesson.

Teacher : “Assalamualaikum wr. wb”

Students : “Waalaikumsalam wr. wb.”

Teacher : “Good afternoon students?”

Students : “Good afternoon miss.”

Teacher : “How are you today?”

Students : “I’m fine, and how are you?”

Teacher : “I’m fine too thank you.”
Teacher : “Let’s start our meeting by saying basmallah together.”

Students : (together) “Bismillahirrahmaanirrakhim.”

Teacher : “Do you still remember the definition of descriptive text?”

Student : “Yes miss, descriptive text is a text used to describe a particular something. For example to describe about person, animal, place or things .”

Teacher : “Do you still remember the generic structure of descriptive text?”

Student : “Yes, The generic structure is identification and description.”

Teacher : “Ok good. Thank’s for your answer.”

Students : “You are welcome miss.”

After the teacher explained the material she said that the lesson today still use game. So, she explains again about the rules of the game simplify. The teacher divided the class into four groups. Same with the cycle I one person for the groups must throw the die only one times if they gets the same word families with other groups they must throw again the die until they get different word families. In cycle I the students only make list of words for the word families but now in cycle II they must make words list and try to make a sentences from the words list.
First group: (threw the die) we gets the word families “AT”.

Teacher: “Ok please make words from the word families “AT” and try to make a descriptive text from the words”

Second group: (threw the die) we gets the word families “OUSE”

Teacher: “Please make words and try to make a descriptive text from the word”

Teacher: “Ok guys next to the third group threw the die”

Third group: (threw the die) we gets the word families “AT”

Teacher: “Sorry guys you must threw the die again because the word families “AT” is for the first group”

Third group: (threw the die) we gets the word families “OCK”

Teacher: “Please make words and try to make a descriptive text from the word. Then the last group threw the die”

Fourth group: (threw the die) we gets the word families “ALL”

After the all groups threw the die teacher give the time discussion is about 30 minutes for discussion.

(Discussion).............

Teacher: “OK class the time is up please write your answers in the blackboard start to discussion from the first group”
First group: “This is the words from “AT”. (cat, bat, hat, rat, fat, flat, that, mat, pat, chat) we make the descriptive text with the title I have a cat”

Teacher: “Ok good point for your groups”

Second group: “This is the word miss (mouse, house) and we make descriptive text with the title my lovely house.”

Teacher: “Ok good, but your groups have the little words list”

Third group: “The words are (clock, cock, lock, rock, shock, flock) we make a descriptive txt with the title the big clock”

Teacher: “Ok good point. Next to the last group”

Fourth group: “The words are (ball, tall, call, fall, wall, mall, hall, we make descriptive text with the title snow ball”

Teacher: “Guys I will give the point for each group. The first group have 100 point, second group 20 point, third group 60 point, fourth group 80 point. And the winner is the first group that have the higher point. Congratulation for your group you have a good point”
After that, the teacher gave them post-test and she gave time to doing it for about 20 minutes. Having finished post-test, students submitted their post-test to the teacher. Because at that time English lesson is the last time, teacher apologized to the students if during she was teaching the class she made some mistakes.

a) Observation

In the second cycle, observation was also carried out during the implementation of the action. The writer can see that students more active in class they are not confuse and afraid in playing the game. So, they can play the game enjoyed. Their job work in create a word from word families game also increased. There were just one group that can create a less word from word families game, or they could not create the word completely.

b) Reflection

By observing the teaching and learning process in the cycle I and II, it can be concluded that using word families game can improve the students’ vocabulary mastery. It could be seen the students’ vocabulary mastery improvement in the students’ score. In addition, the all students seriously paid attention to the teacher’s explanation and active in engaging in the learning process; such as asking question, responding question, and enthusiastic in discussion. Besides, by using word families game, the students can enrichment of their knowledge in the material is increasing
### B. Score of Students Achievement

Table 4.1

1. Score of pre-test and post-test Cycle I

<table>
<thead>
<tr>
<th>Students Number</th>
<th>Score of Pre Test (X)</th>
<th>Score of Post Test (Y)</th>
<th>Score of Post-Pre (D)</th>
<th>(D^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>63</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>53</td>
<td>66</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>5</td>
<td>73</td>
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<td>0</td>
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<tr>
<td>6</td>
<td>43</td>
<td>70</td>
<td>27</td>
<td>729</td>
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<td>7</td>
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<td>17</td>
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</tr>
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<td>8</td>
<td>53</td>
<td>60</td>
<td>7</td>
<td>49</td>
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<tr>
<td>9</td>
<td>50</td>
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<td>400</td>
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<tr>
<td>10</td>
<td>50</td>
<td>45</td>
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<td>25</td>
</tr>
<tr>
<td>11</td>
<td>43</td>
<td>60</td>
<td>17</td>
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<td>60</td>
<td>70</td>
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</tr>
<tr>
<td>20</td>
<td>70</td>
<td>83</td>
<td>13</td>
<td>169</td>
</tr>
</tbody>
</table>
a. Mean of pre test I

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

\[ M_x = \frac{1237}{23} \]

\[ M_x = 53.78 \]

b. Mean of post test I

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

\[ M_y = \frac{1492}{23} \]

\[ M_y = 64.86 \]

1) Mean of Pre-test = 53.78

2) Mean of Post-test = 64.86

3) Mean of pre-test ≤ than post-test

4) There is an improvement of vocabulary mastery by using word families game between pre-test I (before the action) and the post-test I (after the action).

c. SD of post test and pre test
From the data above, the teacher calculates SD pre-test and post-test

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

\[ = \sqrt{\frac{5835}{23} - \left(\frac{269}{23}\right)^2} \]

\[ = \sqrt{253,69 - 136,65} \]

\[ = \sqrt{117,04} \]

\[ = 10,81 \]

d. T-test calculation

\[ T = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD_D}{\sqrt{N-1}}\right)} \]

\[ T = \frac{\left(\frac{269}{23}\right)}{\left(\frac{10,81}{\sqrt{23-1}}\right)} \]

\[ T = \frac{11,69}{\left(\frac{10,81}{\sqrt{22}}\right)} \]

\[ T = \frac{11,69}{\left(\frac{10,81}{4,69}\right)} \]

\[ T = \frac{11,69}{2,30} \]

\[ T = 5,06 \]
• T calculation is 5.06
• T-table < t-calculation = 2.07 < 5.06

The score of the result above shows that the students’ score increases from the pre test to the post test. The mean of pre test is 53.78 while the mean of the post test result is 64.86. Based on the comparison, the students’ vocabulary mastery enhances. It means that the word families game is successful in improving the students’ vocabulary mastery.

The T-calculation also shows that there is significant influence of word families game in improving the students’ vocabulary mastery. The T-table with 5% significance of degree of freedom is 2.07. The result is that T-calculation is 5.06 while T-table is 2.07. It means that there is considerable influence in cycle I because T-calculation is bigger than T-table. It can be concluded that the use of word families game can improve the students’ vocabulary mastery on cycle I.
Table 4.2

2. Score of pre-test and post-test Cycle II

<table>
<thead>
<tr>
<th>Students Number</th>
<th>Score of Pre Test (X)</th>
<th>Score of Post Test (Y)</th>
<th>Score of Post-Pre (D)</th>
<th>((D^2))</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
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<td>2</td>
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<td>4</td>
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</tr>
<tr>
<td>5</td>
<td>70</td>
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<tr>
<td>6</td>
<td>73</td>
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<tr>
<td>23</td>
<td>50</td>
<td>63</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>∑</td>
<td>1444</td>
<td>1850</td>
<td>406</td>
<td>10990</td>
</tr>
</tbody>
</table>

a. Mean of pre test II

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

\[ M_x = \frac{1444}{23} \]

\[ M_x = 62.78 \]

b. Mean of post test II

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

\[ M_y = \frac{1850}{23} \]

\[ M_y = 80.43 \]

1) Mean of Pre-test = 62.78

2) Mean of Post-test = 80.43

3) Mean of pre-test ≤ than post-test

4) There is an improvement of vocabulary mastery by using word families game between pre test II (before the action) and the post
c. SD of post test and pre test

From the data above, the teacher calculates SD pre-test and post-test

\[
SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]
\[
= \sqrt{\frac{10990}{23} - \left(\frac{406}{23}\right)^2}
\]
\[
= \sqrt{477,82 - 311,52}
\]
\[
= \sqrt{166,3}
\]
\[
= 12,89
\]

d. T-test calculation

\[
T = \frac{\left(\frac{\sum D}{N}\right)}{\frac{SD_D}{\sqrt{N-1}}}
\]
\[
T = \frac{\left(\frac{406}{23}\right)}{12,89}
\]
\[
T = \frac{17,65}{12,89}
\]
\[
T = \frac{17,65}{4,69}
\]
\[
T = \frac{17,65}{2,74}
\]
\[
T = 6,43
\]
In the cycle II, the result of pre-test and post-test can be seen that the average score of students increased from 62.78 to 80.43. Based on this result, it means that applying the word families game is successful in improving the students’ vocabulary mastery.

The T-calculation also shows that there is significant influence of word families game in improving the students’ vocabulary mastery. The T-table with 5% significance of degree of freedom is 2.07. The result is that T-calculation is 6.43 while T-table is 2.07. It means that there is considerable influence in cycle II because T-calculation is bigger than T-table. It can be concluded that the use of word families game can improve the students’ vocabulary mastery on cycle II.

C. Analysis and Discussions

From the result of analyzes in cycle I and II, the writer analyzed the students improvement from cycle I to cycle II. The improvement are as follows:
Table 4.3

The Mean of Students’ Score

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td>53.78</td>
<td>62.78</td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>64.86</td>
<td>80.43</td>
</tr>
<tr>
<td>2</td>
<td>T-table N= 23</td>
<td>2.07</td>
<td>2.07</td>
</tr>
<tr>
<td>3</td>
<td>T-calculation</td>
<td>5.06</td>
<td>6.43</td>
</tr>
</tbody>
</table>

Graphic 4.1

The Mean and T-calculation of Students’ Score

From the chart above, we know that the mean of post-test 64.86 is higher than mean of pre-test 53.78 in cycle 1. In cycle 2, mean of post-test 80.43 is higher than mean of pre-test 62.78.
The table and the chart display that the improvement of the students’ comprehension is significant from the cycle I to the cycle II. The difference among whole results is obviously great. This means that by using word families game, can improve the students’ vocabulary mastery.

The table above also shows that t-calculation in cycle I to II are greater than t-table, it means that there are significant differences between mean of pretest and posttest.

Based on the comparison among T-calculation of cycle I and cycle II the implementation of word families game on vocabulary mastery is successful to improve the students’ vocabulary mastery. It can be seen in the table. The table shows that T-calculation of cycle I is 5.06 and cycle II is 6.43.

In addition, the mean of pretest and post test of each cycle increases significantly. The table above displays that the mean of cycle I improves; the mean of pre test is 53,78 and the mean of post test is 64,86. In cycle II the mean of pre test and post test increases. The mean of pre test and post test in cycle II is 62,78 and 80,43.

The result shows that the mean of the findings in cycle I and II are higher than the standardized score (kriteria ketuntasan minimal) in score 60. The score of mean of post test in cycle I and cycle II is 64,86 and 80,43. It means that in cycle I and cycle II is successful to achieve the
standardized score. This case shows that the using word families game can help students on solving difficulties in the vocabulary mastery.

From the result above, we know that the theory is true. In the previous chapter, it was explained that the using of word families game gives positive effects not only in improving students’ vocabulary mastery but also in activeness and creativity of students.

In addition, it can be seen from the result of pre-test, post test which have changed significantly from cycle I up to cycle II. Beside that, the using of this game is also be able to increase creativity and activity on academic assignment. Students will be more ready to achieve material and to receive friends who have weakness in the academic achievement. Therefore, they can help each others.

It is a proof that the students’ vocabulary mastery improve in each cycle. This improvement can influence the students’ score. Then, the score of post-test is better than pre-test so it means that the students English mastery is enhance after applied the word families game.
CHAPTER V

CLOSURE

A. Conclusion

Based on the data analysis in the previous chapter, the researcher draws the conclusion of this research as follow:

1. Improvement

   After analyzing the data, it can be conclude that through word families game, students can improve their vocabulary mastery during teaching learning English. In addition, the implementation of word families game to the first grade students of SMK PGRI 2 Salatiga is run well. Almost of the students are able to increase their vocabulary mastery. After getting the application of word families game, the students who have lack of vocabularies will be promoted into the better vocabulary improvement. The students are assisted in exploring their ideas by their partners in such a group work. They not only successful in improving their vocabulary mastery, but they are also successful to build their self confidence.

2. Signification

   Moreover, there is significant improvement by using word families game. It can be seen by comparing the result of score of pre-test and post-test in each cycle. The mean score of pre-test in cycle I is 53,78, meanwhile the mean of pre-test in cycle II is 62,78. The mean score of
post-test in cycle I is 64.86, whereas the mean score of post-test in cycle II is 80.43. The improvement can also be seen by the improvement can also be seen by the different calculation based on T-test in each cycles. The t-calculation in cycle I is 5.06, and in cycle II 6.43. The findings show that the improvement of the students’ vocabulary mastery is significant after applying word families game. It can be concluded that word families game is the effective method to implement to the students of SMK PGRI 2 Salatiga in improving their vocabulary mastery.

3. Besides the strength of the use of word families game which can improve the students’ vocabulary mastery and the class activation, the use of word families game also has weakness. The students who have less vocabulary will get difficulties to make some words in accordance with the word families game.

B. Suggestion

Based on the research finding and conclusion above, the writer would like to suggest as follows:

a. For the Teacher

The result of this research can support the English teachers to apply this method in teaching vocabulary. Teachers should prepare materials and they can make good scenario to create fun situation and make it is more interesting.

b. For the students
The students should be actively involved in learning process. It is suggested to them to develop their self motivation and minimize their laziness of studying English. They must study English continually in the classroom and everywhere if it is possible. Study hard is an absolute prerequisite to achieve a successful English mastery.

c. For other researcher

Based on the result that word families game can improve the students’ vocabulary mastery, the writer suggests to the other researchers to implement this method in teaching vocabulary. Furthermore, the result can be used as the reference for further research in another topic discussion, in different English language skills by the deeper investigation.

d. For the researcher

The researcher would understand more about the word families game. Then, she must expand her knowledge in teaching vocabulary through this method.
BIBLIOGRAPHY


APPENDIXES
CURRICULUM VITAE

Full Name : Fak Iyah
Nick Name : Fak Iyah
Place/ Date of birth : Kab.Semarang/March 6th, 1991
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2. SMPN 01 Getasan Graduated in 2007
3. SMK PGRI 2 Salatiga Graduated in 2010

Salatiga, January 2nd 2015

The Writer,

Fak Iyah

Nim : 11310070
Saturday, 8\textsuperscript{th} November 2014

The teacher explained the material

The students applying word families game

The students doing the test
Saturday, 15th November 2014

The teacher explaining the material

The students applying word families game
The students is doing the test
PERNYATAAN PUBLIKASI SKRIPSI

Yang bertanda tangan dibawah ini:

NAMA : FAK IYAH
NIM  : 11310070
PROGDI : TADRIS BAHASA INGGRIS

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Salatiga, 17 Maret 2015
Hormat Saya

[Signature]
FAK IYAH

NIM: 11310070