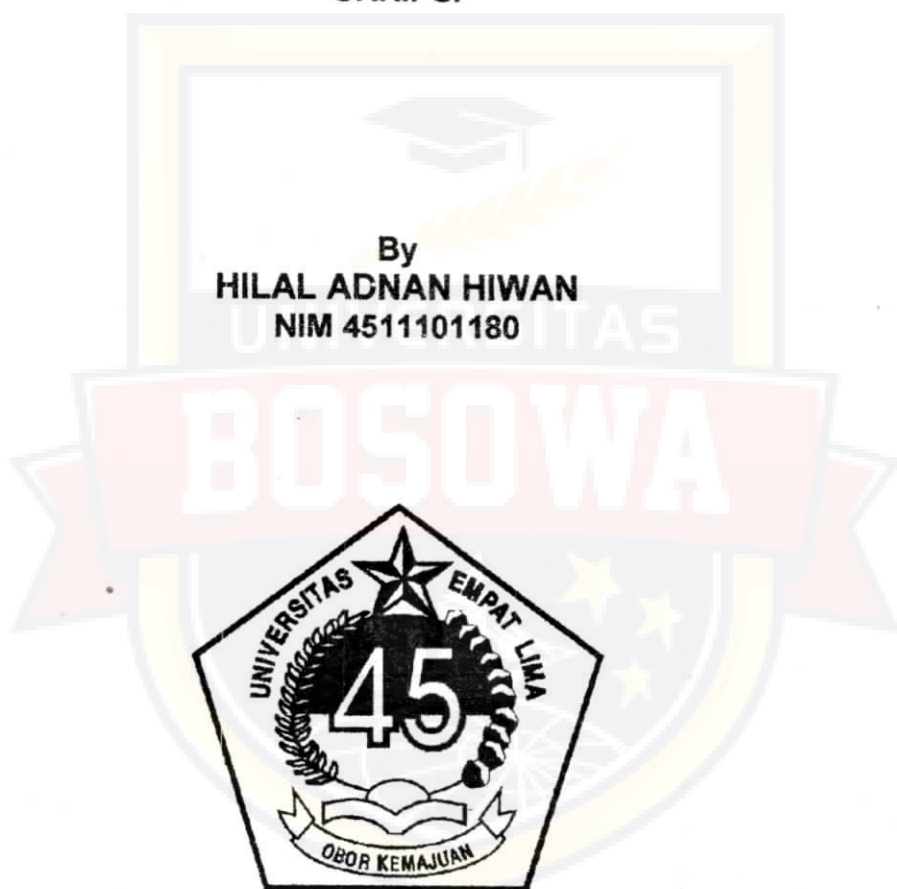


**THE EFFECT OF WORD ASSOCIATION GAME TOWARDS
STUDENTS' VOCABULARY OF SMP NEGERI 6 MASAMBA**

SKRIPSI

By
HILAL ADNAN HIWAN
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY "45" MAKASSAR
2015**

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul “The Effect of Word Association Game Towards Students’ Vocabulary of SMP Negeri 6 Masamba” beserta seluruh isinya adalah benar-benar hasil karya saya sendiri, bukan hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam hasil karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, Maret 2015

Yang Membuat Pernyataan

HILAL ADNAN HIWAN

ABSTRACT

HILAL ADNAN HIWAN, 2015. The effect of Word Association Game Towards Students' Vocabulary of SMP Negeri 6 Masamba, guided by Hj. St. Haliah Batau and Rampeng.

The purpose of this study was to find out the effect of Word Association Game Towards Students' Vocabulary of SMP Negeri 6 Masamba.

The research method was Pre-experimental it used a purposive sampling. The location of this research was taken at the eight year students of SMP Negeri 6 Masamba. The total number of Sample was 20 students. The researcher used multiple choice of reading test as instrument in Pre-test and post-test.

The research findings indicated that the effect of Word Association Game Towards Students' Vocabulary of SMP Negeri 6 Masamba was significant in increasing the students' vocabulary. It is proved by the t-test value, that is 10.89, that is greater than t-table value 2.093.

Therefore it can be noted that word association game as a good method gave effect towards students' vocabulary. It proved with the significant difference of the students' vocabulary before and after treatment.

ACKNOWLEDGEMENTS

Alhamdulillah Robbil Alamin, The writer expresses his high gratitude to the Almighty of Got Allah SWT because of His blessing and His mercies upon him, so the writer could finish this Skripsi. Shalawat and greeting are addressed to beloved and chosen messenger to the prophet Muhammad SAW peace be upon him.

I realize that this Skripsi could never be completed without the assistance Of my beloved parents, Drs. Hiwan and Nur Hidayah who always pray of my success and give me affection. Your sacrifice will never be assessed with anything.

In writing this Skripsi the writer found many difficulties, so the writer realized that the Skripsi has a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The writer would Like to say thank you very much for the people who gave pray, spirit, advice, suggestion, and helping to the write as follows:

1. The highest appreciation for the Rector of Universitas "45" Makassar, Prof. Dr. Ir. Muhammad Saleh Pallu, M.Eng.
2. The highest appreciation for the Head of English Department of Universitas "45" Makassar , Rampeng, S.Pd., M.Pd.
3. The highest appreciation and deepest thankful are due to Dra. Haliah Batau, S.Pd, M.Pd as my first supervisor and Rampeng, S.Pd, M.Pd,

as my second supervisor that always give motivation, suggestion, support and advice and writing this skripsi.

4. My deeply and most grateful to Prof. Dr. Muh Yunus, M.Pd as the dean of FKIP Universitas "45" Makassar and also all lecturer who have taught the writer during study at Universitas "45" Makassar.
5. The highest appreciation for the head master SMP Negeri 6 Masamba Suparto, S.Pd, M.Pd and the English teachers and all the staff of the school for their permission, supports, and facilities during my research and all my students, the second graders of SMP Negeri 6 Masamba.
6. My special grade good and extended to my below sister Rina, Fitiah, and Putri for attention support and their love, and to all my classmate and special for eight class that cannot the mention one by one.

Finally I strongly hope that all supports, encouragement, and facilities from all people and parties that make it possible and easy for me to complete this research are noted as act of devotion by Allah SWT. May the almighty Allah SWT always be with us, Amin.

Makassar, March 2015

The Writer

HILAL ADNAN HIWAN

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CHAPTER I

INTRODUCTION

A. Background

Language is a tool of communication, therefore we have to use the language well, in order the other people can understand what we are talking about and miscommunication will not happen. Language is a system of conventional signals used in communication by a whole community.

There are four skills in learning language, they are writing skill, listening skill, reading skill and speaking skill. Those components cannot be separated because they support one another. Speaking and writing are obviously skills and involve some kind of production on the part of language user. Listening and reading are receptive skills is that the language user is receiving written or spoken languages. But in this writing, the writer will take the improving vocabulary through part of speech letter game. In our daily life be usually bored to memorize and practice English because the teachers have a monotonous method. Beside that we look for the attractive situation to avoid saturate.

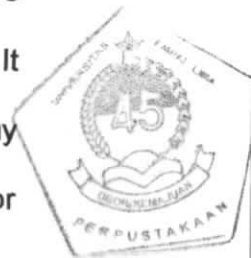
Vocabulary is important to learn for the students, because we can construct or organize our ideas in the sentences, process of some information through mastery vocabulary. As we know that sentences that we produce are built by vocabulary.

In the case of vocabulary, most Indonesian students from junior high school, face a serious problem to improve their vocabularies. In this context, the teacher should realize that the target of the period of the English lesson should be used productively, by providing many kinds of materials that can create an interesting classroom atmosphere.

Vocabulary is one of the important language components to be mastered by the English student, with purpose to practice their English. It is one way of students to understand and know English in any circumstances. Furthermore, Vocabulary is useful especially for understanding the English text, even the simple one. Without knowing most of the words, the students will find some difficulties to cope with the text.

Vocabulary is considered playing a central role, because through vocabulary we can communicate ideas, emotions and desires, beside, by a good command of vocabulary on language. It can express ideas effectively and efficiently.

Vocabulary includes in all skill that have been mentioned previously. It can not only communicate ideas better but also can actually think through ideas and problems with greater accuracy, clarity, and precision. In other words it must be admitted that with vocabulary, language any form of mental and physical, creativities, and activities can be communicated and conveyed.



One reality in some school is that they still cannot convey their ideas in English well. It is believed that one problem that they have is related to their vocabulary. It is impossible for the student to speak English fluently without having enough vocabulary although they understand the patterns

In this case the writer interested to increase students' vocabulary through word association game. Word association is one of game where the players mention words having association or connection with the key words or first word by teacher.

B. Problem Statement

Based on the previous background, the writer formulates a research questions as follow: Is there any effect of word association game towards students' vocabulary of SMP Negeri 6 Masamba?

C. The Objective of the Research

The objective of the research was to find out the effect of word association game towards students' vocabulary of SMP Negeri 6 Masamba

D. The significance of the research

The result of the research was expected to be useful contribution for the teachers and the students in learning vocabulary.

E. Scope of the research

The scope of the researcher was restricted to the effect of word association game towards students' vocabulary of SMP Negeri 6 Masamba. The kinds of vocabulary presented in this research were nouns.



main purpose of language teaching, namely the acquisition of grammatical knowledge about the language.

There are many concept of vocabulary, some of them:

- a. Vocabulary is the stock of words used by a people, or by a particular class or person.
- b. Vocabulary is a list or collection of the words of a language, book, author, branch of science, or the like, usually in alphabetical order and defined.
- c. Vocabulary is the words of a language.
- d. Vocabulary is the sum or scope of one's expressive technique, as in arts.

Vocabulary as the content and function words of a language which are learned thoroughly that they become a part of child's understanding, speaking, and later reading and writing vocabulary. The words having meaning when heard or seen even though not produced by individual himself.

Long Hung Richard defines the vocabulary as an essential component of all uses of language, because it would be impossible to learn a language without vocabulary or words.

Vocabulary is a group of letters allied to one another so that become that word having a meaning with realized in our life in the case of reading and also conversation.



Vocabulary is one language elements that need to be acquired by English learners. This opinion indicates that vocabulary has the same level as phonology and grammatical in supporting the English learning to master a language skill mastery of the vocabulary (productive) is usually related to speaking and writing, because when someone speaks or writes they produce vocabulary. While, the mastery of receptive vocabulary is usually relate to reading and listening.

The areas of book are: learning vocabulary, learning grammar, listening, speaking, reading, and writing. In relation to teach, there are exercises that help you to reflect on how you are going about your learning. As an example, for vocabulary learning you are asked which method of learning you prefer-learning words by topic, by translating them into FL, by writing them down, and so on.

Although historically the importance of vocabulary has been minimized, some of the more recently published EFL course books have adopted a systematic approach to vocabulary learning and have become increasingly aware of the importance of developing vocabulary learning strategies Ruth Gairs.

Vocabulary as one of elements of language is important to study, without having enough vocabulary, the ability to communicate and convey our needs could not be established. According to Wilga M. Rivers:

2. The Importance of Vocabulary

Vocabulary is critical to reading success for three reasons:

a. Comprehension improves when you know what the words mean. Since comprehension is the ultimate goal of reading, you cannot overestimate the importance of vocabulary development.

b. Words are the currency of communication. A robust vocabulary improves all areas of communication – listening, speaking, reading and writing.

c. How many times have you asked your students or your own children to “use your words”? When children and adolescents improve their vocabulary, their academic and social confidence and competence improve, too.

3. Technique of Memorizing Vocabulary

Language is word united. If we want to study a language we have to memorize its vocabulary first. There more than 50.000 list of word in English include its derivation. According to Anderson in Hidayat that Indonesian English dictionary which is made by John M. Echols and Hasan Shadily only consist of 12.000 vocabularies.

The problem is how to register all of the vocabulary in our memory strange. While English teaching in senior high school right now four hours in week and it does not only study vocabulary but it studies all component in English like grammar, reading comprehension, conversation, etc.

It is not secret anymore if most of senior high school students' vocabulary, they are:

a. It is about 5-10 vocabularies. To control your vocabularies you may memorize by using card system. You can write 5-10 vocabularies is a card which is prepare before. Take one card, it about 10 x 7 cm 1 cm the first page you write 5 until 10 vocabularies. With pronunciation and its meaning can be written on the first page.

The card, which has been written some vocabularies, is learned by heart, you change it every day with new card and new vocabularies. The cards, which have been memorized, should be kept in different place with the card that has not been memorized or empty cards. If we can memorize vocabulary every day like that so in short time we will have many time vocabularies. You can imagine if you memorize 10 vocabularies in a day, so in year your vocabularies will 365×10 is 3,650 vocabularies, in two years will be 3.650×2 is 7.300 vocabularies and how if it is in three, four, five years? You can count it by yourself.

b. In memorizing and enriching your vocabulary we can make list by:

1) Looking for synonym for example adjective synonym, example:

a.) Big = Large

b.) Easy = Simple

c.) Dull = Interesting

c) Laugh >< Cry

d) Buy >< Sell

In addition, there some vocabularies which its synonym formed by add un-, dis-, im-, and in- at the beginning of the words.

Example:

Afraid - Unafraid

Happy - Unhappy

Agree - Disagree

Polite - Impolite

Accurate - Inaccurate

c. The other way to enrich our vocabulary is by memorizing its derivative.

Example:

Suffer (V) = Menderita

Sufferable (Adj) = Dapat diderita

Sufferer = Penderita

Suffering (N) = Penderitaan

Sufferance (N) = Kesabaran

As we know that vocabulary in English just like in the other language where it is divided into several classification. They are, noun, verb, adverb, adjective, etc. from part of example above we can know that for noun its derivative sometime ended by -er, -nee, -ion, -ism, -ization, -ment, -ness, -hood, -ist, -ship. Adjective ended by -y, -ed, -able, -al, -full, -ish, -ing, -ive, and -ous. Verb sometimes ended by -ize, like Islamize, organize, while adverb sometimes and by lay.

The other things that pay attention are informing derivative vocabulary that we have to directive from dictionary. The characteristic that mentioned above are only to make us easy in classification word whether it is noun, adjective, verb, or adverb.

Studying language not only studies the list of vocabularies but if we do not know the meaning, it is impossible to use it, so we have to memorize its meaning better.

According to Pora that ways to learn vocabulary are:

1. Card method

Sometimes we have many vocabularies but sometimes we cannot use it in order that can useful for us. One way that can help us is using card.

- a) Write every English vocabulary or phrase that you do not know its meaning. Write them into card which its size 8 x 6 cm. write the word in no capital word because it can help you to always

remember it do not forget write the classification of the word like verb, adjective, etc.

- b) At back of the card you can write the meaning of the words and can be with its picture. Besides the meaning, the good card is the cards that consist of sentences that are made from that vocabulary. This is very important because you know when that vocabulary used.
- c) Let us say that you had 20 cards so you can play them. First, you take each card, study and memorize it wither its word or its meaning. Do not memorize in your heart but you loud your voice so you can hear your pronunciation so when you are wrong, you can repeat it. The second is shake the 20 cards and take 5 cards randomly and then examine your memory. If you are failing, please repeat to shake the cards and examine once again your memory. If you are success so the 5 cards can be put in other place and then take the next cards and test your memory again. The third if you are success in the second step please shake the 20 cards once again and test your memory for 20 cards. The fourth in the morning examine those 20 cards. If you forget one until three words, it means that you have been success, but if you forget more than 3 vocabularies so you have to repeat it, repeat the first step in the afternoon. If you always do that you will have many vocabularies.

2. Reading Method

This method needs a little skill in English because in this method you have to be able to translate the text. It is little difficult for people who can not translate long sentences. They still need someone to guide them. In this method, you will find difficult vocabularies in the text but have to find its meaning and then you memorize it.

Mastering vocabulary is an important thing for who want to understand reading conversation or writing in English without enough vocabularies it is impossible for use to get it.

People sometime ask "How to speak English perfectly?" this is a classical question and it has many answer, but according to that there are three important things that should be paid attention by the English learners.

- 1) We should have an interest, wise word says, "Where there is a will there is a way" so the people who have good desire or interest to study English it is possible to master it. The difficulties in English will be very easy when interest have.
- 2) We should have enough vocabularies; these vocabularies are got by many sources, such as reading material, and discussing with friends.
- 3) We should practice the vocabularies that we have. Using vocabularies that we have sometimes been forgotten by English

One of the problems of vocabulary teaching is how to select what words to teach. Dictionaries for upper intermediate students frequently have 55.000 words or more and three may be many meanings for a word.

Language is collection of words. Therefore, if we will study about a language, we have to memorize its vocabularies. The list of words in English more than 50.000 (it has not been included derivation yet). According to Anderson (Indonesia-English dictionary) who was arranged by John M. Echols and Hasan Shadily contained 12.000 words only.

The problem is how to absorb many words into our mind? Where is English teaching in Junior High School about four hours each week it does?

Not study vocabularies only but include another thing, such as grammar, reading comprehension, conversation, etc.

It is impossible thing if have to memorize all English vocabularies. All linguists have the same opinion that to be able to read and simple speaking 35.000 words are enough because another words is seldom used in speaking.

How memorize words effectively? It is not a secret anymore if most of graduation of senior high school has low capability of English vocabulary. Some method show to increase vocabularies as follows:

- a. Memorize 5-10 words every day in free time.

5. The class of Words

a. Function of Words

By 'Function word' we mean a word that does not belong to one of the four major parts of speech in English (noun, adjective, verb and adverb). Their purpose is not only to express meaning but to relate other words to each other. These are the words you must know in order to speak or understand English with any fluency at all. Not only are among the most frequent in the language, but they are also indispensable in forming sentences. Function words are also called from words, empty words, and factors.

Among the function words are articles, auxiliary verb, conjunctions, preposition, pronouns, noun determine, substitute nouns, intensifiers, and other specialized expressions. They also include numeral, day of the week, and month of the year. Many of the words can be used in more than one way.

The other function of words is the basic building in speech and writing. No one can communicate without words that convey exact meaning. The purpose the word is not only to express meaning but to relate other words to each other. These are the words we must know in order to speak or understand English with any

fluency at all. Not only they are among the most frequent in the language, but they are also indispensable in forming sentences.

b. Content Words

Content words are words which refer to a thing, quality, state, or action and which have meaning (lexical meaning) when the words are used alone.

c. Noun

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition it may function as the chief or "head" words in many structures of modification. Noun is a word used to name or identify any of a class of things, people, places or ideas, or a particular one of these. Noun in English divides into two parts namely countable noun and uncountable noun.

There are four functions of a noun namely:

- a) Noun as subject
- b) Noun as subject complement.
- c) Noun as object.
- d) Noun as modifier or nominative by opposition.

d. Verbs

Verb is a word or phrase that expresses an action. According to Herpinus verb has four inflections are:

- a) Inflection of the third singular person or present tense –s or es
- b) Inflection of the past tense; -ed and its variants
- c) Inflection of the past participle; -ed and its variants
- d) Inflection of the present participle: -ing.

Verb is a word or phrases indicating an action or event or a state.

Verb is the important items in part of speech, because without verb, word can't say as a sentence. But without subject, we sometimes said that verb is a sentence, for example the word 'go', we can used for 'you go', but word 'you', we can understand what it means.

There many kinds of verbs, these are:

- a. Intransitive verb, that is a verb didn't need an object
- b. Transitive verb. That is a verb needs an object as a complement
- c. Copulative verbs or linking verb. That is verb connected the subject with the other word in a sentence followed by adjective or noun as a complement. We can say the copulative verbs as incomplete prediction verbs, because it does not have a meaning if we use it as predicate without complement.
- d. Causative verb. That is a verb showing a caused by the action in the words,
- e. Regular verb or weak verbs. That is a verb forming imperfect tense and past participle adding by *-ed* at the end of word (e.g. walk – walked, love – loved, etc).



Agony	agonize
Commercial	commercialize
Crystal	crystallize
Drama	dramatize
Economy	economize
Harmony	harmonize
Item	itemize
Philosophy	philosophize
Sympathy	sympathize
Terror	terrorize
Vapor	vaporize
Victim	victimize

- -ant, -ent. These suffixes also form agent nouns. They are not very productive, but many of the words in which they accrue are quite common.

Verb	Noun
Assist	assistance
Attend	attendant
Consult	consultant
Inhabit	inhabitant
Occupy	occupant
Preside	president

- er, -or. Both spelling are used, though –er is more frequent, especially in new words. These are hundreds of these words in English, and new ones are easily created.

Noun ending in *-or*

Verb	Noun
Administrate	administrator
Contribute	contributor
Counsel	counselor
Create	creator
Edit	editor
Execute	executor
Generate	generator
Illustrate	illustrator
Inherit	inheritor
Instruct	instructor
Invest	investor
Liberate	liberator
Operate	operator
Project	projector

- **-al**, always with weak stress. Not very productive. Very little change in base except occasionally in spelling. Do not confuse with the adjective forming suffixes – al

Verb	Noun
Bestow	bestowal
Betray	betrayal
Dispose	disposal
Refer	referral
Renew	renewal
Reverse	reversal
Survive	survival

- **-t.** Rare, except when the base ends in a vowel, always requires a change in the final sound of the base.

Verb	Noun
Ascend	ascent
Extend	extend
Pursue	pursuit
Restrain	restraint

- **-ance or -ence.** Both have the sound. Moderately productive. Sometimes produces a stress change in the base.

Verb	Noun
Acquaint	acquaintance
Assist	assistance
Convey	conveyance
Emerge	emergence

Inherit	inheritance
Resemble	resemblance

- **-(t)ure.** There is almost always some change in the base when this suffix is added. The following list is composed of basis verbs and -ure

Verb	Noun
Fix	fixture
Mix	mixture
Press	pressure
Proceed	procedure

Adjective is indicates a quality of a person, or thing referred to by a noun. Adjective can describe the noun in many ways, these are:

- Descriptive adjective
- Possessive adjective
- Demonstrative adjective
- Limiting adjective.
- f. Adverb**



As we know that adverb is part of grammar in English learning so there are several definition of adverb as follows:

Adverb is a word modifies a verb, an adjective, or another adverb used to explain hoe, where, when and why an action is performed is know as an adverb.

Example: They lived *happily*

Fatimah is *very* beautiful

She speaks English *quite* well.

The italicized word 'happily', 'very', 'quite' are adverb in the first sentence the word 'happily' modifies the verb, the word 'very' modifies the adjective beautiful. In third sentence the word 'quite' modifies another adverb well.

Adverb is word that adds information to a verb, adjective, phrase or another adverb, e.g. quickly in run quickly.

According to Hariyono the kinds of adverb are:

a. Adverb of manner is the adverb which is used to explain the situation or to explain how the activities happen.

Example:

- Fast - well

- Hard - Late

b. Adverb of place is the adverb which shown the place of something happen.

Example:

- Here - above

In giving explanation about verb, adjective and another word, an adverb can show about the place, time and character, etc. This is adverb has many kinds and describe it. Kinds of adverb are:

- a. Adverb of affirmation or adverb of intensity, this word shows the agreement for something, like absolutely, really, actually, certainly, doubtless, etc.
- b. Adverb of cause or reason, which is used for answer the question like; why, on what account, for what purposes.
- c. Adverb of degree, this adverb shows quality and intensity an action. It used to answer the question like; how much, how little, is it more or is it less, and in what degree. Parts of this words namely: all, almost, altogether, as barely, beside, but, chiefly, clear, completely, enough, entirely, equally, even, ever so, exceedingly, excessively, extravagantly, extremely, etc.
- d. Adverb of manner, this word shows the character in action, suggestion or quality. This adverb is used to answer the question like; in what way, by what method. Parts of these words namely: beautifully, foolishly, etc.
- e. Adverb of direction, this word shows where, what direction of where, what place. Parts of these words are above, back, back and forth, forwards, hence, hither, hitherwards, in, in and out, etc.

- f. Adverb of place or adverb of location, this word shows the place or position; this adverb is used to answer the question like; where, in what place, etc.
- g. Adverb of doubt or alternative adverb, this word shows the doubt or unrest,
- h. Adverb of negation, this word shows the refusal like 'no, not, nowise, never, etc.
- i. Adverb of time, this word shows the time of the happenings. This word is used to answer the question like: 'how long, how often, how soon, when, at what time, etc'.
- j. In receptive and refusal, as word yet, better or worse, haply, however, maybe, nevertheless, etc.

Productive vocabulary, we know that receptive vocabulary to mean language items which can only be recognized and comprehended in the context of reading and listening material, and productive vocabulary to be language items which use appropriately in speech writing. (These term are often called 'passive' and 'active' vocabulary).

Polarizing vocabulary into productive and receptive categories in this way may seen rather artificial and indeed in many causes the decisions to be made are by no means clear – out. Nonetheless it seems useful to bear the distinction in mind and to strive toward selectivity based on the students' needs and learning environment.

g. Nouns

According to Jim K. Giles (2004:9), noun is:

1. A noun is the name of any thing, person, place, or an animal.
2. A noun is a name given to all that is seen, felt or heard.

According to Jim K. Giles (2004:9), there are four types of noun which are as follows:

- a) Common noun is name given to any individual, animal, thing, or place, but it is always given in general without any reference to somebody in particular. For example girls, lion, table, town.
- b) Proper noun is a name given to any person, animal, thing, or place in particular with a purpose of pointing of them. For example: yasharaj, moti, joipur, dangla.
- c) Collective noun is a name to a group of people or things for example: a crowd, a heard of sheep, a bunch of flowers, a pack of wolves.
- d) Abstract noun is a name given to quality, vice or a state of being, these are such things that we cannot touch but can feel. For example: sincerity, hurt, fury, widowhood, girlhood.
- e) Material noun is a name given to any material from which an object is prepared. For example: gold, silver, wood, steel.

6. Word Association Game

1. The kinds of the games

a). Hangmen

Hangmen is the kinds of game guess word with arrange word which had guess by player.

b). Alphabet games

Alphabet game is the kind of game which use to media learning English for children

c). Back to the board

Back to the board is the kind guess word. This game someone students ask for guess word, phrase, the name noun , verb, and another word in English write in with board through index finger. By their friends.

d). Bingo

Bingo is the kind game to train number and words in english whom had be studied students before.

e). Blindfold

This game is adaptation from games traditional with use close eyes to guide player avoid hindrance based index finger by their friends.

f). Easy hard

This game usual use to remember vocabulary which had be teach students with using flash card.

g). Find card

This game using with method looking the car draw hab be contained who say their teacher and students must found the card.

h). Join the dot

Join the dot is connect one dot with another dot with using line return manner vertical or horizontal to make boxes from team or another player.

i). Musical chairs

This game is very simple and very interesting. Purpose this game is emphasize and give force on know the new vocabulary in English, especially for children, it is like color, animal, and food.

j). sentence soup

This game is game arrange sentence from strip words which it is randomly.

k). Tic-tac-toe

Tic-tac-toe is a game word can combine with skill language, it is like reading, speaking, writing, and grammatical.

l). Stop

This game is a simple word game which can be played with two difficulties language, with suitable level competence and ability for English students.

m). The coffee pot game

This game is a traditional word-guessing game, but very interesting because of curiosity. This game uses word-guessing mystery with a question in English with word clues or the key word. "coffee pot."

n). Word Association

Word association is one of the games with the way players mention words having association or connection with the key words or the first word they say the teacher.

o). Gesture games

This game uses a guess activity gesture which is used by someone playing.

- c) Games can be used punctuate long formal teaching units and the new students energy before retaining to more formal learning.
- d) Games can give "hidden" practice of language points without students being aware of this.
- e) Games can encourage students' participation and remove the inhibition of these who fell intimidate by formal classroom situations.
- f) Games can change the role of the teacher from that formal instructors to the manager organizer of activities that students enjoy participating in this can be useful in reducing teachers students distance or conflict.
- g) Games can increase teacher students' communication and so reduce the dormitory of the classroom by the teacher.
- h) Games can act as a testing mechanism in the sense that they will expose areas of weakness and the need for remedial work.

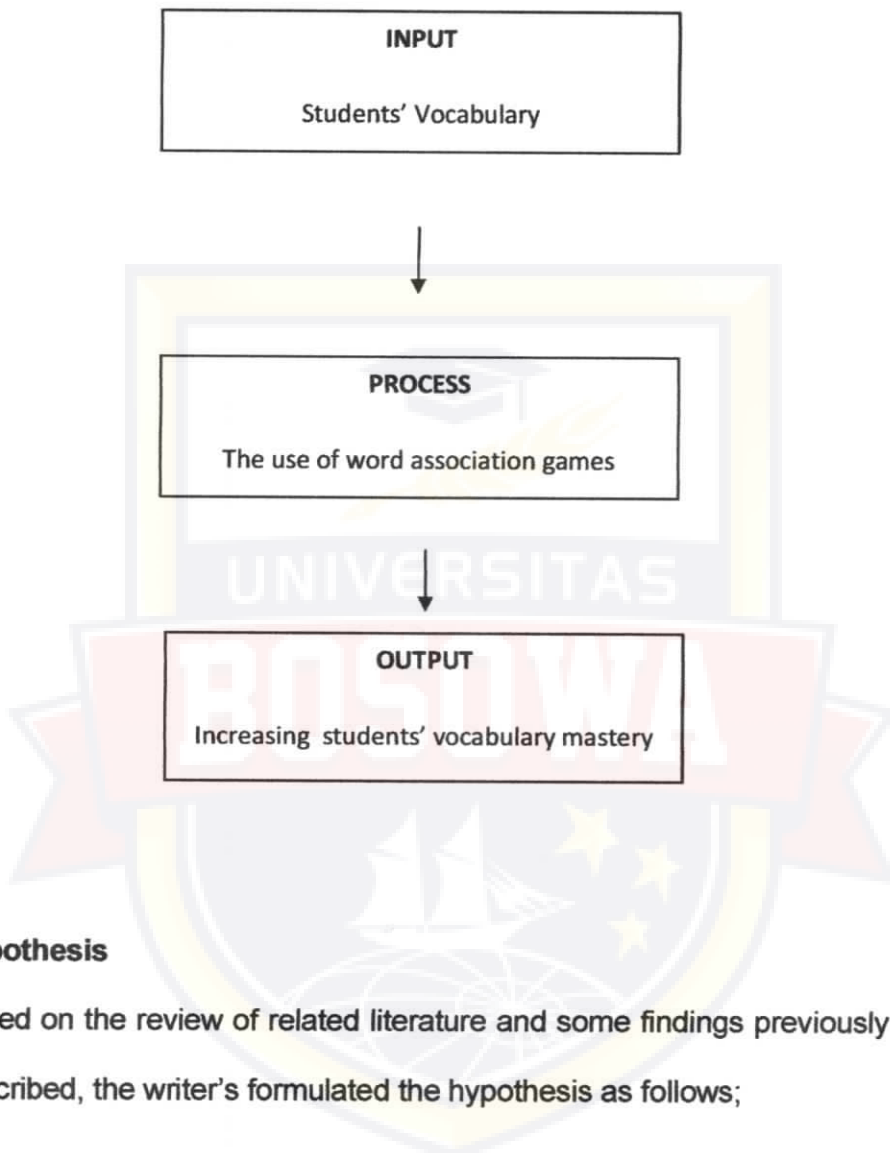
According to Kurniawan (2007)

1. Games can motivation students and challenge for study.
 2. Games can entertain and dissappear level tight or stress routin study.
 3. Games can help students or teacher for defened their interest in study English.
 4. Games can giving practek variasi and activity to increase skill language, they are listening , speaking , reading, and writing.
 5. Games can push and race students for can interaksi and communication.
 6. Games can create context whom meaning in using language.
3. Procedure of word association game
- a) The teacher say one word
 - b) The teacher asks students for saying word which have relation with the mentioned word before.
 - c) The word who have anything correlation can be true.
 - d) If students mention word association which it can't understand or strange, the students are asked for explain the word.

- e) If students can't answer question in five calculation students or player whom involve is stated fail and it can't be to continue play and player must stand.



B. Teoritical framework



C. Hypothesis

Based on the review of related literature and some findings previously described, the writer's formulated the hypothesis as follows;

(H0) : The use of world association can increase the students vocabulary mastery.

(H1) : The use of world association can not increase the students vocabulary mastery.

CHAPTER III

METHODOLOGY

This chapter deals with the description of the research design, variables, population and sample, instrument of the research, procedure of data collection and technique of data analysis.

A. Research Design

This research applied a pre-experimental design with pretest and posttest design, it aimed at finding out the students achievement in learning vocabulary by using words association game. This design may also be presented as follows:

O1	X	O2
----	---	----

Where:

O1 = Pretest

X = Treatment

O2 = Posttest

B. Research Variables

There were two variables in this research :

1. Independent variable; Word association game as teaching media
2. Dependent variable is the students' achievement in learning English vocabulary.

C. Population and Sample

1. The population of the research were the eighth class of SMP Negeri 6 Masamba total number is 40
2. The sample were 20 students, which were chosen by using a random sampling technique through drawing.

D. Instrument of the research

In collecting data, the research applied the instrument as follow

1. Word association game as a teaching media
2. Vocabulary test consist of
 - a. Pretest was administered before treatment. The writer gave them objective test, with 30 items where divide with 10 item of multiple choice, 10 items of matching test and 10 true / false questions.
 - b. Posttest, was given after treatment. This aims to know the students' vocabulary mastery after giving treatment.

E. Collecting Data Procedures

In collecting the data, the writer used treatment. The treatment was given in twelve meetings. The treatment was done continuously without

any pause. The treatment was divided into steps. Step in teaching by using word association game.

The first meeting:

The writer gave the pretest

The second meeting:

The writer explained the word association game. After that the students were taught vocabularies that have relation with things of the school. The writer wrote all common words that have relation with school on the blackboard and then asked the students to read and ask them write again in their books. This treatment will be done ten meetings but it has different topic.

Example vocabulary of in the school

Teacher	Cupboard
Classroom	duster
Book	pencil
Library	Eraser
Bag	Bench
Tie	Map

The fifth meetings

In the fifth meeting, the writer gave topic "animals"

Example vocabulary of animals

Ant	cow
Bat	dog
Bear	fly
Bedbug	rabbit
Bird	frog
Cat	monkey



The sixth meetings

In the sixth meeting, the writer gave is topic "part of body"

Example vocabulary of part body

Hair	hand
Ear	back
Neck	finger
Fore head	nail
Eye brow	palm
Nose	elbow

The seventh meetings

In the seventh meeting, the writer gave the topic "kitchen".

Example vocabulary of kitchen

Stove	knife
Pot	fork
Frying pan	pail
Plate	matches
Urn	flask

The eighth meetings

In the eighth meeting, the writer gave the topic "fruits"

Example vocabulary of fruits

Banana	coconut
Manggo	potato
Apucado	grape
Apple	pineapple
Watermelon	carrot

The ninth meeting, the writer gave the topic "living room"

Example vocabulary of living room

Clock	sofa
Fan	switch
Rug	telephone
Astray	lamp
Picture	stair
Wall	desk

The tenth meetings

In the tenth meeting, the writer gave the topic is profession

Example vocabulary of profession

Doctor	clown
Teacher	headmaster
Butcher	lecturer
Briclayer	driver
Sailor	tailor



The eleventh meetings

In the eleventh meeting, the writer gave the topic "family"

Example vocabulary of family

Father	cousin
Mother	younger brother
Sister	sister n law
Husband	son
Uncle	brother in law
Nephew	daughter

The twelve meetings

In the twelve meetings, the writer used the game of word association. The students will be ordered to mention word association which as suitable on what the writer says of the words keys that is mentioned by the writer with the sequence way to one students with others.

F. Technique of Data Analysis

The data collected through the test are analyzed using descriptive and inferential statistics as follows:

1. Scoring the students answer

Scoring the students answers of pretest and posttest by using the following formula :

$$\text{Score} = \frac{\text{Students' Correct Answer Score}}{\text{The Total Number of Items}} \times 10$$

2. The data on the students' Vocabulary mastery is analyzed using the mean score as below :

$$\bar{X} = \frac{\sum X}{N}$$

Where : \bar{X} = mean score

$\sum X$ = the sum of all score

N = number of student

b. Calculating the mean score the students by using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where : \bar{X} = Mean Score

$\sum X$ = Total Score

N = Total Sample

Finding out the significance different between the pretest and posttest by using the following formula:

$$\bar{D} = \frac{\sum D}{N}$$

Where: \bar{D} = Deviation

$\sum D$ = Standard Deviation

N = Number Of Students

The standard deviation formulas follows:

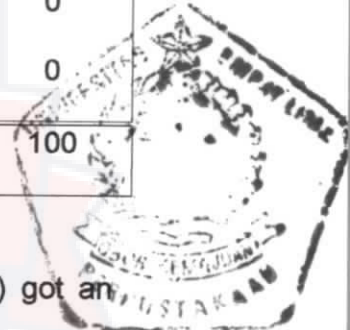
$$\sum D = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N - 1}}$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

2. The rate percentage of the pretest and posttest scores

Table 2. The rate percentage of the pretest and posttest scores.

No	Classification	Score	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	9.6-10	0	0	0	0
2	Very Good	8.6-9.5	0	0	6	30
3	Good	7.6-8.5	0	0	9	45
4	Fairly Good	6.6-7.5	0	0	3	15
5	Fair	5.6-6.5	0	0	2	10
6	Poor	4.6-5.5	19	95%	0	0
7	Very Poor	0-3.5	1	5%	0	0
TOTAL			20	100	20	100



The rate percentage of the pre test. No student (0%) got an excellent score, no student (0%) got very good score. No student (0%) got good score, no student got fairly good score, no student (0%) got fair score, 19 (95%), students got poor score, 1 (1%) student got very pore score. While the rate percentage. Of the posttest are presented as follows: no student (0%) got excellent score, 6 (30 %) students got very good score, 9 (45%) got students good score, 3 (15%) students got fairly good score, 2 (10%) students got fair score, no student (0%) poor score, no student (0%) got very poor score. In short, the rate percentage of pre test was higher than the rate percentage of posttest.

3. The mean score and standard deviation of the pretest and posttest

In finding out the answers to the research questions in the previous chapter, the research administered tests that were in both pretest and posttest. A pretest was administered before the treatment, which aims to know the student's prior knowledge of vocabulary. A posttest was given after the treatment, which aims to know whether or not there was a significant difference of the student's vocabulary mastery before and after treatment. The results of the pretest are presented in the following table:

Table 4. The mean score and standard deviation of the pretest and posttest.

Test	Mean Score	Standard Deviation
Pretest	4, 12	1,38
Posttest	7, 88	0, 96

Table 4 shows that mean score of the pretest (x_1) was 4-12, while the mean score of posttest (x_2) was increased 7, 88. the mean score of the posttest was greater than mean score of pretest. The standard deviation of pretest was 1, 38, while the standard deviation (SD) of the posttest was 0,96.

4. Hypothesis testing

To know whether or not there is a significant difference between the mean scores of the students in pretest and posttest, a t-test was used

Hypothesis testing

$$\alpha = 0.05$$

$$t = 10.89$$

$$dF = n - 1 = 20 - 1 = 19$$

critical value of $t = 2.093$

After analyzing the data using the T test, the t-test value was 10.89, that is greater than t-table value 2.093. The result proves that there was a significant difference between the mean score of pretest and posttest. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

Based and above statements, the writer concluded that the students' vocabulary increase is developed after giving treatment through word association game. Thus, teaching English vocabulary through word association is effective in increase the students' vocabulary.

the result of pretest and posttest. In other words, word association game is effective in increasing students' English vocabulary.

Students' were motivated to learn vocabulary. It can be seen when the treatment was conducted. This teaching can attract the students' attention and make them curious to the subject that was taught.

Considering the discussion above, it can be argued that the eighth class of SMP Negeri 6 Masamba have better vocabulary after the use of word association game in teaching vocabulary. The writer infers that the word association game is effective way in teaching vocabulary particular for the eighth class of SMP Negeri 6 Masamba. By applying the word association students were active to learn vocabulary.



CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

This chapter consists of two parts. The first deals with the conclusions of the findings, and the other part deals with suggestions.

A. Conclusions

Based on the result of t -test statistic procedure and discussion in the previous chapter, the writer has come to the following conclusions:

Words association can increase the students' vocabulary and is an effective way to increase the English vocabulary of the eighth class of SMP Negeri 6 Masamba. It is proved by the t-test value, that is 10.89, that is greater than t-table value 2.093. it can be noted that in teaching vocabulary word association game as a good method. It proved with the significant difference of the students' vocabulary before and after treatment so. Word association game can increase significantly vocabulary of the eighth class of SMP Negeri 6 Masamba.

B. Suggestions

In relation to the achievement of the students' vocabulary mastery in English, the writer puts forward the following suggestion:

1. The word association game should frequently be used in increasing and developing the students' vocabulary mastery it can challenge them to mastery more vocabularies.

2. The teacher can use the word association in teaching vocabulary in order to motivate the students to master more vocabulary.



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APPENDIX 1 : INSTRUMENT**A. Choose the best answer**

1. Yang mana kata dibawah ini yang mempunyai kaitan dengan buah?
 - a. Spoon
 - b. Apple
 - c. Rice
 - d. Backboard
2. Yang mana kata dibawah ini yang mempunyai kaitan dengan keluarga?
 - a. Cat
 - b. Radio
 - c. Father
 - d. Chair
3. Yang mana kata dibawah ini yang mempunyai kaitan dengan kamar tidur?
 - a. Chalk
 - b. Nose
 - c. Pillow
 - d. School
4. Yang mana kata dibawah ini yang mempunyai kaitan dengan ruang dapur?
 - a. Book
 - b. Chalk
 - c. Plate
 - d. Blanket
5. Yang mana kata dibawah ini yang mempunyai kaitan dengan bagian tubuh manusia?
 - a. Fire
 - b. Um
 - c. Bag
 - d. Nose

6. Yang mana kata dibawah ini yang mempunyai kaitan dengan ruang tamu?
- a. Eyebrow
 - b. Wolf
 - c. Sofa
 - d. Cut
7. Yang mana kata dibawah ini yang mempunyai kaitan dengan tempat?
- a. Air-port
 - b. Soup plate
 - c. Buffet
 - d. Sickle
8. Yang mana kata dibawah ini yang mempunyai kaitan dengan sekolah?
- a. File
 - b. Comb
 - c. Net
 - d. Office
9. Yang mana kata dibawah ini yang mempunyai kaitan dengan binatang?
- a. Cat
 - b. Face
 - c. Ambulance
 - d. Pitcher
10. Yang mana kata dibawah ini yang mempunyai kaitan dengan profesi?
- a. Ship
 - b. Offer head
 - c. Farmer
 - d. Cat

B. True / False question

1. Spoon is one thing in the kitchen (...)
 2. Leech is one thing in bedroom (...)
 3. Bed sheet is one thing in school (...)
 4. Cheek is one thing in part body (...)
 5. Aunt is one thing in family (...)
 6. Glass in one thing in the sea (...)
 7. Fork is one thing in the bedroom (...)
 8. Armchair is one thing the bedroom (...)
 9. Stove is one thing in the bedroom (...)
 10. Ambulance is one thing in the hospital (...)
- 

test match

Match A with B (looking for the word bellow have association)

A	B
1. Family	A. Bed
2. Bedroom	B. Black Board
3. Kitchen	C. Mango
4. Part body	D. Ashtray
5. Place	E. Carpenter
6. Living room	F. Market
7. Profession	G. Mother
8. School	H. Cat
9. Fruits	I. Stomach
10. Animal	J. Stove

C. True / False

1. T
2. F
3. F
4. T
5. T
6. F
7. F
8. F
9. F
10. T



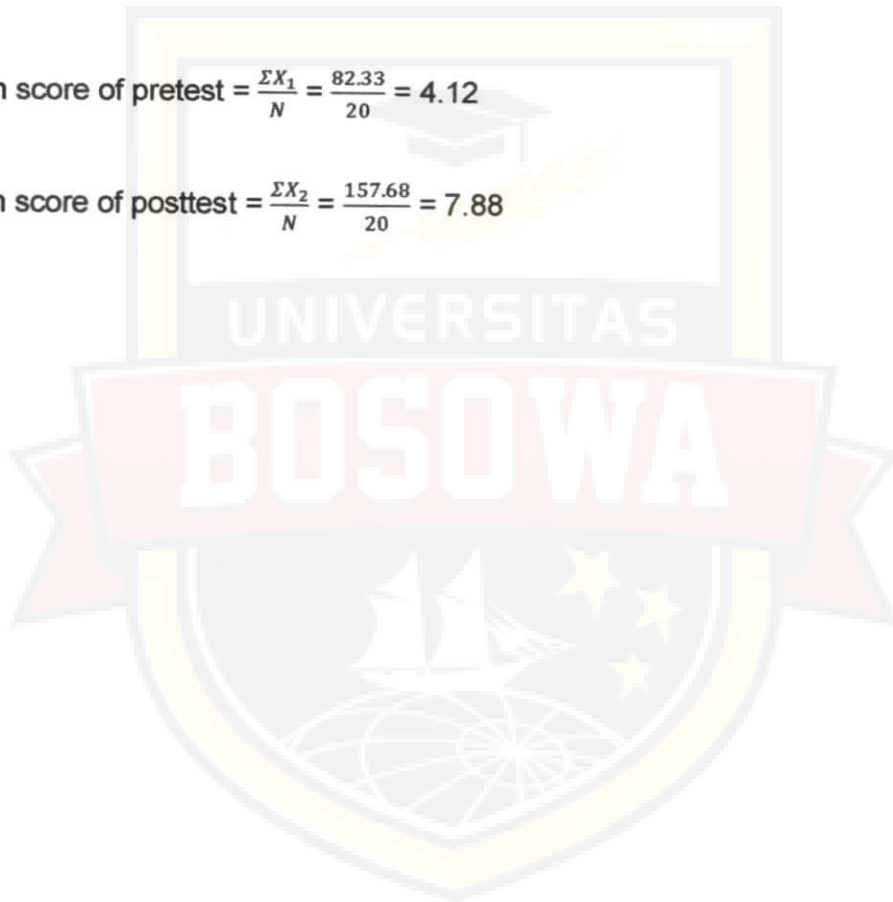
APPENDIX 3 : Table 1. Students' score of pretest and posttest, gain and difference between the match pairs (D) and the square of the gain.

No	Sample	Pretest (X_1)	(X_1) ²	Posttest (X_2)	(X_2) ²	Gain / D ($X_2 - X_1$)	D ²
1	A ₁	4	16	8.33	69.39	4.33	18.75
2	A ₂	4.67	21.81	8	64	3.33	11.09
3	A ₃	4.33	18.75	8.67	75.17	4.34	18.84
4	A ₄	3.33	18.75	6.67	44.49	3.34	11.16
5	A ₅	3.67	13.47	9	81	5.33	28.41
6	A ₆	4.67	21.81	7	49	2.33	5.43
7	A ₇	4.33	18.75	8	64	3.67	13.47
8	A ₈	4.33	18.75	8.33	69.39	4	16
9	A ₉	4.67	21.81	6.67	44.49	2	4
10	A ₁₀	5	25	8	64	3	9
11	A ₁₁	4	16	9	81	5	25
12	A ₁₂	4	16	8.67	75.17	4.67	21.81
13	A ₁₃	3.67	13.47	8	64	4.33	18.75
14	A ₁₄	3.33	18.75	6	36	2.67	33.83
15	A ₁₅	4	16	8	64	4	16
16	A ₁₆	3.33	18.75	6	36	2.67	7.13
17	A ₁₇	3.33	18.75	7.67	58.83	4.34	18.84
18	A ₁₈	4	16	9	81	5	25

19	A ₁₉	4.67	21.81	9	81	4.33	18.75
20	A ₂₀	5	25	7.67	58.83	2.67	7.13
TOTAL		$\Sigma X_1 =$ 82.33	$\Sigma X_1^2 =$ 375.43	$\Sigma X_2 =$ 157.68	$\Sigma X_2^2 =$ 1260.7 5	$\Sigma D =$ 75.35	$\Sigma D^2 =$ 328.39

$$\text{Mean score of pretest} = \frac{\Sigma X_1}{N} = \frac{82.33}{20} = 4.12$$

$$\text{Mean score of posttest} = \frac{\Sigma X_2}{N} = \frac{157.68}{20} = 7.88$$



APPENDIX 4 : STANDARD DEVIATION OF PRETEST

$$\Sigma D = \sqrt{\frac{\Sigma x^2 - \frac{(\Sigma x)^2}{N}}{N - 1}}$$

$$\Sigma D = \sqrt{\frac{375,43 - \frac{(82,33)^2}{20}}{20 - 1}}$$

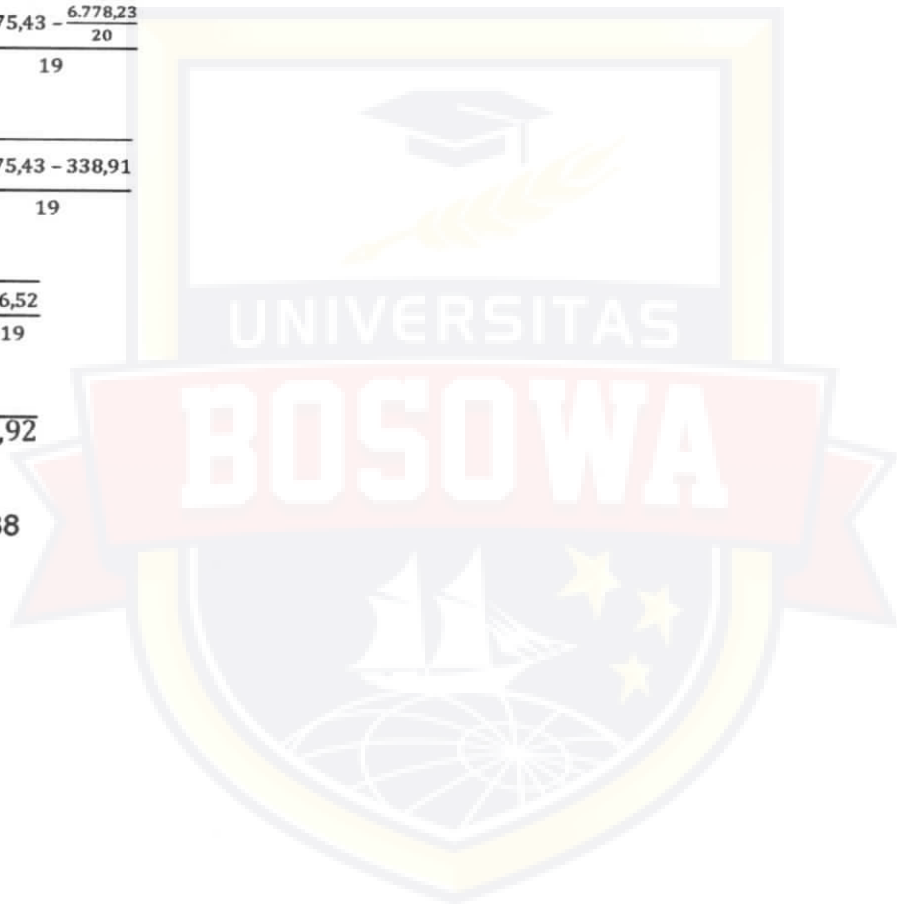
$$\Sigma D = \sqrt{\frac{375,43 - \frac{6.778,23}{20}}{19}}$$

$$\Sigma D = \sqrt{\frac{375,43 - 338,91}{19}}$$

$$\Sigma D = \sqrt{\frac{36,52}{19}}$$

$$\Sigma D = \sqrt{1,92}$$

$$\Sigma D = 1.38$$



APPENDIX 5 : STANDARD DEVIATION OF POSTTEST

$$\Sigma D = \sqrt{\frac{\Sigma x^2 - \frac{(\Sigma x)^2}{N}}{N - 1}}$$

$$\Sigma D = \sqrt{\frac{1.260,75 - \frac{(157,68)^2}{20}}{20 - 1}}$$

$$\Sigma D = \sqrt{\frac{1.260,75 - \frac{24.862,98}{20}}{19}}$$

$$\Sigma D = \sqrt{\frac{1.260,75 - 1.243,15}{19}}$$

$$\Sigma D = \sqrt{\frac{17,6}{19}}$$

$$\Sigma D = \sqrt{0,93}$$

$$\Sigma D = 0,96$$



**APPENDIX 6 : THE DIFFERENCE BETWEEN THE MEAN SCORE OF
PRETEST AND POSTTEST**

$$\bar{D} = \frac{\Sigma D}{N} = \frac{75,35}{20} = 3,77$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{3,77}{\sqrt{\frac{328,39 - \frac{(75,35)^2}{20}}{20(20-1)}}$$

$$t = \frac{3,77}{\sqrt{\frac{328,39 - \frac{5.677,62}{20}}{20 \cdot 19}}$$

$$t = \frac{3,77}{\sqrt{\frac{328,39 - 283,88}{380}}$$

$$t = \frac{3,77}{\frac{\sqrt{49,51}}{380}}$$

$$t = \frac{3,77}{\sqrt{0,12}}$$

$$t = \frac{3,77}{0,346} = 10,89$$



APPENDIX 7 : CLASSIFICATION OF STUDENTS' PRETEST

N	SAMPLE	SCORE	CLASSIFICATION
1	A ₁	4	Poor
2	A ₂	4.6	Poor
3	A ₃	4.3	Poor
4	A ₄	3.3	Very Poor
5	A ₅	3.6	Poor
6	A ₆	4.6	Poor
7	A ₇	4.3	Poor
8	A ₈	4.3	Poor
9	A ₉	4.6	Poor
10	A ₁₀	5	Poor
11	A ₁₁	4	Poor
12	A ₁₂	4	Poor
13	A ₁₃	3.6	Poor
14	A ₁₄	3.3	Poor
15	A ₁₅	4	Poor
16	A ₁₆	3.3	Poor
17	A ₁₇	3.3	Poor
18	A ₁₈	4	Poor
19	A ₁₉	4.6	Poor
20	A ₂₀	5	Poor



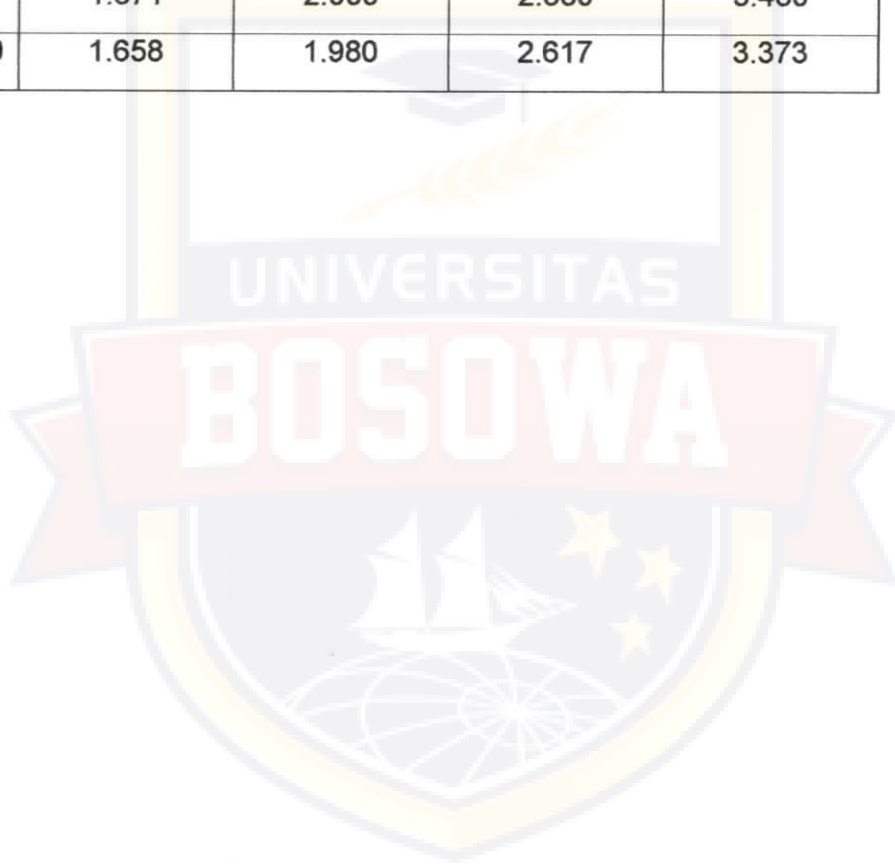
APPENDIX 8 : CLASSIFICATION OF STUDENTS POSTTEST

N	SAMPLE	SCORE	CLASSIFICATION
1	A ₁	8.3	Good
2	A ₂	8	Good
3	A ₃	8.6	Very Good
4	A ₄	6.6	Fairly Good
5	A ₅	9	Very Good
6	A ₆	7	Fairly Good
7	A ₇	8	Good
8	A ₈	8.3	Good
9	A ₉	6.6	Fairly Good
10	A ₁₀	8	Good
11	A ₁₁	9	Very Good
12	A ₁₂	8.6	Very Good
13	A ₁₃	8	Good
14	A ₁₄	6	Fair
15	A ₁₅	8	Good
16	A ₁₆	6	Fair
17	A ₁₇	7.6	Good
18	A ₁₈	9	Very Good
19	A ₁₉	9	Very Good
20	A ₂₀	7.6	Good

APPENDIX 9 : TABLE DISTRIBUTION

DF	P			
	10	05	01	001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.143	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.989	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745

25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.670
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.619
30	1.970	2.042	2.750	3.646
40	1.840	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373



Student Worksheet

Task 1

NAMA : IRAMA AMIT JAL

KELAS : VII A

MATA : BAHASA INGGRIS

A. choose the best answer

1. yang mana kata di bawah ini yang mempunyai kaitan dengan buah?

- A. SPAN
 B. APPLE
 C. RICE
 D. BACKBOARD

2. yang mana kata di bawah ini yang mempunyai kaitan dengan keluarga?

- A. CAT
 B. PIANO
 C. FATHER
 D. CHAIR

3. yang mana kata di bawah ini yang mempunyai kaitan dengan tempat?

- A. CHALK
 B. MUSE
 C. PIANO
 D. SCHOOL

4. yang mana kata di bawah ini yang mempunyai kaitan dengan barang dari?

- A. BOOK
 B. CHALK
 C. PIANO
 D. TABLET

5. yang mana kata di bawah ini yang mempunyai kaitan dengan bagian tubuh manusia?

- A. FISH
 B. UTER
 C. EAR
 D. NOSE

6. yang mana kata di bawah ini yang mempunyai kaitan dengan cara kerja?

- A. EIGHT
 B. WOLF
 C. SOAP
 D. CUT

7. yang mana kata di bawah ini yang mempunyai kaitan dengan tempat?

- A. AIR-PORT
 B. SOUP PLATE
 C. BUFFET
 D. SICKLE

8. yang mana kata di bawah ini yang mempunyai kaitan dengan sekolah?

- A. FILE
 B. PAGE
 C. NET
 D. OFFICE

9. Yang mana kata di bawah ini yang mempunyai kaitan dengan binatang?

- A. cat c. ambulance
B. fase D. pitcher

10. Yang mana kata di bawah ini yang mempunyai kaitan dengan profesi?

- A. ship C. farmer
B. offer head D. cat



Task 2

Nama : Fitri
Kelas : VIII^a
Tugas : Bahasa Inggris

Match A with B (Looking for the word below have association)

- | A | | B | |
|----|-------------|----------------|----------------|
| 1 | Family | = E | a. Bad |
| 2 | Bedroom | = A | b. Black Board |
| 3 | Kitchen | = J | c. Mango |
| 4 | Part body | = X | d. Ashtray |
| 5 | Place | = F | e. Carpenter |
| 6 | Living Room | = D | f. Market |
| 7 | Profession | = E | g. Mother |
| 8 | School | = B | h. cat |
| 9 | Fruits | = C | i. Storage |
| 10 | Animal | = H | j. stove |

Good Mark

Task 3

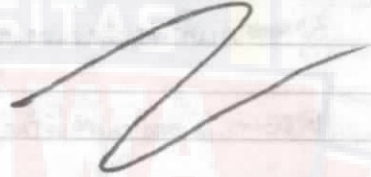
<input type="checkbox"/>	NAMA: RULI AMIR JAWIT	
<input type="checkbox"/>	KELAS: VILLA	
<input type="checkbox"/>	TUGAS: BAHASA INGGRIS	
<input type="checkbox"/>	TRUE/FALSE QUESTION	
<input type="checkbox"/>	1. Spoon is one thing in the kitchen	(T)
<input type="checkbox"/>	2. Beach is one thing in bedroom	(F)
<input type="checkbox"/>	3. Baseball is one thing in school	(F)
<input type="checkbox"/>	4. Clock is one thing in parthobi	(T)
<input type="checkbox"/>	5. And Awit is one thing in family	(T)
<input type="checkbox"/>	6. Glass is one thing in the sea	(F)
<input type="checkbox"/>	7. Fork is one thing in the bedroom	(F)
<input type="checkbox"/>	8. Armchair is one thing in bedroom	(T)
<input type="checkbox"/>	9. Stove is one thing in the bedroom	(F)

~~Handwritten scribble~~

Q) Ambulance is one thing in the hospital (T)

go

Good Job



BUSO

