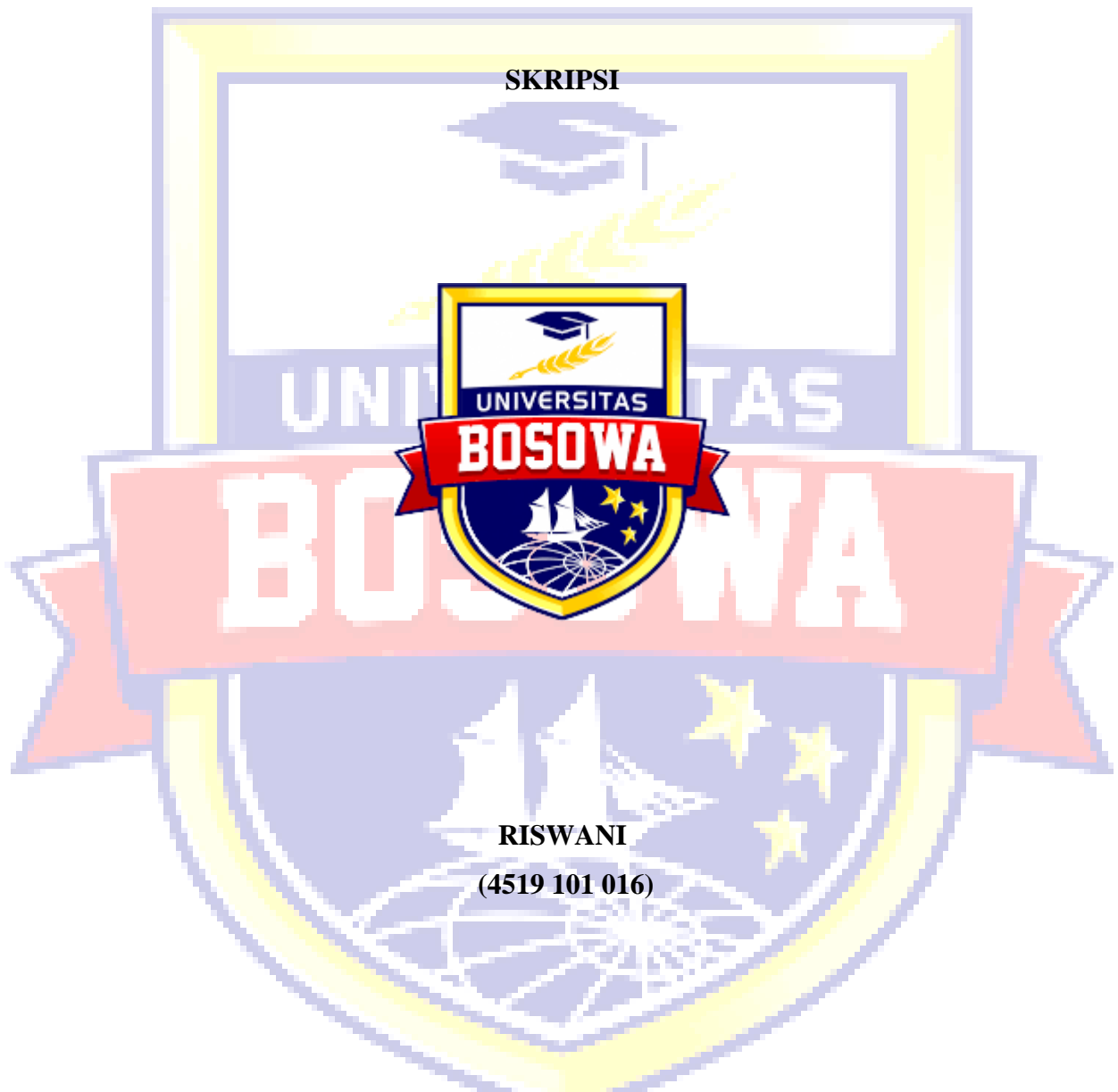# THE USE OF CIRCLE GAME AS A STRATEGY TO IMPROVE STUDENTS' VOCABULARY OF TENTH GRADE OF SMK NEGERI 7 BULUKUMBA

SKRIPSI

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(4519 101 016)

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF EDUCATION AND LITERATURE

BOSOWA UNIVERSITY

MAKASSAR

2023

THE USE OF CIRCLE GAME AS A STRATEGY TO IMPROVE STUDENTS' VOCABULARY OF TENTH GRADE OF SMK NEGERI 7 BULUKUMBA

SKRIPSI

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department

By
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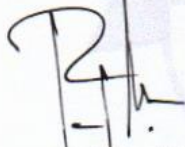STUDENTS' VOCABULARY OF TENTH GRADE
OF SMK NEGERI 7 BULUKUMBA

Submitted by

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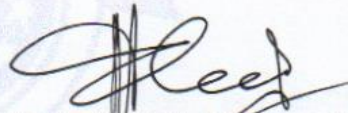Had been defended in front of Skripsi Examination Committee
September 4th, 2023

Approved by:

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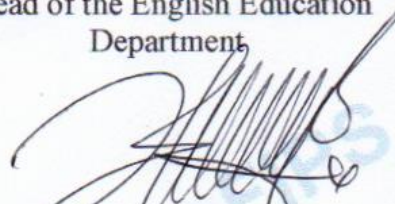
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Judul : The Use of Circle Game as A Strategy to Improve Students Vocabulary of Tenth Grade of SMK Negeri 7 Bulukumba.

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Riswani

ABSTRACT

Riswani, 2023*. The Use of Circle Game as A Strategy to Improve Students Vocabulary of Tenth Grade of SMK Negeri 7 Bulukumba (Supervised by Hj. Restu Januarty Hamid and Dr. Muliati)*

The purpose of this study is to know how to improve students' vocabulary on Circle Game at the tenth grade of SMK Negeri 7 Bulukumba. The researcher applied pre experimental in one class pre-test and post-test. This research conducted at SMK Negeri 7 Bulukumba. In this research the population was the Tenth-grade students of SMKN 7 Bulukumba in 2023/2024 academic year. The researcher used total sampling technique. The total sample was 20 students from class X TKJ. In analyzing the numerical data, the writer used SPSS version 24.0. Based on the results of data analysis, the writer concluded that the use of Circle Game can increase students' vocabulary knowledge, it's proved by the mean score of the students' in pretest and post-test. The result of the research shows that Circle Game significantly increased students' vocabulary knowledge after did treatment where the results shown in the paired sample test are 0.001 is smaller than 0.05. The mean score improved from 49.75 in pre-test to 68.75 in post-test. It indicated that the one hypothesis (H_1) was accepted and of course, the null hypothesis (H_0) was rejected. It means that Circle Game can improve the students' vocabulary knowledge in learning English at SMK Negeri 7 Bulukumba.

Key Words: *Circle Game, Strategy, Vocabulary*

ABSTRAK

Riswani, 2023. *Menggunaka Permainan Lingkaran Sebagai Strategi Untuk Meningkatkan Kosa Kata Siswa pada Kelas X TKJ di SMK Negeri 7 Bulukumba (Pembimbing I : Hj. Restu Januarty Hamid dan Pembimbing II : Dr. Muliati)*

Tujuan penulisan ini adalah untuk mengetahui bagaimana cara meningkatkan kosakata siswa pada Permainan Lingkaran di kelas sepuluh SMK Negeri 7 Bulukumba.Penelitian ini menggunakan metode pre-eksperimental dalam satu kelas pre-test dan post-test. Penelitian ini dilaksanakan di SMK Negeri 7 Bulukumba. Populasi penelitian ini adalah siswa kelas sepuluh dari SMKN 7 Bulukumba tahun akademik 2023/2024. Peneliti menggunakan teknik total sampling dalam pengambilan sampel. Total sampel dalam penelitian ini adalah 20 orang dari siswa kelas X TKJ. Dalam melakukan analisa data, peneliti menggunakan aplikasi SPSS versi 24.0. Berdasarkan hasil analisis data, penulis menyimpulkan bahwa penggunaan Permainan Lingkaran dapat meningkatkan pengetahuan kosa kata siswa, hal ini dibuktikan dengan nilai rata-rata siswa dalam pretest dan post-test. Hasil penelitian menunjukkan bahwa penerapan Permainan Lingkaran secara signifikan dapat meningkatkan pengetahuan kosa kata siswa setelah dilakukan perlakuan. yang dimana hasil yang ditunjukkan pada paired samples test yaitu 0.001 is smaller than 0.05. Skor rata-rata meningkat dari 49.75 pada pre-test menjadi 68.75 pada post-test. Hal ini mengidinkasikan bahwa one hypothesis (H_1) diterima dan tentunya null hypothesis (H_0) ditolak. Artinya, penerapan Permainan Lingkaran dapat meningkatkan pengetahuan kosa kata siswa dalam pembelajaran bahasa inggris di SMK Negeri 7 Bulukumba.

Kata Kunci: *Permainan Lingkaran, Strategi, Kosa Kata*

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The Skripsi, entitled "The Use of Circle Game as A Strategy to Improve Students Vocabulary of Tenth Grade of SMK Negeri 7 Bulukumba", was completed thanks to the support and cooperation of various parties. Therefore, the writers would like to expresses her deepest gratitude to her beloved family especially her parents, without their support the writer would not have been able to reach until this time.

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To the writer dearest beloved friends, the Kapurung Square Mega Fransiska Toninel, Trijen Juliani, Rianti, Silvi Aulia, Ewin Arruan, Teresia Yetti, Jepita Clara and Theo Villia Rahayaan who were given the writer thoughtfulness and kindness. I hope our friendship is long-lasting an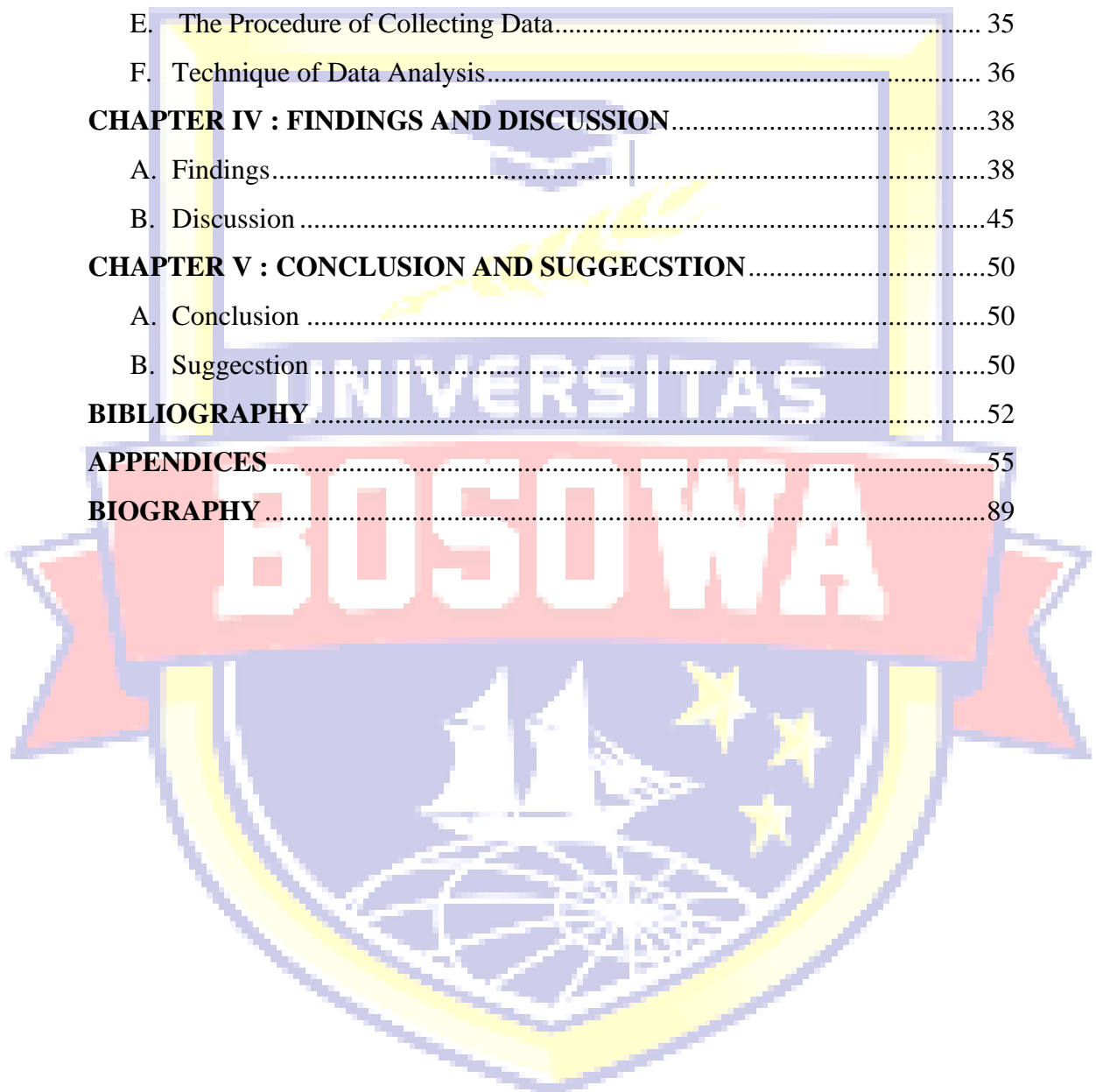d keep in touch even we cannot get together. At last, the writer realizes that this skripsi is far for being perfect, but it is expected that this research will be useful. Therefore, the constructive criticism and suggestion are highly appreciated.
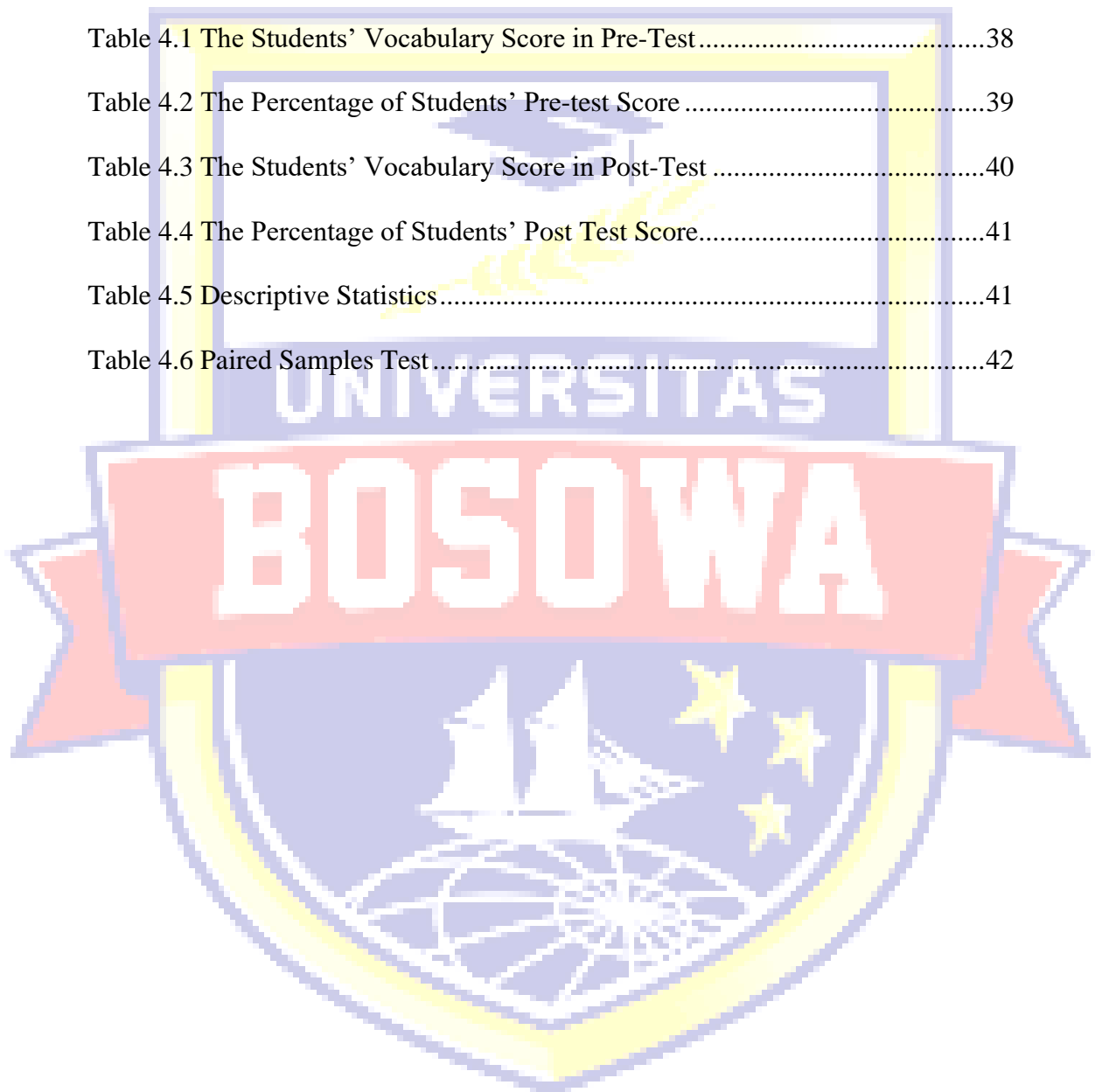
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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is the first stage in learning any language. The acquisition of vocabulary through independent listening or reading activities is referred to as incidental vocabulary learning (Wang, 2019). Therefore, vocabulary is important to improve in the language learning process. Generally, students cannot compose sentences or phrases in speaking or even writing and reading because they are poor in vocabulary.

When a person has problems with his vocabulary, it will directly affect his success in learning English material. The people will have an effect on their English achievement at the end of the lesson. Qurrahman (2016:) states that vocabulary is one of the components or sub skills of English that must be taught to students, because vocabulary has a major role in all languages.

Teaching English vocabulary to young learners needs an extra work and an appropriate teaching technique which is adjusted to the students' need. Many strategies can be applied to teach young learners and give very enjoyable for them in learning English as a foreign language; one of strategies that are possible to apply is game. According to Adiyana P. W (2018), using games is one of the strategies that can be implemented. A game can be used to promote critical thinking and reasoning. One advantage of using games as a teaching strategy, is that students have the opportunity for immediate feedback, through the discussion of correct answers and their rationales (Glendon and Ulrich, 2005).

Spacey (2020) in his article retrieved from internet says that a game is a structured activity that is typically competitive and fun. This can be defined by a goal that the players try to reach or some set of rules that determines what the players can or cannot do. Game is played primarily forentertainment or enjoyment, but may also serve an educational.

One of game will be used by the researcher of the many educational games in improving student vocabulary knowledge is the Circle game. The development of increasingly advanced method makes games can be used as a medium of learning. One of the media that teachers can use in learning is the Circle game. There are actually many other games that can be used as a means of memorizing vocabulary easily. However, it is hope that Circle games will be able to answer the difficulties of students in remembering vocabulary in their memory. The Circle game aims to make it easier for children in the learning process, especially to remember vocabulary.

This study would present a vocabulary teaching strategy to tenth grade students. In which it was going to be very pleasant and interesting for young learners. The teaching strategy was about "The Use of Game (Circle Games) in Teaching Vocabulary to Tenth grade students" conducted within a set of rules in the objectives.

Based on the description above, the researcher intended to do research under the title **"The Use of Circle Games as a Strategy to improve Students Vocabulary of Tenth Grade of SMK Negeri 7 Bulukumba"** as the title of my final project.

B. Identification of Problem Research

Based on the background about Use Circle Games as a Strategy to Improve the Students Vocabulary, some problem could be identified as follow:

1. The students have little desire to learn vocabulary

2. Most of student feel bored and sleepy in learning English vocabulary

3. The teacher's method in teaching English, especially in English vocabulary is not make a student bored

C. The Limitation of Research

This research focused on Circle game to improve student's vocabulary at the tenth grade of SMK Negeri 7 Bulukumba.

D. Formulation of the problem

Based on the description above, the researcher formulated questions research as follows: How to improve students vocabulary on Circle Game at the tenth grade of SMK Negeri 7 Bulukumba?

E. The Aims of Research

Based on the description above, the purpose of this study is to know how to improve students' vocabulary on Circle Game at the tenth grade of SMK Negeri 7 Bulukumba.

F. The Significant of Research

The researcher hoped this research can gave contribution to the English teaching and learning. The main meaning of this research are: theoretical and practice significance:

1. Theoretical Significance

   a. The research was giving new finding of study about vocabulary and gave solution to find out the strategy in teaching vocabulary.

   b. This research as the reference for those who wanted to conducted a research to increase in vocabulary knowledge

2. Practical Significance

   The results of this study hoped useful for teacher as follows:

   a. The teacher can motivate and increased student enthusiasm in the processed of learning English through games.

   b. The teacher can enrich students' vocabulary knowledge to be applied and developed in the classroom.

   The results of this study be useful for students as follows:

   a. Students can improve vocabulary knowledge by using the Circle game.

   The results of this study hoped useful for readers as follows:

   a. Get information about how media can be used in the English teaching and learning process.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Review

1) The Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is one of the most important things that you need to understand to learn a language. Because without understanding vocabulary, it will be difficult for us to learn. In the large Indonesian dictionary, vocabulary is vocabulary. Meanwhile, the meaning of the word itself is an element of spoken or written language. Education is a process of changing attitudes from the behavior of a person or group of people in an effort to increase knowledge through teaching and training efforts. The curriculum used is oriented towards certain competencies or skills as a result of the learning process at school. English serves as a means of communication to access information, order as well as a tool for fostering interpersonal relationships and exchanging information. The ability to communicate in English, both speak and write, includes listening, speaking, reading, and writing skills

One of the components of language learning is understanding the English vocabulary itself, in addition to other components. Schmitt et al, (2020) criticize current vocabulary tests for three reasons, among: (1) an unspecified test purpose, (2) the generalization of intended test takers, and (3) the undefined aspects of assessed vocabulary knowledge. In this light, the definition of vocabulary ability should be specified before developing a test. Vocabulary that is understand by everyone is interpret as a collection of all words or all words that are likely to be use

by that person to compose a new sentence. The addition of a person's vocabulary is generally considered an important part, both in language learning, developing one's abilities in the language that is already occupy. In school students are taught new words as part of a particular subject and there are many adults who find vocabulary formation an interesting activity.

Santosa and Putra (2020) define vocabulary as the sum of words that are used and understood by language user. That is why the students cannot hold the information from the passage without having ability in vocabulary mastery. The goal of the vocabulary mastery is to increase students' language proficiency, which depends on the quality and quantity of the students' efforts.

There are many definitions of vocabulary. Some of them are quote as follows:

a) Vocabulary is the number of words that make up a language.

b) Vocabulary is a collection of words that a person knows or uses in a particular book, subject, action.

c) Vocabulary is a list of words that have meaning, especially those accompanying textbooks in foreign languages.

Vocabulary is one of the most important things that you need to understand to learn a language. Because without understanding vocabulary, it will be difficult for us to learn. In the large Indonesian dictionary, vocabulary is vocabulary.

Based on the description above, we can draw conclusions about the meaning of vocabulary. Vocabulary is the meaning of the words use by speakers of a

language to communicate with each other, not only in speaking but also in writing, reading, and listening.

b. Vocabulary Types

According to Dakhi & Fitria (2019), vocabulary types is important. It is in order to have a better understanding of how to teach them effectively according to context, leaners' learning style and preferences, and needs. Two well-known categories are receptive and productive vocabulary, and active and passive vocabulary.

There are two types of vocabulary learning: incidental learning and intentional learning. The acquisition of vocabulary through independent listening or reading activities is referred to as incidental vocabulary learning (Wang, 2019). Similarly, (Ghobain, 2020) states that the acquisition of new words from various contexts without explicit instruction is referred to as incidental vocabulary learning. This indicates that students learn vocabulary without paying close attention. In contrast, intentional vocabulary learning refers to the acquisition of vocabulary through direct conscious study (Wong et al., 2021). This indicates that learners intend to acquire vocabulary through proper instruction. Intentional vocabulary learning is defined as any activity that aims to store lexical information in the human brain as memory. This means that students will remember the words they have learned.

Some scholars divide the vocabulary based on their arguments. Harmer in Wahdiah (2017:59) divides vocabulary into two types, namely:

a) Active vocabulary refers to words that students have taught or learn and are expect to use. Vocabulary consisting of verbs that are used daily in writing and speaking.

b) Passive vocabulary refers to words that students will recognize when they meet them, but they probably won't be able to produce.

Another opinion according to Rasyid in Wahdiah (2017:60) classifies modern English vocabulary into three types of word elements in terms of their point of origin as:

a) Native speakers are a vocabulary defined from another language

b) Borrow is a vocabulary borrowed from another language

c) What's new about is the vocabulary that makes up the material anytime it is in the language.

From further comparisons, Good in Wahdiah (2017:60) divides vocabulary into four types, as follows:

a) Oral vocabulary: consists of the active use of words in speech: words that approach conversation. The more often a person says a word, the easier it will come out of his tongue.

b) Vocabulary writing: for words that actually get into the vocabulary of one's fingers: maybe even no speaking vocabulary: stock words that are respond to with meaning and understanding in other writing.

c) Listening vocabulary is a stock of words to which a person responds with meaning and understanding in the speech of others.

d) Vocabulary reading is a stock of words that a person recognizes when he sees them in painting or writing.

c. The Importance of Learning Vocabulary

As we know that vocabulary is one of important aspects in teaching language. Without vocabulary, we can difficult to study four skills in English teaching, they are: listening, speaking, reading and writing.

Vocabulary is the main core component of language proficiency and provide much of the basis for how learners speak, listen, read and write (Nikulujuw 2020). If the students want to be success in learning English language skill, must have a large of vocabulary. If they have it, they can express their idea, they can write in their own words, they can hear other people speak easily and they can be a good reader

According to Bo Bennet in him blog who having a good vocabulary important to our success. In short, if you speak like an idiot, people will treat you like one. He is not saying this is right, since it is a formof prejudice; however, it does happen in both personal and professional situations. Here are a few more reasons directly related to your success:

1) Increasing your vocabulary allows you to use more descriptive words tobetter communicate your thoughts.

2) Understanding the meaning of more words will allow you to betterunderstand information that you are reading or listening to (comprehension), thus increasing your retention.

3) Having a larger vocabulary to call upon will help your verbal communication

flow and allow you to start eliminating noises such as,"umm" and "uhh".

4) Being able to use more colorful words in speaking to others will allow you to project a more intelligent image.

5) Knowing more words will make you a better Scrabble player.

According to Agazzi (2020), he said Listening, speaking, reading, and writing are the four basic abilities of the language. Everyone who wants to master a language, whether L1 or L2, appears to have to focus on these four talents. But, in addition to these abilities, there are three additional aspects to language: vocabulary, pronunciation, and grammar. The importance of vocabulary in English language instruction cannot be overstated.

Based on the explanation above, it is very important to increase theability of vocabulary mastery as much as possible. It is important to know a lot of words if we want to make progress in a foreign language. Even if the grammar is excellent, we will not be able to communicate the meaning without a wide vocabulary.

d. **Teaching Vocabulary for young learner**

Teaching vocabulary is not easy. Young learners have different characteristic from adult learners. They usually consist of students at the age of 6 to 12 years old, where all about fun become a part of their world. They have several characteristics and unique. Young learners are very enthusiastic in finding out, understanding and learning everything. It seems that they like learning something that involves a new thing and the all of about fun such as game, where they can laugh, talk and feel happy during the class and the most important thing that they can enjoy and absorb the sense of the lesson.

According to Nurchintyawati (2022), there are some problems faced by students in learning English vocabulary in teaching and learning process. Such as the lack of vocabulary mastery of students, so that students are difficult to express ideas in English. And it will also affect the ability of students in the mastery of all language skills (reading, speaking, writing and listening).

Consequently, the teacher should pay attention to technique for teaching vocabulary and decide which the best for their students. To use appropriate and effective technique in teaching vocabulary, effective teachersshould create various teaching technique and need the correctness of teaching methods to increase motivation of children. The variety of teaching techniques or methods will help young learners feel amusing learning situation, but not all teachers can find or create the right method for their teaching learning process in order that the students can learn the material easily. Many strategies can be applying to teach young learners and give very enjoyable for them in learning English as a foreign language, one of technique that are possible to apply is game.

To help the learners in learning foreign language Marry Slaterry and Jane Willis suggest some ways to teach them:

1) Make learning English enjoyable and fun

2) Don't worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part.

3) Use a lot of gestures, action, pictures to demonstrate what you mean.

4) Talk a lot to them use English, especially about things they can see.

5) Play game, sing a song, and say rhymes and chants together.

6) Tell simple stories in English, using pictures and acting with differentvoices.

7) Do not worry when they use their mother tongue. You can answer a mother tongue question in English and sometimes recast in English whatthey say in their mother tongue.

8) Consistently recycle new language but don't be afraid to add new thingsor to use words they won't to know.

9) Plan lesson with varied activities, some quiet, some noisy, some sitting,some standing and moving.

According to the explanation above, I conclude that teaching vocabulary to the young learners; teacher should not give the students too many new words in a lesson. It is better to give them about eight or ten new words rather than giving them many words. It is better to practice the words given in order to achieve the comprehension. Few words would help them memorizing the words quickly and also in order to help the young learners todevelop their language ability.

e. **Vocabulary Teaching Techniques**

There are many techniques for teaching vocabulary. Not all techniques are useful for students, the teacher must choose the appropriate technique. These techniques must be as effective as possible to improve students' vocabulary mastery.

Lestari (2020:20) states that teaching English vocabulary is the second material in the learning process, and he says that teaching old vocabulary continuously is more important than teaching new vocabulary every day.

Language students need to learn the lexical of the language. They need to learn the meaning of words and how to use them. While this clearly shows how words are stretch and rotation, it is clear that some words tend to be more than others and are therefore more suitable for progress.

In addition, Lestari (2020:25) also provide example of teaching vocabulary are :

1. Presentation.

Presentations can be done using regalia, pictures, signs, explanations, translations. According to wahdiah (2017:11) there are four steps that must be followed in a presentation, namely:

a) Sound and meaning.

In this step, the teacher pronounces new words two or three times, pronouncing them clearly. He also shows the same meaning. There is no point in making students listen to meaningless strangers' voices.

b) Repetition The teacher asks the class to repeat the word news several times and check the pronunciation carefully. If we use visuals, put it in front of them to make sure the association that they associate sound meaning.

c) Written from the Teacher writes new words on the board and will be a class. Read it aloud, without interrupting the pronunciation. First the teacher chooses two or three people to say it, and then gets a repetition so that everyone in the class will be a chance to associate writings from with pronunciation.

d) Illustrative Sentence In this step the teacher places a short illustrate sentence on the board so that the meaning is clear to anyone who reads the note afterward. Students would love to try to pick up a good illustrate sentence themselves.

2. Invention

   Discovery technique are technique where students will to think about rules and meanings for themselves rather than give everything by the teacher. These activities can range from simple matching tasks to understanding more complex connotations and contexts. For example, students can will be given a picture of numbers and the teacher can examine on the board which they have to match the picture.

3. Practice

   In this section we will look at activities design to encourage students to use words in engaging ways. We can give students lots of practice. Students must use words if they want to internalize them. It's a simple matter of asking a few additional questions. The idea is to make the students heard the tree the way the presentation is:

a) Meaning Ostensive.

   The meaning of Ostensive is a way of teaching vocabulary by showing something in the classroom or outside the class whose types are reality, image, and the body.

b) Definition of verbal

Verbal definition is the teaching of vocabulary using teacher's speech, the types of verbal definitions are words, synonyms, antonyms, illustrative sentences, general knowledge building, and translation.

c) Running context

Running context is a way of teaching vocabulary by connecting new words that are all ready, requests to conclude or guess the meaning of these new words.

d) Develop a guessing strategy

Develop a guessing strategy Developing a guessing strategy is a way of teaching vocabulary by guessing unfamiliar words in a sentence by looking at grammatical category. From the description above, we can know that various kinds of vocabulary come from vocabulary teaching techniques, because teachers have many ways to learn and students can learn well. Techniques in teaching vocabulary are very important for teachers and can increase students' knowledge.

There are three main stages in teaching vocabulary (Setiani, 2018). In other word, there is some common techniques used in each stage as follow:

1) Techniques in Presenting. Yet it is the important stage that the student is introduced with the new words. As an English teacher, we should know the techniques of teaching vocabulary which are suitable for the students.

2) Techniques in Practicing. In practicing stage, there are a variety of tasks which can be used in order to help move words into long-term memory.

3) Media is a main instrument in teaching and learning process. It is used to attract the students" attention and deliver the information easily. Teachers of young

learners have to use some visuals in their teaching activities to facilitate their teaching. According to Wright, there are various kinds of media, but visual is appropriate media for young learners in learning vocabulary.

f. Strategies in Increasing Vocabulary.

A new vocabulary unit cannot be present only once. Learners need to expose vocabulary over and over again, and recycling needs to build into learning. Amalia (2018:173) Vocabulary is not just a collection of words that we memorize and know their meaning but also the learning process in arranging these words. Without mastering adequate vocabulary, students not only have difficulty communicating, but even cannot communicate at all. In addition, without understanding vocabulary, grammar, students will be problems accessing information and operating their electronic devices. Observing the importance of English, learning English in the classroom is a must use the right strategy, attract and involve students, so that English competency can be master optimally.

Lestari (2020:61) provides several strategies in teaching vocabulary, namely reality, pictures, contrast, enumeration and translation. The explanation of several strategies in teaching vocabulary is as follows:

1. Picture

Pictures can be used to explain the meaning of vocabulary. Teachers can display an image. the students will think what the picture means. Then the teacher directs the students to choose one of the answers provided by the teacher.

2. Contrast

Teaching vocabulary with relevant contras to denote antonyms. The teacher in this case, shows the students and asks to know the contrast of the words. For example, the meaning of empty is contrast fully, cold is contrast with heat.

3. Translate

Teaching vocabulary with translation is when the teacher asks students to translate the words give into their mother tongue.

4. Explanation

This technique is applying by way of explaining the meaning of a word, e.g. 'develop' can we speak to correct, add-e and greet.

Based on this description, the study can conclude that teachers and students must know the Strategy to Improve Vocabulary. So that what they want in learning vocabulary can be achieve successfully and strategies for improving it are very important for students.

2) The Concept of Game

a. Definition of Game

Teaching should not be always based on one or two strategies, theycan be various, where teacher asked to be creative so that the class will not bepassive and students will be stimulated to be more interested in learning and the result expected from the process of teaching and learning will be well transferred to students.

According to Arjoranta (2019), a game consists in moving objects about on a surface according to certain rules. As being stated that game is one of alternatives that can be used to teach English, most of teacher believes, teaching process through

a game willgive a fun. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful.

There are many kinds of games which can be used in teaching English. Of course, as a technique games need help from media. The media can be picture, flash cards, object, puppet, cassette, projector, etc. it is better if the games are familiar for children, because they learn in a variety of ways,for example: by watching, by listening, by imitating and by doing things. It means that young learners learn their knowledge through what they see, heardin their surrounding and then imitate it and imitating by doing things (children learn by doing).

There are many criteria games as educational media for teaching English to children, here according to Mohammad Agus Salim El Bahri:

1) A game must be more than just fun.

2) A game should involve friendly competition.

3) A game should keep all of the students involved and interested.

4) A game should encourage students to focus on the use of language ratherthan on the language itself.

5) A game should give students a chance to learn, practice, or reviewspecific language material.

6) A game should be familiar by children.

According to the explanation above I conclude that game should be motivated the students to always study although in a playing.

b. Teaching English Using Game

Teaching English is often viewed as difficult and tedious learning by many students, because of the high degree of difficulty for students that their mother language is not English.

According Ramadhaniarti (2019), when using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of games, which usually are defined as a form of play concerning rules, competition, and an element of fun. Teachers should also consider the advantages of games: the ability to capture students' attention; lower students' stress; and give students the chance for real communication. Lastly teachers need to assess how to use games appropriately in the classroom. It is important to choose an appropriate time and integrate them into the regular syllabus and curriculum.

Bendo (2019), in main findings of her study show that games are considered an effective tool to transmit new skills to the learners. Games or using media can be one method or strategy that appeals to them. So, the students can be more motivated to learn English. Lee Su Kim presents six advantages of using games in the classroom, they are:

1) Games are a welcome break from the usual routine of the language class.

2) They are motivating and challenging.

3) Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

4) Games provide language practice in the various skills- speaking, writing, listening and reading.

5) They encourage students to interact and communicate.

6) They create a meaningful context for language use.

Actually, teaching using game is not only about paper, black/whiteboard, marker, or book. In order to get a good result, the teacher should use the effective teaching aid or media to complete the game. Media isa tool used by teachers, facilitators, or tutors to help learners improve their vocabulary and other skills. There are many kinds of media can be used to teach, such as: picture, flash cards, posters, map, projector, sound system, etc.

3) The Concept of Circle Game

a. Definition of Circle Game

Game is one of many teaching strategies can be engaged to foreign language learners, it is believed that it can give an element of fun to learners.It has been the reason why I have been motivated to present a teaching strategy which involves a game as a media for teaching on vocabulary to young learners. The game will be circle game, which is any games or activities that involve the whole class, sitting in a circle, that the games recycle vocabulary and involve an element of fun, Joanna Budden

The circle game is playing game with concept circle. Circle games are a great way to encourage the whole class to worktogether. They also give a change that often accepted in working pattern. They are mostly used with young learners because generally the younglearners are like to play.

According Aeni N (2021), Circle Game is an activity that allows teachers and students to enjoy the teaching and learning process. It is also such an amazing

way to motivate all students in the class to work together and bring about a frequently-welcome change in working pattern. Mostly they are applied to young learners, but they will be played by teenagers and the right type of adult class: one that does not take itself too seriously.

Furthermore, Ayu, PDS (2020) said, Circle Games were believed to be effective to improve the students' motivation. They were able to engage the students' attention and interests during the teaching and learning process of speaking. Besides, the Circle Games could provide the students' illustrations and ideas in their minds. Second, the improvement could also be seen in the teaching and learning process. The absence of media was solved through the implementation of Circle Games. In addition, the Circle Games could provide various fun learning activities so they decreased the students' boredom during their learning.

b. The Advantages of Using Circle Game

There are some advantages of using circle game as a media, they are as follows;

1) Flexible

Explaining the material can be easy without confusing in Ade the material by using circle game. We can practice to speak and easier to memorize the material trough the circle game.

2) Concentrate on the Topic

Getting the subtopic what we talk about with focus on the main idea easily. Focus on the keyword can help us to make it simple and it does not waste the time.

3) Increasing Comprehension

Using circle game can make easy in understanding the material. Circle game is a simple pattern, so it is not making us confuse to understand what we have learnt and easy to remember the material.

4) Enjoyable

Imagination and creativity are unlimited in using circle game, so it can be fun to learn. By using picture, it makes the brain enjoy and exited in thinking something what we want about material. Circle game helps us for communicating, become more creative, and seeing the whole of the "picture"

c. **Teaching Vocabulary Trough Circle Game**

Linda Diamond and Linda Gutlohn (2006) vocabulary is the knowledge of words and words meaning. As Steven Stahl (2005) puts it, "vocabulary knowledge is knowledge; the knowledge of a word not only implies the definition, but also implies how that word fits into the world". Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and dependent over the Couse of a lifetime. Instructions in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired accidentally trough indirect exposure to words and intentionally trough explicit instruction in specific word and word-learning strategies.

According to Michael Graves (2000), there are for components of an effective vocabulary program:

1) Wide or extensive Independent reading to expand world knowledge

2) Instructions in specific words enhance comprehension of text containing those words

3) Instruction in independent word-learning strategies, and

4) Word consciousness and word-play activities to motivate and enhance learning

This game involves the students sitting in a circle and working as a whole class.

"Game is a game or activity that involves the whole class, sitting in a circle, that the game recycle vocabulary and involve an element of fun", Joanna Budden, British Council, Spain (2006) in Jayanti. According to the article of Salim in Jayanti, there are some criteria games as educational media for teaching English to students:

1) A game must be more than just fun.

2) A game should involve "friendly" competition

3) A game should knap all the students involved and interested.

4) A game should encourage the students to focus on the use of language rather than on the language itself.

5) A game should give student a chance to learn, practice or review specific language materials.

6) A game should be familiar by the students.

Word Association is a part of circle game, a very simple game where students must think of words connected to the word that comes before.

1) For example, the teacher says "Head", the ext student thinks of a word that associate with head, such as "hair", the next student says "eyes", the ext says "forehead" etc.

2) The teacher can decide as a group if associations are valid. Ask the students to justify the connection.

3) To make it more competitive, set a thinking time limit and eliminate students.

4) When they are eliminated, they can be Judges.

d. The Criteria of Using Circle Game

The circle game uses picture to help constructing the imagination with our style in using circle game as a media. Words or pictures which are help the students' memory to make associations.

1) Group of the students.

2) Subject of the material.

3) Let your circle game be as imaginative as possible.

B. Some Previous Findings

Some writers have conducted the research about Circle Game as a strategy to improve vocabulary students. They are (1) Nur Aeni (State University of Makassar, 2019), () Reni Sundari (UMN AL-WASHLIYAH, 2020), and (3) Sarifah Alawiyah (State Islamic University of Sultan Maulana Hasanuddin Banten, 2021).

1. Aeni's work

The first research has been conducted by Siti Nur Aeni (State University of Makassar, 2019). She conducted a research entitled "*The Use of Circle Games to improve the Mastery of English Vocabulary of the Indonesian Maritime Academy Students*". conducted in Technical Class A and B. The research used cluster random sampling. In AMI AIPI Makassar.

The research's aim was to find out if the use of circle games substantially enhances the vocabulary competence of the learners and to find out whether or not the learners are interested in using circle games. The study used a quasi-experimental technique. The study population was AMI AIPI Makassar's first year students in the academic year 2018/2019. The sample consisted of 50 students in Technical Class A and B. The research used cluster random sampling. In AMI AIPI Makassar, the investigator took two classes of the first year Technical Class students. The classes were split into the experimental class and class control. The results showed an important distinction between the score of the learners taught using circle games and without Circle Games. It was demonstrated by the experimental class ' mean score, which in the posttest was greater than the control class. The test outcome showed that the use of Circle Games substantially increased the mastery of the students. Analysis using the Likert Scale showed that learners wanted to learn English through Circle Game

2. Sunanda's work

The second research has been conducted by Reni Sunanda (University of UMN AL-WASHLIYAH, 2020). She conducted a research entitled *"The Effect of Circle Game on Increasing Students' Speaking Ability at SMK Eria Medan".* The research conducted at the grade XI students of SMK Eria Medan in 2019-2020 Academic Years. The research. Final project, English education program, Faculty of Training Teacher and Education.

The formulation of the problem in this research is: "Is there any effect of using circle game in mastering vocabulary for grade XI students of SMK Eria

Medan in 2019-2020 Academic Years". The research uses a quantitative method. The type of research was experimental research. The population of them is 110 students with the sample is 60 students, they were divided into one experimental group that included 30 students, and one control group that included 30 students. In collecting the data, the writer used the instrument, it was the test material. The test used belongs to multiple choice. After finding the means score, the standard deviation, and standard error of both groups, the writer applied the statistic t-test. After calculating and analyzing the data of the research. It stated that the Ha is accepted and Ho is rejected. It means that the use of circle game as a strategy improves the students' mastery in English vocabulary of SMK Eria Medan in 2019-2020 Academic Years and the hypothesis is accepted, on the other words, there was any effect of using circle game in mastering vocabulary for grade XI students of SMK Eria Medan in 2019-2020 Academic Years.

3. Alawiyah's work

The third research has been conducted by Putri Sarifah Alawiyah (State Islamic University of Sultan Maulana Hasanuddin Banten, 2021). She conducted a research entitled *"The Use of Circle Games as A Strategy to Improve Students' in English Vocabulary".* An Experimental Research at seventh grade of Mts Modern Boarding School Darunna'im Cirende Kalang Anyar Lebak-Banten. Final project, English Education Department Faculty of Teacher Training and Education.

This research was aimed to investigate the effect of using Circle Games on improving students' vocabulary. The research was conducted at seventh grade of MTs Darunna'im Lebak-Banten using quantitative research. By implementing quasi-experimental design as the research method. this exploration employed two groups: an experimental and control group. The subject of this study was the seventh-grade students' at MTs Darunna'im Lebak which are 20 students in experimental group and 20 students in control group respectively. The experimental group was though by using Circle Games and control was tough without using it. Both of group were analyzed by using independent t-test. After collecting and calculating the data. She is accepted its mean that there is significant effect of using Circle Games on students' improving vocabulary. The topic gives some impact for students' such as they can memorize and telling something better in vocabulary.

C. Conceptual Framework

The conceptual framework underlying this research is given in the following diagram.
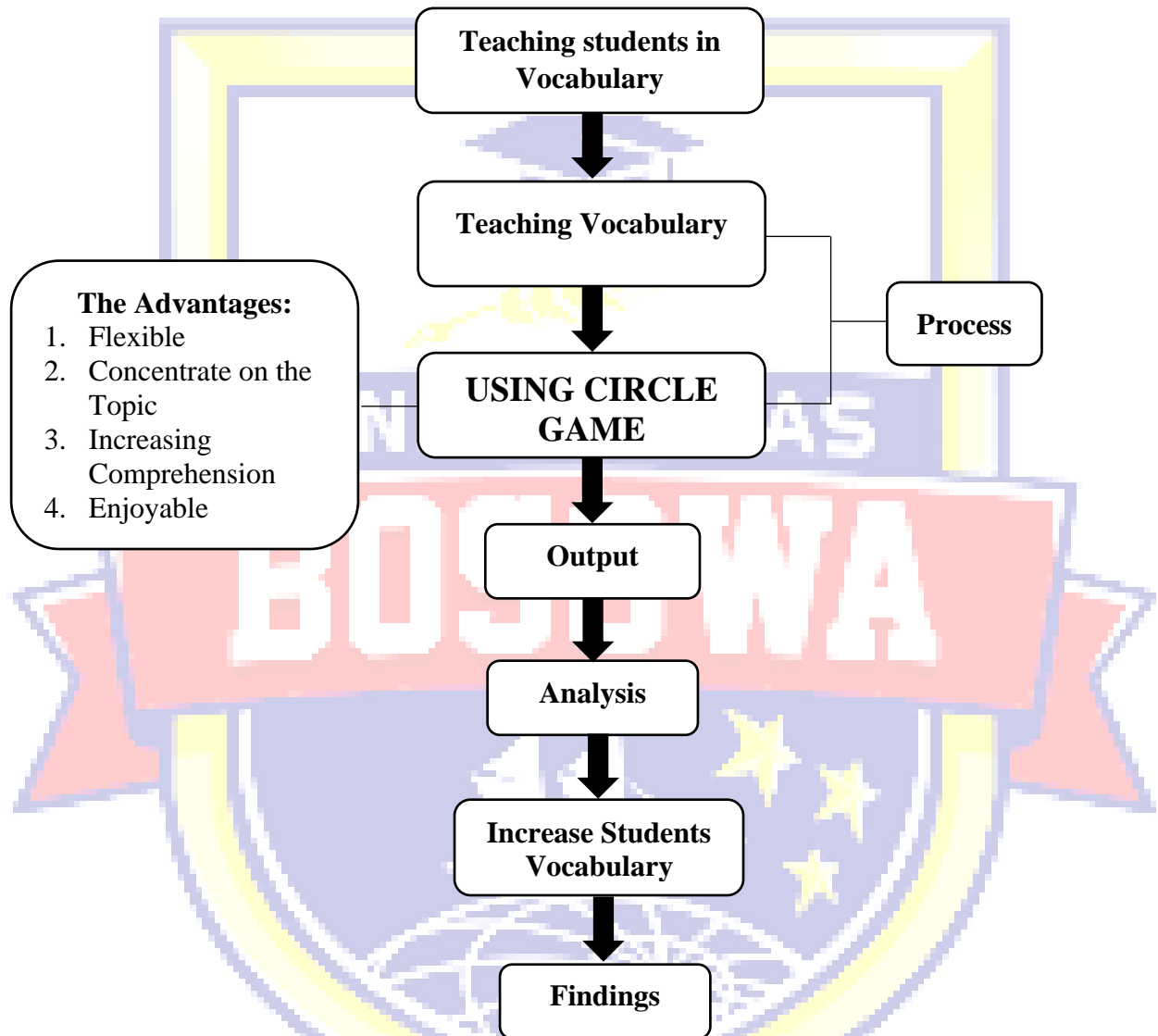
Figure .1 the Conceptual Framework of Using Circle Game

Explanation of the meaning from conceptual framework above is where the researcher will provide a learning method to students, in which there is a learning process about vocabulary. Then use the Circle game as a strategy, from the process will produce an analysis in which students' vocabulary increases. when students'

vocabulary increases, that's where the results of research from data on increasing student vocabulary will be found.

D. Hypothesis

Hypotheses are statements that predict how variables relate to each other. Tingqing, Ye & Liu (2021) hypothesis test as a mathematical tool that uses uncertainty theory to help people rationally judge whether some hypotheses are correct or not, according to observed data.

The researcher states the following hypothesis

1. Alternative Hypothesis (H_1): Using the Circle Game can improve the vocabulary of the tenth-grade students of SMK Negeri 7 Bulukumba

2. Null Hypothesis (H_0): Using the Circle Game does not improve the vocabulary of the tenth-grade students of SMK Negeri 7 Bulukumba

CHAPTER III

RESEARCH METHOD

A. Types and Design of the Research

1. Types of Research

This researcher used quantitative research to complete this study. According to Bhandari, (2020) the quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations.

In this research, the writer focusses on how is the students Vocabulary in Circle Games at the tenth grade of SMK Negeri 7 Bulukumba Academic Year 2023/2024.

2. Design of Research

The method used in this research was experimental class which used pre-test and post-test, by applying Classroom Action Research method. This Classroom Action Research would be conducted by the teacher in order to get a situation to the problem until it could be solved. Action research is a reflective process which is conducted by using some kinds of necessary technique in order to solve the problem.

The process of Classroom Action Research fed the practical assessment in concrete situations, and the validity of the theory of hypothesis that do not result dependent so much on scientific test of truth as its purpose and it helps people to act more intelligently and mastery.

In the experimental class, the researcher using the "Circle Game" in teaching vocabulary, the researcher used the pre-test and post-test designs in the experimental class. The aim to find out the used of the "Circle Game" in teaching vocabulary.

EXPERIMENTAL CLASS		
O_1	X	O_2

Table 3.1 Research Design

Explanation:

O_1: Result of a pre-test

X: Treatment that will be given in the class by using the "Circle Game"

O_2: Result of post-test.

(Sugiyono, 2017)

Based on the table above, in the experimental class, a pre-test (O_1) gave to find out students' knowledge before giving Treatment. Furthermore, given treatment (X) using "Circle Game" and post-test (O_2) applied to determine student achievement. Scores were compared to see improvement.

B. Time and Place of the Research

1. Time of Research

The time used by the researcher for this research was carried out from the date of issuance of the research permit within a period of approximately 2 (two) months, 1 month of data collection and 1 month of data processing which includes presentation in the form of a thesis and the guidance process takes place.

2. **Place of Research**

The place where this research was carried out in the school environment of SMK Negeri 7 Bulukumba. This school is one of the vocational public schools located in Kajang District, Bulukumba Regency, South Sulawesi Province.

C. **Population and Sample of the Research**

1. **Population of Research**

The population of this research was the tenth grade of students at SMK Negeri 7 Bulukumba in the academic year 2023/2024, consisting of 65 students divided into 3 classes.

2. **Sample of Research**

This research was used cluster random sampling to select one class as the sample of this research. The researcher take sample of tenth grade students at SMK Negeri 7 Bulukumba, in which the sample take from 20 students at class X TKJ.

D. **Variable of Research and Definition of Operational**

1. **Variable of Research**

A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied. Measurement means that the researcher records information from individuals by asking them to answer questions. And when variables vary, it means that scores will assume different values depending on the type of variable being measured (Creswell, 2012:112).

In this research, the writer retrieving the title "The Use of Circle Game as a Strategy to Improve Vocabulary Students' of Tenth Grade of SMK Negeri 7

Bulukumba". As indicated by the title there are two variables, they are:
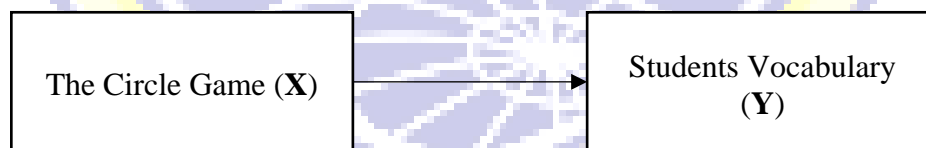
1) Independent Variable

An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable (Creswell, 2012:115). Independent variable is the cause of another variable. Based on the definition above, the independent variable of this research is the Circle Game.

2) Dependent Variable

A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable (Creswell). This is the effect of independent variable. This variable was not manipulated by the researcher, but it was affected by the independent variable. The dependent variable of this research is students' vocabulary mastery.

To facilitate understanding of the status the variables studied, the identification of variables in this study is:

a) Independent Variable : The Circle game (**X**)

b) Dependent Variable : Vocabulary mastery (**Y**)

The Circle Game (**X**)	→	Students Vocabulary (**Y**)

Figure 2.1. the identification of variables Independent and Dependent

2. **Operational Definition**

Operational definition is the determination of the constants or properties to be studied so as to be a variable that can be measured. The operational definition

describes the particular way in which to research and operate the con- text, making it possible for other researchers to replicate measurements in the same way or develop better ways of measuring constants. The operational definition is a definition that is given to a variable by giving meaning or specifies activities or to provide an operational.

In this research, the researcher presents operational definition. The operational definition provides a concrete description of the variables. The definitions of each session are offered to give the information related to the title of this study.

1) Definition of circle game

The circle game is playing game with concept circle. Vacca, Vacca, & Gove (1987) in Allen (2007), state circle game is drawing a circle, and write a word in it, e.g. "school". Make arrows around the circle, for example 4 arrows. Among 4 the word Definition of vocabulary select one word, e.g. you select class, then put in a circle and create 4 arrows again, looking for other words related to class. The students can use dictionary to find vocabularies. Circle game is one of method that can influence students' interaction in vocabulary mastery.

2) Definition of Vocabulary

vocabulary is the first element that English learners must learn to master English well in addition to other English components and skills. From wikipedia, vocabulary (English: vocabulary) is a set of words that a person knows, or part of a particular language. Vocabulary that is understand by

everyone is interpret as a collection of all words or all words that are likely to be use by that person to compose a new sentence. In this research, the writer uses of Circle Game as a strategy to improve vocabulary students.

E. The Procedure of Collecting Data

1. Pre-test

Before doing the treatment, the students give a pre-test to know their prior vocabulary knowledge. The pre-test provided a measure of some characteristics, the researcher assesses participants in the trial before they received treatment. There were 20 question multiple-choice. Students get 100 score if they can answer all questions correctly.

2. Treatment

After gave the pre-test and gave treatment the researcher was conducted three meetings. Each meeting the researcher was gave material about vocabulary to the student using the "Circle Game".

The procedure of using Circle Game to improve vocabulary students are as follows:

1) The researcher was divided students into two groups and each group make a Circle before playing the game.

2) The students in this game form two large circles while holding hands, and the researcher then provides them with a hint that is connected to previously taught material.

3) The circle game used words to help constructing the imagination with our style in using circle game as a media. Words which are help the students' memory to

make associations. Word Association is a part of circle game, a very simple game where students must think of words connected to the word that comes before. For example, the teacher says "School", the ext student thinks of a word that associate with school (Vocabulary of Noun), such as "Teacher", the next student says "Classroom", the ext says "Chair" etc.

4) The teacher can decide as a group if associations are valid. Ask the students to justify the connection.

5) To make it more competitive, set a thinking time limit and eliminate students. Then, members of the group are not allowed to repeat words what has already been spoken by other members.

6) When they are eliminated, they can be Judges.

7) The Circle game is over when there are just 2 or 3 players left and the group is declared to loss.

3. Post-test

After gave treatment the students 'given a post-test, the Post-test is a measure of some of the characteristics assessed for participants in the trial after treatment. Just like the pre-test, there are 20 questions multiple-choice. The contents of the test will still have the same composition and characteristics. Students get 100 score if student can answer all questions correctly. The purpose of the post-test is to determine the achievement of students' vocabulary mastery after treatment.

F. Technique of Data Analysis

This analysis is to compare the students' achievement and performance during the pre-test, treatment, and post-test. For both pre-test and post-test, the researcher was used scoring guide which provides rating scale for criteria of vocabulary.

To know the students 'ability in vocabulary the researcher will converted the students' ability vocabulary scores using the following formula:

$$Score = \frac{the\ correct\ answer}{Total\ number\ of\ item} x100$$

(Depdikbud in Wafaa, 2017)

Then, classifying the students score based on the following class classification:

Table 3.2 Scoring Classification

No	Score	Classification
1.	91-100	Excellent
2.	76-90	Good
3.	61-75	Average
4.	51-60	Poor
5..	< 50	Very Poor

Depdiknas in Muadzdzinul (2017:31)

The explain above is calculating the mean score, standard deviation, frequency table, and the value of t-test in identifying the difference between pre-test and post-test by using inferential analysis in SPSS (Statistic Product and Statistic Solution) version 24.0 program. SPSS is a computer program use for statistical analysis. SPSS is use for processing and analyzing data that have statistical analysis capabilities as well as a data management system with a graphical environment.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The test was carried out by the researcher twice, pre-test and post-test, the researcher gave the students vocabulary test before and after the treatment. To know the improvement of students' English vocabulary mastery the researcher conducted pre-test and post-test. As mentioned before the researcher used Circle Game as instrument in collecting the data. It was given to the tenth-grade students of SMK Negeri 7 Bulukumba. Pre-test and post-test were done to get vocabulary score of the students. The students' scores in pre-test are presented in the following table.

Table 4.1
Table 4.1 The Students' Vocabulary Score in Pre-Test

No.	Students' Initial	Score	Classification
1.	ANR	50	Poor
2.	AN	70	Average
3.	ANDN	35	Very poor
4.	AL	50	Poor
5.	APBS	50	Poor
6.	ALSP	60	Poor
7.	ALFS	60	Poor
8.	DRPW	50	Poor
9.	IR	65	Average
10.	INR	60	Poor
11.	MDRFAR	25	Very poor
12.	MDISAR	70	Average
13.	MDIQ	30	Very poor
14.	MFFJ	25	Very poor
15.	NRAZ	40	Very poor
16.	NRIS	55	Very poor
17.	SK	30	Very poor

18.	SD	25	Very poor
19.	WY	70	Average
20.	NRAN	80	Good

(Data Source; SMKN 7 Bulukumba, 2023)

Table 4.1 shows that none student got 91-100 score for excellent classification. There was one student got 76-90 score for good classification. Four students got 61-75 score for average classification. Seven students got 51-60 score for poor classification and eight students got score <50 score for very poor classification.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, the table 4.2 has five classification in pretest score namely of excellent, good, average, poor, and very poor classification.

Table 4.2
The Percentage of Students' Pre-test Score

Classification	Score	Frequency	Percentage
Excellent	91-100	0	0
Good	76-90	1	5%
Average	61-75	4	20%
Poor	51-60	7	35%
Very Poor	<50	8	40%
Total		**20**	**100%**

Table 4.2 shows that in the pre-test none of the student classified as excellent classification from of 20 students. 5% students classified as good classification from of 20 students, 20% students classified as average classification from of 20 students, 35% students classified as poor classification from of 20 students and 40% students classified as very poor classification from of 20 students.

Table 4.3

The Students' Vocabulary Score in Post-Test

No.	Students' Initial	Score	Classification
1.	ANR	65	Average
2.	AN	80	Good
3.	ANDN	60	Poor
4.	AL	70	Average
5.	APBS	70	Average
6.	ALSP	75	Average
7.	ALFS	75	Average
8.	DRPW	65	Average
9.	IR	75	Average
10.	INR	75	Average
11.	MDRFAR	70	Average
12.	MDISAR	50	Very poor
13.	MDIQ	80	Good
14.	MFFJ	55	Poor
15.	NRAZ	60	Poor
16.	NRIS	65	Average
17.	SK	60	Poor
18.	SD	50	Very poor
19.	WY	85	Good
20.	NRAN	90	Good

(Data Source; SMKN 7 Bulukumba, 2023)

Table 4.3 shows that none student got 91-100 score for excellent classification. There were four students got 76-90 score for good classification. Ten students got 61-75 score for average classification. Four students got 51-60 score for poor classification and two students got score <50 score for very poor classification.

After tabulating and analyzing the students' scores into percentage, students has five classification in posttest score excellent, good, average, poor, and very poor classification. The table 4.4 was the student's post-test score and percentage.

Table 4.4
The Percentage of Students' Post-test Score

Classification	Score	Frequency	Percentage
Excellent	91-100	0	0
Good	76-90	4	20%
Average	61-75	10	50%
Poor	51-60	4	20%
Very Poor	<50	2	10%
Total		20	100%

Table 4.4 shows that the scores and the rate percentage of the post-test score from of 20 students. Shows that none of student were categorized excellent. But the next level, 20% students categorized as good classification from of 20 students, 50% students categorized as average classification from of 20 students, 20% students categorized as poor classification from of 20 students and there were 10% student categorized as very poor classification from of 20 students.

Table 4.5
The Students' Vocabulary Score in Pre-Test and Post-Test

No.	Students' Initial	Score Pre-Test	Classification	Score Pre-Test	Classification
1.	ANR	50	Poor	65	Average
2.	AN	70	Average	80	Good
3.	ANDN	35	Very poor	60	Poor
4.	AL	50	Poor	70	Average
5.	APBS	50	Poor	70	Average
6.	ALSP	60	Poor	75	Average

7.	ALFS	60	Poor	75	Average
8.	DRPW	50	Poor	65	Average
9.	IR	65	Average	75	Average
10.	INR	60	Poor	75	Average
11.	MDRFAR	25	Very poor	70	Average
12.	MDISAR	70	Average	50	Very poor
13.	MDIQ	30	Very poor	80	Good
14.	MFFJ	25	Very poor	55	Poor
15.	NRAZ	40	Very poor	60	Poor
16.	NRIS	55	Very poor	65	Average
17.	SK	30	Very poor	60	Poor
18.	SD	60	Very poor	50	Very poor
19.	WY	70	Average	85	Good
20.	NRAN	80	Good	90	Good

(Data Source; SMKN 7 Bulukumba, 2023)

Table 4.5 shows that there was a significant increase between the pre-test and post-test of students' after being given treatment. From of 20 students, there was 1 student got score 80, 3 students got score 70, 1 student got score 65, 4 students got score 60, 1 students got score 55, 4 student got score 50, 1 student got score 40, 1 student got score 35, student got score 30, and 2 students got score 25. It means that the score of the students' in per-test answering vocabulary multiple-choice namely 1 student had good category classification, 4 students had average category classification, 7 students had poor category classification, and 8 students had very poor category classification. It means that students vocabulary in pre-test still has low ability in mastering vocabulary.

After doing treatment, the researcher gave post-test to the students. The score of students' vocabulary in post-test was 1 student got score 90, 1 student got score 85, 2 students got score 80, 4 students got score 75, 3 students got score 70, 3 student got score 65, 3 students got score 60, 1 student got score 55 and 2 students

got score 50. It is means that the score of the students' vocabulary in pot-test to answering vocabulary multiple-choice were 4 students had Good category classification, 10 students had average category classification, 4 students had poor category classification, and there were 2 students had very poor category classification. It means that most of the students have improvement after giving treatment.

After calculating the result of the students' pre-test and post-test, the mean score and standard deviation were presented in the 4.7 table:

Table 4.7
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PRE-TEST	20	25.00	80.00	995.00	49.7500	17.5851
POST TEST	20	50.00	90.00	1375.00	68.7500	10.9874
Valid N (listwise)	20					

Table 4.7 shows that there was a significant increase between the pre-test and post-test. In the pre-test, it can be seen in the table the sum is 995, the mean is 49.75 and the standard deviation is 17.585. For the post-test, it can be seen an increase with a sum is 1375, mean is 68.75, and a standard deviation is 10.987. In the table it can be seen that the sum and the mean of the post-test is higher than the pre-test.

The score of the students' pre-test and post-test in experiment class, used t-test for hypothesis test. T-test is a test to measure whether or not there is a significant difference between the results of the students' means scores in the pre-test and the

post-test. By using inferential analysis of t-test or test of significance run by SPSS

Version 24.0, the significant differences can be easier to analyze.

In this research, the Null hypothesis (H_0) stated that the using Circle game

can't inmprove student's vocabulary at the tenth grade of SMKN 7 Bulukumba

academic year 2023/2024. While the Alternative hypothesis (H_1) state that the using

Circle game can improve student's vocabulary of the tenth-grade of SMKN 7

Bulukumba academic year 2023/2024. If the value of significance or sig. (2- tailed)

lower than 0,05, H_1 accepted and H_0 rejected.

Table 4.8
Paired Samples Test

		Paired Differences							Sig. (-2 tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	PRE-TEST POSTTEST	19.00000	14.9084	3.33640	-5.98317	-1.01683	-5.695	19	< 0,001

Table 4.8, shows that the result of t-test stated that Sig. (2-tailed) was 0,001.

The result provided that the Sig. (2-tailed) table was lower than level of significance

(< 0,05). So, the alternative hypothesis (H_1) was accepted and the null hypothesis

(H_0) was rejected. It means that the using Circle Game can improve the students'

vocabulary at the tenth grade at SMKN 7 Bulukumba academic year 2023/2024.

B. Discussion

In this research, the researcher used circle game as method in teaching vocabulary. The question posed in this study is how to improve student's vocabulary on Circle Game at SMK Negeri 7 Bulukumba. In this study, the results that have been tested by researcher on students using Circle game have been seen, while the results can be seen from the students' pre-test and post-test scores, on the test significant changes can be seen. This research was conducted at SMK Negeri 7 Bulukumba, the researcher chose a sample of class X TKJ with 20 students.

1. Students' Vocabulary in Pre–Test

Looking the result of the data analysis table 4.1, the researcher also presented the discussion. The first, the researcher explained about the score of students based on their test result. In the same manner as we knew that the score of students' vocabulary in pre-test as follows: 1 student got score 80, 3 students got score 70, 1 student got score 65, 4 students got score 60, 1 students got score 55, 4 student got score 50, 1 student got score 40, 1 student got score 35, 2 student got score 30, and 2 students got score 25. It means that the score of the students' vocabulary in per-test of the tenth grade of SMKN 7 Bulukuba in answering vocabulary multiple-choice namely no students excellent category, 1 student (5%) had good category, 4 students (20%) had average category, 7 students (35%) had poor category, and 8 students (40%) had very poor category. It means that vocabulary of the tenth-grade students of SMK Negeri 7 Bulukumba still have low ability in mastering English.

2. Students in the procedure of using circle game

The researcher conducted treatment two steps. The steps were as follows: In the first treatment, after gave a pre-test the researcher taught "vocabulary" to the students related to noun and verb. In the second treatment the researcher taught "vocabulary" to the students related to adverb and adjective. All of the materials taught is material that was used in the circle game.

After gave pre-test and treatment the researcher found it was caused by less of vocabularies that they memorize. While vocabulary is very necessary to study for the English language students. Jeremy Harmer stated that vocabulary was seen as incidental to main purpose of language teaching, namely the acquisition of grammatical knowledge about the language. There are many concepts of vocabulary, some of them: 1. Vocabulary is the stock of words used by a people, or by a particular class or person. 2. 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. 3. Vocabulary is the words of a language. 4. Vocabulary is the sum or scope of one's expressive technique, as in arts.

Based on that fact, the researcher planned to do treatment through circle game to improve students' vocabulary. Where circle game is an activity that can build students' vocabulary, increase their communication skills and prepare them to adapt what they know about oral language as they explore written language. It is part of games but it has itself characteristics which provide students chance to be enjoyable, fun, motivated, and creative in learning. This game also fit with the students' level of class especially in Senior High School level because it is included

as an easy game for learners. Therefore, students do not necessary think seriously when learning English. So, in this research, the researcher tried to solve the problem of the students in English by giving them circle game.

The researcher gave circle game to the students in two meetings with some of materials, vocabulary of noun, verb, adjective and adverb. All of the materials taught by using circle game strategy, where the students hold hand by hand in circle shape and the researcher was between in two of that circles. In the first treatment the researcher taught "vocabulary" to the students related to noun and verb. In the second treatment the researcher taught "vocabulary" to the students related to adverb and adjective

The connection between circle game and vocabulary achievements was circle game is a kind of strategy of game that can be used to teach vocabulary. The students in this game form two large circles while holding hands, and the researcher then provides them with a hint that is connected to previously taught material. The circle game uses words to help constructing the imagination with our style in using circle game as a media. For example, the teacher says "School", the ext student thinks of a word that associate with school (Vocabulary of Noun), such as "Teacher", the next student says "Classroom", the ext says "Chair" etc. The teacher can decide as a group if associations are valid. Next, ask the students to justify the connection. To make it more competitive, set a thinking time limit and eliminate students. Then, members of the group are not allowed to repeat words what has already been spoken by other members. When they are eliminated, they can be

Judges. The Circle game is over when there are just 2 or 3 players left and the group is declared to loss.

Teachers can engage students in numerous classroom circle games, whether for the purposes of fun or to incorporate some educational value. Successful the researcher and games leaders use circle games that will grab the attention of the students playing the game. Circle games help to reinforce teamwork and a sense of belonging by giving students a chance to play games where everyone gets a chance to play. Here, the researcher-built teamwork by using circle game to stimulate students to have sense of belonging so that all the vocabulary that teacher gives can be absorbed easier by the students. Actually, many skills can be improved through circle sets, but in this research, the researcher chooses vocabulary because vocabulary is the main weapon to master the other skill and it must be introducing to students as earlier as it can.

3. **Students' Vocabulary in Post–Test**

After giving treatment three times, the researcher gave post-test to the students to know whether there is improvement of the students' vocabulary or not by giving test through worksheet. The score of students' vocabulary of SMK 7 Bulukumba in post-test was 1 student got score 90, 1 student got score 85, 2 students got score 80, 4 students got score 75, 3 students got score 70, 3 student got score 65, 3 students got score 60, 1 student got score 55, 2 and students got score 50. It is mean that the score of the students' vocabulary in pot-test of the tenth grade students of SMKN 7 Bulukumba in answering vocabulary multiple-choice was no student who are Excellent category, but 4 students (40%) had Good category, 10

students (50%) had average category, 4 students (40%) had poor category, and there were 2 students (10%) had very poor category. It means that most of the students have improvement after giving treatment. So, circle game was a good strategy to improve students' vocabulary.

Table 4.7 showed that the result of students' vocabulary after giving treatment, the mean score of the Post-Test was 68,75. The highest score was 90 and the lowest was 50. While the mean score of Pre-Test was 49,75, the highest score was 80 and the lowest was 25. It could be said that there was a significant difference between the mean score of pretests and the mean score of posttests of the students' improvement in vocabulary mastery by using circle game in teaching the students' vocabulary at SMK Negeri 7 Bulukumba in the academic year 2023/2024.
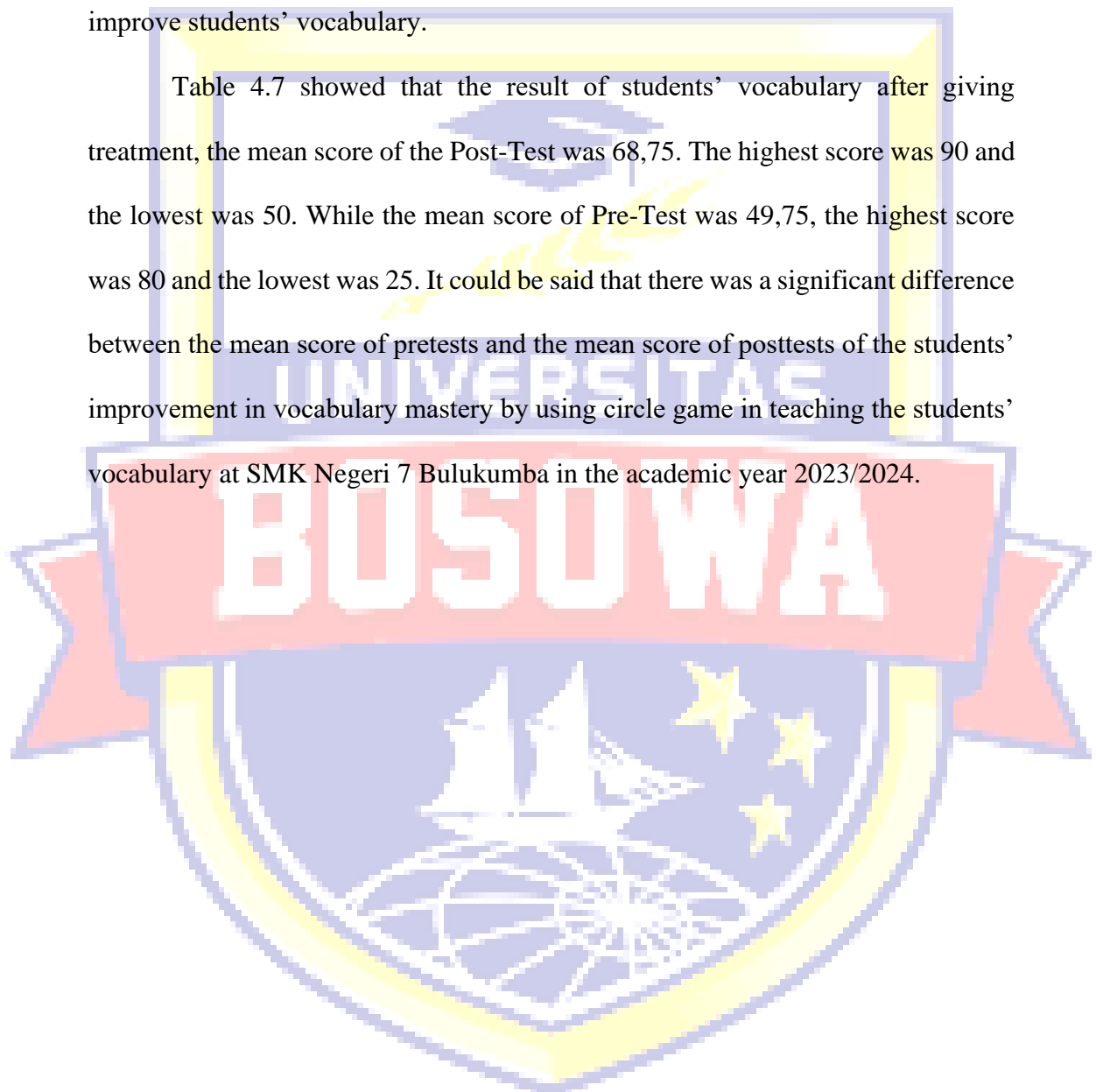
CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

The research is a good strategy and make it easy for student to improve the capability in vocabulary because it uses the using Circle game in the learning process. The Circle game is very effective to improve the students' vocabulary mastery at the tenth grade of Senior/Vocational High School. Circle game could help the students not only to improve their vocabulary mastery but also to improve the students' scores. Circle game is strategy could help the students learned and remembered the vocabulary easily. The findings show that there was improvement of student's vocabulary in the Circle game. The findings shows that the students mean score in pretest was 49.75 and after using this strategy in the treatment students mean score was increased in posttest, it reached 68.75. The mean score give evidence that circle game strategy could improve the student's vocabulary mastery. Therefore, the writer concluded that there was increase up students' vocabulary at SMK Negeri 7 Bulukumba in the academic year of 2023/2024. It could be seen on the results between the pre-test and post-test, the score of the post-test higher than the score of the pre-test

B. Suggestions

Based on the result of data analysis and conclusion, the researcher proposes some suggestions as follow:

1. The teacher can use good strategy to improve the students' interests in vocabulary.

2. The teacher who has the same difficulties in teaching vocabulary can use circle game as a teaching strategy to improve the students' vocabulary.

3. The teacher can use games in teaching vocabulary to make students feel enjoy, fun and not bored during learning and teaching process.

Finally, the researcher realizes that this thesis still far from perfect. However, the researcher hopes that this can be meaningful contribution for English teachers as well as students.
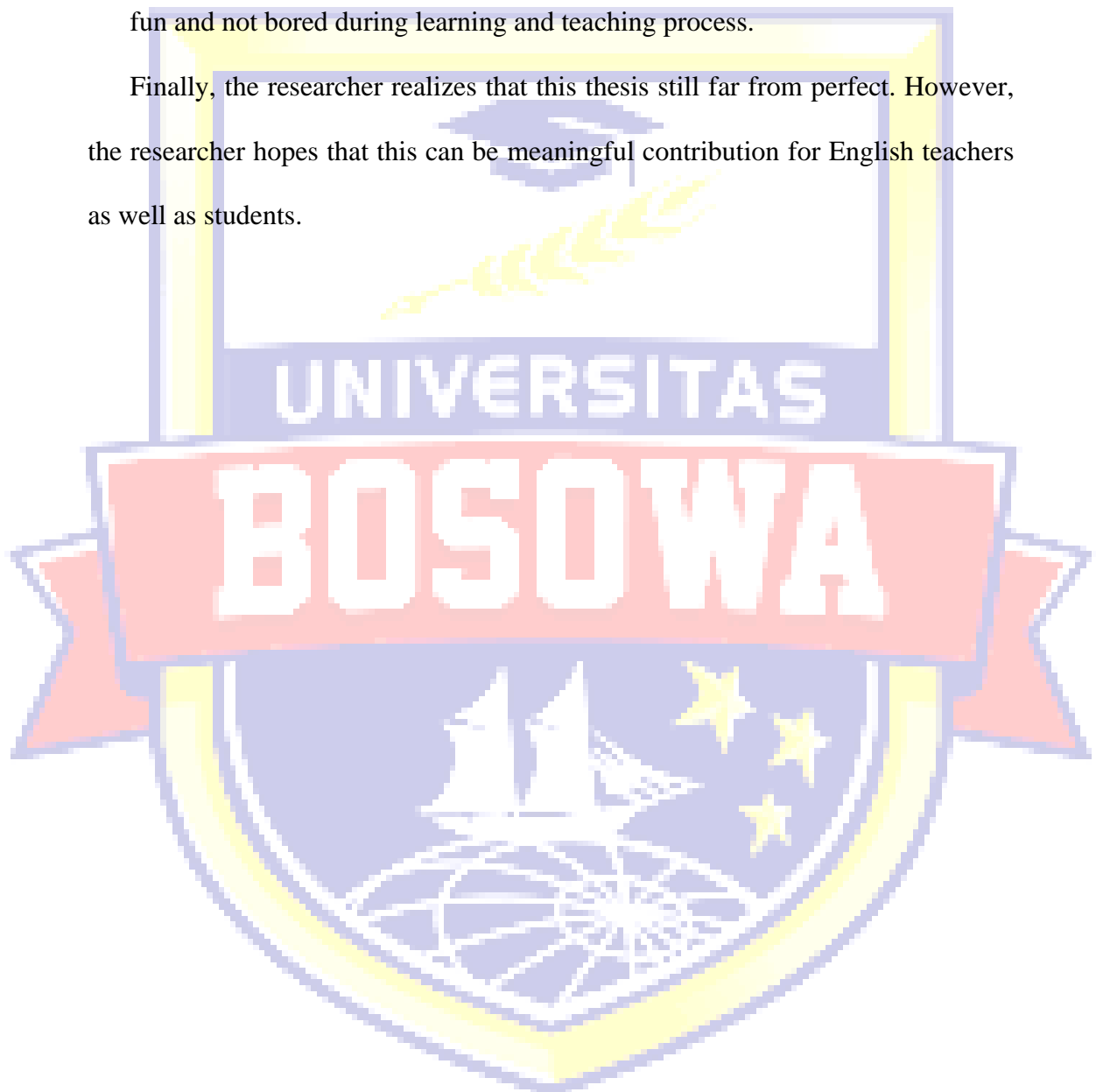
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APPENDICES
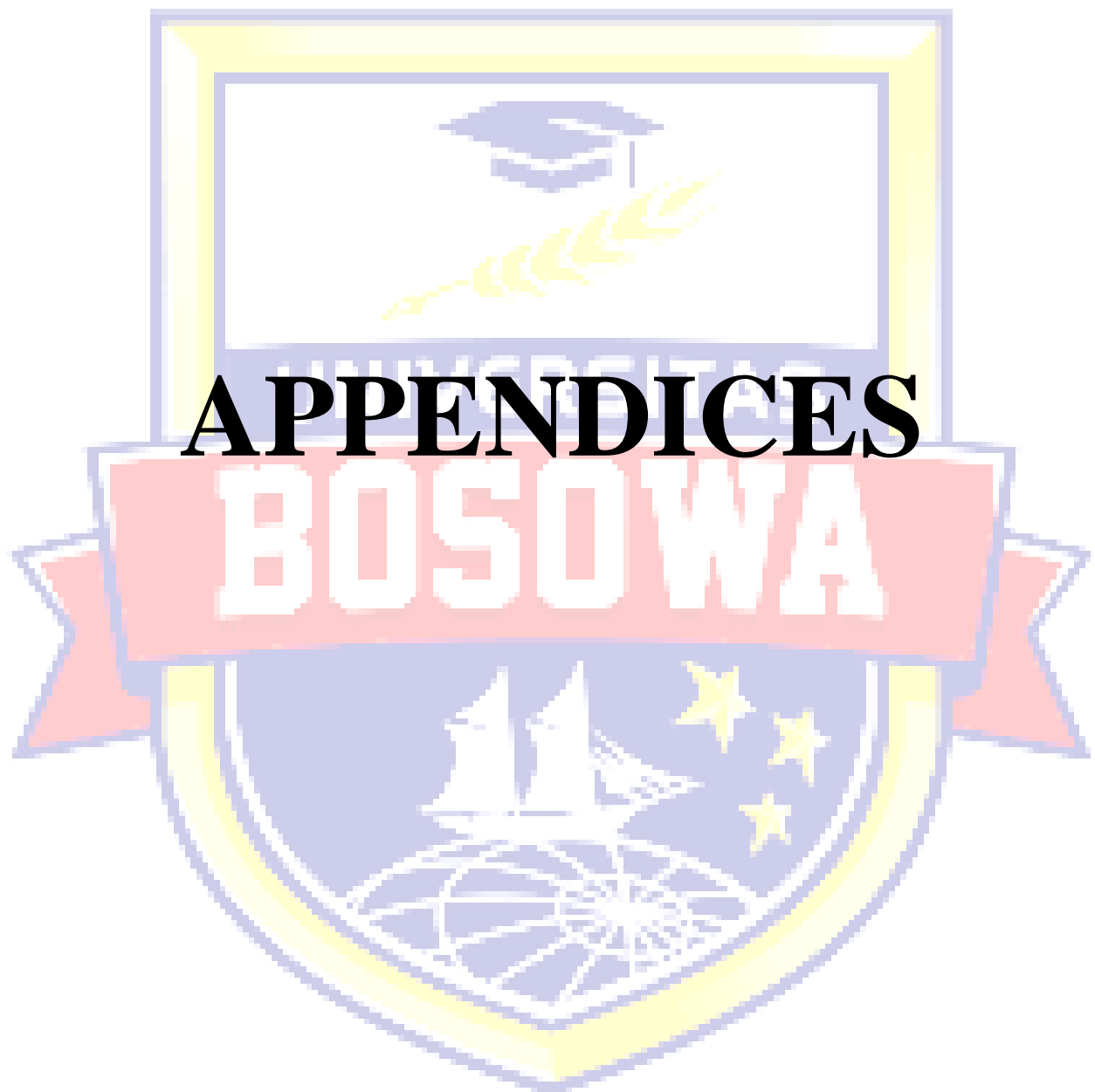
APPENDIX 1: TREATMENT

TREATMENT

The use of Circle Game as A Strategy to Improve Vocabulary students of tenth grade of SMK Negeri 7 Bulukumba

The procedure of using Circle Game to improve vocabulary students are as follows:

1) The researcher will be divided students into two groups and each group make a Circle before playing the game.

2) The students in this game form two large circles while holding hands, and the researcher then provides them with a hint that is connected to previously taught material.

3) The circle game uses words to help constructing the imagination with our style in using circle game as a media. Words which are help the students' memory to make associations. Word Association is a part of circle game, a very simple game where students must think of words connected to the word that comes before. For example, the teacher says "School", the ext student thinks of a word that associate with school (Vocabulary of Noun), such as "Teacher", the next student says "Classroom", the ext says "Chair" etc.

4) The teacher can decide as a group if associations are valid. Ask the students to justify the connection.

5) To make it more competitive, set a thinking time limit and eliminate students. Then, members of the group are not allowed to repeat words what has already been spoken by other members.

6) When they are eliminated, they can be Judges.

7) The Circle game is over when there are just 2 or 3 players left and the group is declared to loss.

APPENDIX 2 : PRE - TEST

RESEARCH INSTRUMENT

THE USE OF CIRCLE GAME AS A STRATEGY TO IMPROVE VOCABULARY STUDENTS OF TENTH GRADE OF SMK NEGERI 7 BULUKUMBA

PRE - TEST

Name   :

Class   :

No Absen   :

Instruction !

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Bacalah pertanyaan-pertanyaan di bawah ini.
3. Jawablah pertanyaan dengan benar dan tepat.
4. Pilihlah jawaban yang benar dengan memberi tanda silang (x) pada salah satu jawaban.
5. Periksalah jawaban anda dengan teliti sebelum menyerahkan kepada guru.
6. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang pemahaman menghafal kosakata.
7. Waktu 40 menit.

Choose the correct answer from the option a,b,c, or d.

1. We cancel having dinner at the restaurant because all ___ are booked.
   a. Tables
   b. Rooms
   c. Chairs
   d. Foods

2. Will you go with me to the ___ to watch a movie?
   a. Stadium
   b. Cinema
   c. Hospital
   d. Theater

3. ___ is the place for students to study.
   a. Library
   b. Classroom
   c. Teacher's office
   d. School canteen

4. The ____ in that empty house are so many.
   a. Mouse
   b. Mouses
   c. Mice
   d. Mices

5. I have no idea their names or their __.
   a. Address
   b. Addresses
   c. Addreses
   d. Adresses

6. My parents will be ____ for Canada tomorrow.
   a. Leave
   b. Leaves
   c. Leaving
   d. Left

7. Two days ago, my boyfriend ___ a red rose to me.
   a. Buying
   b. Buys
   c. Buy
   d. Bought

8. Justin Bieber went to Indonesia yesterday and he will ___ around Asia tomorrow.
   a. Traveled
   b. Travel
   c. Travels
   d. Traveling

9. My grandmother like to ____ Muse's song such as Starlight and Madness.
   a. Listens
   b. Listen
   c. Listened
   d. Listening

10. My mother has been ___ Rendang since this morning because of my girlfriend will __ to my home.
    a. Cook, came
    b. Cooks, come
    c. Cooked, come
    d. Cooking, came

11. My friends and I have _ _ our homework. So, my teacher is angry with us.
    a. Forgot, to bring
    b. Forgotten, to brought
    c. Forget, to bring
    d. Forgots, to brought

12. This phone will work through GPS and will be …. in detecting a person at any location

    a. stupid   b. slow   c. helpful   d. diligent

13. Arina has many friends because she is a……person

    a. Friendly   b. friendship   c. friends   d. friend

14. Which sentence uses the correct order of adjectives?

    a. I like that really big red old antique tractor in the museum
    b. I like that really big old red antique tractor in the museum
    c. I like that old, red, really big antique tractor in the museum.
    d. I like that really big antique tractor in the museum.

15. Andrea had a _____ in her hair yesterday.

    a. nice yellow bow   c. bow nice yellow
    b. yellow nice bow   d. red nice bow

16. …. 1945 Indonesia freedom.

    a. ago   b. last   c. In the   d. finally

17. My uncle gives me some books …. week.

    a. yesterday   c. late
    b. last   d. in the

18. Which is correct? When it's raining, the kids have to stay ___

    a. indoors   c. outdoor
    b. inside   d. indoor

19. The office was closed, so we waited ___ until it opened.

    a. near   c. nearby
    b. nearly   d. nears

20. I hate looking ___ from high places. I have a fear of heights.

    a. under
    b. underneath
    c. down
    d. downeath

Adopted by Icha (2023)

APPENDIX 3: POST - TEST

RESEARCH INSTRUMENT

THE USE OF CIRCLE GAME AS A STRATEGY TO IMPROVE
VOCABULARY STUDENTS OF TENTH GRADE
OF SMK NEGERI 7 BULUKUMBA

POST - TEST

Name   :

Class   :

No Absen   :

Instruction !

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Bacalah pertanyaan-pertanyaan di bawah ini.
3. Jawablah pertanyaan dengan benar dan tepat.
4. Pilihlah jawaban yang benar dengan memberi tanda silang (x) pada salah satu jawaban.
5. Periksalah jawaban anda dengan teliti sebelum menyerahkan kepada guru.
6. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang pemahaman menghafal kosakata.
7. Waktu 40 menit.

Choose the correct answer from the option a,b,c, or d.

1. We cancel having dinner at the restaurant because all ___ are booked.
    a. Tables   c. Chairs
    b. Rooms   d. Foods

2. Will you go with me to the ___ to watch a movie?
    a. Stadium   c. Hospital
    b. Cinema   d. Theater

3. ___ is the place for students to study.
    a. Library   c. Teacher's office
    b. Classroom   d. School canteen

4. The ____ in that empty house are so many.
    a. Mouse   c. Mice
    b. Mouses   d. Mices

5. I have no idea their names or their __.
    a. Address   c. Addreses
    b. Addresses   d. Adresses

6. My parents will be ____ for Canada tomorrow.
    a. Leave   c. Leaving
    b. Leaves   d. Left

7. Two days ago, my boyfriend ___ a red rose to me.
    a. Buying   c. Buy
    b. Buys   d. Bought

8. Justin Bieber went to Indonesia yesterday and he will ___ around Asia tomorrow.
    a. Traveled   c. Travels
    b. Travel   d. Traveling

9. My grandmother like to ____ Muse's song such as Starlight and Madness.
    a. Listens   c. Listened
    b. Listen   d. Listening

10. My mother has been ___ Rendang since this morning because of my girlfriend will __ to my home.
    a. Cook, came   c. Cooked, come
    b. Cooks, come   d. Cooking, came

11. My friends and I have _ _ our homework. So, my teacher is angry with us.
    a. Forgot, to bring   c. Forget, to bring
    b. Forgotten, to brought d. Forgots, to brought

12. This phone will work through GPS and will be …. in detecting a person at any location
    a. stupid   b. slow   c. helpful   d. diligent

13. Arina has many friends because she is a……person
    a. Friendly   b. friendship   c. friends   d. friend

14. Which sentence uses the correct order of adjectives?
    a. I like that really big red old antique tractor in the museum
    b. I like that really big old red antique tractor in the museum
    c. I like that old, red, really big antique tractor in the museum.
    d. I like that really big antique tractor in the museum.

15. Andrea had a _____ in her hair yesterday.
    a. nice yellow bow   c. bow nice yellow
    b. yellow nice bow   d. red nice bow

16. …. 1945 Indonesia freedom.
    a. ago   b. last   c. In the   d. finally

17. My uncle gives me some books …. week.
    a. yesterday   c. late
    b. last   d. in the

18. Which is correct? When it's raining, the kids have to stay ___
    a. indoors   c. outdoor
    b. inside   d. indoor

19. The office was closed, so we waited ___ until it opened.
    a. near   c. nearby
    b. nearly   d. nears

20. I hate looking ___ from high places. I have a fear of heights.
    a. under
    b. underneath
    c. down
    d. downeath

Adopted by Icha (2023)

KEY ANSWER

PRE-TEST AND POST TEST

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

APPENDIX 4: LESSON PLAN

INSTRUMENT RESEARCH

Rencana Pelaksanaan Pembelajaran

(Meeting I)

Sekolah : SMK Negeri 7 Bulukumba

Mata Pelajaran : Bahasa Inggris

Topik/Tema : Noun, and Verb,

Kelas : X TKJ

Waktu : X 40 menit

I. Standar Kompetensi : Mengungkapkan dan memahami makna kosakata

II. Kompetensi Dasar : Merespon makna dalam kosakata tersebut.

III. Indikator : a) Siswa dapat mengetahui makna dari kosakata

b) Siswa dapat mengklasifikasikan kosakata tersebut berdasarkan kelas katanya.

IV. Tujuan Pembelajaran : a) Siswa mampu mengklasifikasikan kosakata ke dalam jenis kata yang tepat.

b) Siswa dapat mengetahui terjemahan dari kata yang diberikan.

c) Siswa dapat dengan mudah menghafal kosakata tersebut.

A. Materi Pembelajaran

Kosakata yang berkaitan dengan "Verb"

1. Bite	= Menggigit	6. Eat	= Makan
2. Bring	= Membawa	7. Fall	= Jatuh
3. Build	= Membangun	8. Find	= Menemukan
4. Buy	= Membeli	9. Forbid	= Melarang
5. Catch	= Menangkap	10. Hear	= Mendengar

11. Come	= Datang	16. Know	= Mengetahui
12. Cut	= Memotong	17. Let	= Membolehkan
13. Do	= Melakukan	18. Read	= Membaca
14. Drink	= Minum	19. Run	= Lari
15. Drive	= Mengemudi	20. Sell	= Menjual

Kosakata yang berkaitan dengan "Noun"

1. Sand	= Pasir	11. Table	= Meja
2. Land	= Tanah	12. Marker	= Spidol
3. Bridge	= Jembatan	13. Ink	= Tinta
4. Wood	= Kayu	14. Floor	= Lantai
5. Chair	= Kursi	15. Window	= Jendela
6. Book	= Buku	16. Rice	= Nasi
7. Fork	= Garpu	17. Sailor	= Pelaut
8. Veil	= Kerudung	18. Farmer	= Petani
9. Hat	= Topi	19. Tailor	= Penjahit
10. Belt	= Ikat pinggang	20. King	= Raja

B. Karakter siswa yang diharapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (Respect),

tekun(diligence), tanggung jawab (responsibility), Berani (Courage), dan

ketulusan (honesty).

C. Metode Pembelajaran

a. Class Action Research
b. Use Circle Game in teaching learning process.

D. Sumber belajar/ alat bahan

a. Circle Game	c. Spidol, whiteboard
b. Dictionary	d. Paper

E.   Langkah - Langkah Pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
1. Kegiatan Awal • Greeting (Memberi salam dan saling tegur sapa). • Mengecek kehadiran siswa. • Menyampaikan materi yang akan diberikan.	10 menit
2. Kegiatan Inti Mengamati (7 Menit) • Siswa mengamati daftar kosakata yang diberikan. • Siswa mendengarkan peneliti membacakan kosakata tersebut dengan intonasi dan tekanan kata yang benar. • Siswa mengamati contoh dari penggunaan media word building yang diberikan. **Menanya (disampaikan secara lisan langkahnya) (3 menit)** • Dengan arahan peneliti, siswa menanyakan hal-hal yang belum di pahami dan keterkaitannya degan materi. **Mengumpulkan Informasi (10 menit)** • Siswa mencermati/membaca kosakata yang telah diberikan untuk mengumpulkan informasi mengenai attention dan respon siswa. • Siswa memberikan contoh lain mengenai vocabulary Noun dan Verb. **Mengasosiasi (0 menit)** • Membagi siswa dalam kelompok. • Menyuruh siswa untuk membentuk lingkaran (Circle) kepada tiap kelompok yang telah diacak sebelumnya. • Memberikan klu yang berkaitan dengan Noun dan Verb kepada setiap kelompok. • Meminta siswa untuk menyambungkan kata selanjutnya yang berkaitan dengan klu yang diberikan. • Siswa yang tidak mampu menyebutkan kata selanjutnya maka akan dieliminasi. • Membimbing setiap kegiatan siswa sesuai dengan permasalahannya. **Mengkomunikasikan (0 menit)**	60 menit

• Meminta tiap perwakilan kelompok untuk menuliskan di papan tulis kosakata yang telah dibuat. • Memberikan penguatan dengan memberikan koreksi terhadap hasil kerja kelompok siswa. • Mengajarkan cara penyebutan yang baik dan benar dari kata tersebut yang kemudian diikuti oleh siswa. **F. Kegiatan Penutup** • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya perasaannya (Refleksi). • Memberikan kesimpulan dari pelajaran yang diberikan. • Memberikan motivasi terhadap siswa untuk lebih giat belajar dan lebih aktif dalam pembelajaran. • Salam (the leader close the class).	10 menit

Rencana Pelaksanaan Pembelajaran

(Meeting II)

Sekolah : SMK Negeri 7 Bulukumba

Mata Pelajaran : Bahasa Inggris

Topik/Tema : Adjective and Adverb

Kelas : X TKJ

Waktu : X 40 menit

I. Standar Kompetensi : Mengungkapkan dan memahami makna kosakata

II. Kompetensi Dasar : Merespon makna dalam kosakata tersebut.

III. Indikator : a) Siswa dapat mengetahui makna dari kosakata
      b) Siswa dapat mengklasifikasikan kosakata
        tersebut berdasarkan kelas katanya.

IV. Tujuan Pembelajaran : a) Siswamampu mengklasifikasikan kosakata
        ke dalam jenis kata yang tepat.

b) Siswa dapat mengetahui terjemahan dari
katayang diberikan.

c). Siswa dapat dengan mudah menghafal
kosakata tersebut.

A. Materi Pembelajaran

Kosakata yang berkaitan dengan "Adjective"

1. Adorable	= Menggemaskan	11. Generous	= Dermawan
2. Brave	= Berani	12. Gluttonous	= Rakus
3. Anxious	= Gelisah	13. Light	= Terang
4. Arrogant	= Sombong	14. Long	= Panjang
5. Boring	= Membosankan	15. Natural	= Alami
6. Charming	= Menawan	16. Friendly	= Ramah
7. Clumsy	= Ceroboh	17. Slow	= Pelan
8. Difficult	= Sulit	18. Small	= Kecil
9. Diligen	= Rajin	19. Stingy	= Peli
10. Friendly	= Ramah	20. Helpful	= Bermanfaat

Kosakata yang berkaitan dengan "Adverb"

❖ Adverb of Time (Kata Keterangan Waktu)

1. Ago	= Yang lalu	11. Last week	= Minggu lalu
2. Every morning	= Setiap pagi	12. Tomorrow	= Besok
3. Every year	= Setiap tahun	13. Next week	= Minggu depan
4. Now	= Sekarang	14. Next year	= Tahun depan
5. Today	= Hari ini	15. Next month	= Bulan depan
6. Tonight	= Malam ini	16. Next time	= Yang akan datang
7. This afternoon	= Sore ini	17. At that time	= Pada waktu itu
8. At noon	= Di siang hari	18. Two days ago	= hari yang lalu
9. Yesterday	= Kemarin	19. While	= Sementara
10. Last night	= Tadi malam	20. Still	= Masih

❖ Adverb of Place (Kata Keterangan Tempat)

1. Nearby	= Didekat sini
2. There	= Disana
3. At home	= Di rumah
4. At school	= Di sekolah
5. In the library	= Di perpustakaan
6. At the bank	= Di bank
7. Anywhere	= Dimana saja
8. Everywhere	= Mana- mana

9. Somewhere   = Entah dimana
10. Across the street = Di seberang jalan
11. In bed   = Di tempat tidur
12. In the north   = Di sebelah utara
13. In the south   = Di sebelah selatan
14. In the east   = Di sebelah timur
15. In the west   = Di sebelah barat

B. Karakter siswa yang diharapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (Respect), tekun (diligence), tanggung jawab (responsibility), Berani (Courage), dan ketulusan (honesty).

C. Metode Pembelajaran

a) Class Action Research
b) Use Circle Game in teaching learning process.

D. Sumber belajar/ alat bahan

a) Circle Game   c. Spidol, whiteboard
b) Dictionary   d. Paper

E. Langkah - Langkah Pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
1. Kegiatan Awal • Greeting (Memberi salam dan saling tegur sapa) • Mengecek kehadiran siswa • Menyampaikan materi yang akan diberikan. • Mereview tentang materi sebelumnya.	10 menit
2. Kegiatan Inti Mengamati (7 Menit) • Siswa mengamati daftar kosakata yang diberikan. • Siswa mendengarkan peneliti membacakan kosakata tersebut dengan intonasi dan tekanan kata yang benar. • Siswa mengamati contoh dari penggunaan media word building yang diberikan. **Menanya (disampaikan secara lisan langkahnya) (3 menit)** • Dengan arahan peneliti, siswa menanyakan hal-hal yang belum di pahami dan keterkaitannya degan materi. **Mengumpulkan Informasi (10 menit)** • Siswa mencermati/membaca kosakata yang telah diberikan untuk mengumpulkan informasi mengenai attention dan respon siswa.	60 menit

- Siswa memberikan contoh mengenai media word building dari yang telah mereka amati sebelumnya.

Mengasosiasi (0 menit)

- Membagi siswa dalam kelompok.
- Menyuruh siswa untuk membentuk lingkaran (Circle) kepada tiap kelompok yang telah diacak sebelumnya.
- Memberikan klu yang berkaitan dengan Adjective dan Adverb kepada setiap kelompok.
- Meminta siswa untuk menyambungkan kata selanjutnya yang berkaitan dengan klu yang diberikan.
- Siswa yang tidak mampu menyebutkan kata selanjutnya maka akan dieliminasi.
- Membimbing setiap kegiatan siswa sesuai dengan permasalahannya.

Mengkomunikasikan (0 menit)

- Meminta tiap perwakilan kelompok untuk menuliskan di papan tulis kosakata yang telah dibuat.
- Memberikan penguatan dengan memberikan koreksi terhadap hasil kerja kelompok siswa.
- Mengajarkan cara penyebutan yang baik dan benar dari kata tersebut yang kemudian diikuti oleh siswa.

3.   Kegiatan Penutup

- Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya perasaannya (Refleksi).
- Memberikan kesimpulan dari pelajaran yang diberikan.
- Memberikan motivasi terhadap siswa untuk lebih giat belajar dan lebih aktif dalam pembelajaran.
- Salam (the leader close the class).

10 menit

APPENDIX 5: THE STUDENTS' SCORE IN PRE-TEST AND POST-TEST

A. The Students' Vocabulary Score in Pre-Test and Post-Test

No.	Students' Initial	Score Pre-Test	Classification	Score Pre-Test	Classification
1.	ANR	50	Poor	65	Average
2.	AN	70	Average	80	Good
3.	ANDN	35	Very poor	60	Poor
4.	AL	50	Poor	70	Average
5.	APBS	50	Poor	70	Average
6.	ALSP	60	Poor	75	Average
7.	ALFS	60	Poor	75	Average
8.	DRPW	50	Poor	65	Average
9.	IR	65	Average	75	Average
10.	INR	60	Poor	75	Average
11.	MDRFAR	25	Very poor	70	Average
1.	MDISAR	70	Average	50	Very poor
13.	MDIQ	30	Very poor	80	Good
14.	MFFJ	25	Very poor	55	Poor
15.	NRAZ	40	Very poor	60	Poor
16.	NRIS	55	Very poor	65	Average
17.	SK	30	Very poor	60	Poor
18.	SD	25	Very poor	50	Very poor
19.	WY	70	Average	85	Good
20.	NRAN	80	Good	90	Good

B. The Percentage of Students' Pre-test Score

Classification	Score	Frequency	Percentage
Excellent	91-100	0	0
Good	76-90	1	5%
Average	61-75	4	20%
Poor	51-60	7	35%
Very Poor	<50	8	40%
Total		**20**	**100%**

C. The Percentage of Students' Post-test Score

Classification	Score	Frequency	Percentage
Excellent	91-100	0	0
Good	76-90	4	20%
Average	61-75	10	50%
Poor	51-60	4	20%
Very Poor	<50	2	10%
Total		**20**	**100%**

D. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PRE-TEST	20	25.00	80.00	995.00	49.7500	17.5851
POST TEST	20	50.00	90.00	1375.00	68.7500	10.9874
Valid N (listwise)	20					

E. Paired Samples Test

Paired Samples Test								
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	PRE-TEST POSTTEST	19.00000	14.9084	3.33640	-5.98317	-1.01683	-5.695	19	< 0,001

APPENDIX 6: THE RESULT OF STUDENTS' PRE–TEST

1. The Highest Students Score in Pre-Test

16 - Benar
4 - Salah

80   54

APPENDIX 3: PRE - TEST

RESEARCH INSTRUMENT

THE USE OF CIRCLE GAME AS A STRATEGY TO IMPROVE
VOCABULARY STUDENTS OF TENTH GRADE
OF SMK NEGERI 7 BULUKUMBA

PRE - TEST

Name   : Nur annisya
Class   : X tks.
No Absen   : 33

Instruction !

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang
    tersedia.
2. Bacalah pertanyaan-pertanyaan di bawah ini.
3. Jawablah pertanyaan dengan benar dan tepat.
4. Pilihlah jawaban yang benar dengan memberi tanda silang (x) pada
    salah satu jawaban.
5. Periksalah jawaban anda dengan teliti sebelum menyerahkan kepada
    guru.
6. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang
    pemahaman menghafal kosakata.
7. Waktu 40 menit.

Choose the correct answer from the option a,b,c, or d.

1. We cancel having dinner at the restaurant because all ___ are booked.
   - (a) Tables
   - b. Rooms
   - c. Chairs
   - d. Foods

2. Will you go with me to the ___ to watch a movie?
   - a. Stadium
   - (b) Cinema
   - c. Hospital
   - d. Theater

3. ___ is the place for students to study.
   - a. Library
   - (b) Classroom
   - c. Teacher's office
   - d. School canteen

4. The ____ in that empty house are so many.
   - a. Mouse
   - b. Mouses
   - c. Mice
   - (d) Mices

5. I have no idea their names or their ___.
   - a. Address
   - (b) Addresses
   - c. Addreses
   - d. Adresses

6. My parents will be ____ for Canada tomorrow.
   - a. Leave
   - (b) Leaves
   - c. Leaving
   - d. Left

7. Two days ago, my boyfriend ___ a red rose to me.
   - a. Buying
   - b. Buys
   - c. Buy
   - (d) Bought

8. Justin Bieber went to Indonesia yesterday and he will ___ around Asia tomorrow.
   - a. Traveled
   - (b) Travel
   - c. Travels
   - d. Traveling

9. My grandmother like to ____ Muse's song such as Starlight and Madness.
   - a. Listens
   - (b) Listen
   - c. Listened
   - d. Listening

10. My mother has been ___ Rendang since this morning because of my girlfriend will __ to my home.
    - a. Cook, came
    - b. Cooks, come
    - (c) Cooked, come
    - d. Cooking, came

11. My friends and I have __ __ our homework. So, my teacher is angry with us.
    - (a) Forgot, to bring
    - b. Forgotten, to brought
    - c. Forget, to bring
    - d. Forgots, to brought

12. This phone will work through GPS and will be …. in detecting a person at any location

    a. stupid   b. slow   c. helpful   d. diligent

13. Arina has many friends because she is a……person

    a. Friendly   b. friendship   c. friends   d. friend

14. Which sentence uses the correct order of adjectives?

    a. I like that really big red old antique tractor in the museum

    b. I like that really big old red antique tractor in the museum

    c. I like that old, red, really big antique tractor in the museum.

    d. I like that really big antique tractor in the museum.

15. Andrea had a ____ in her hair yesterday.

    a. nice yellow bow   c. bow nice yellow

    b. yellow nice bow   d. red nice bow

16. …. 1945 Indonesia freedom.

    a. ago   b. last   c. In the   d. finally

17. My uncle give me some books …. week.

    a. yesterday   c. late

    b. last   d. in the

18. Which is correct? When it's raining, the kids have to stay ___

    a. indoors   c. outdoor

    b. inside   d. indoor

19. The office was closed, so we waited ___ until it opened.

    a. near   c. nearby

    b. nearly   d. nears

20. I hate looking ___ from high places. I have a fear of heights.

    a. under

    b. underneath

    c. down

    d. downeath

Adopted by Icha (2023)

2. The Lowest Students Score in Pre-Test

5 —Benar

54

(25)

APPENDIX 3: PRE - TEST

RESEARCH INSTRUMENT

THE USE OF CIRCLE GAME AS A STRATEGY TO IMPROVE
VOCABULARY STUDENTS OF TENTH GRADE
OF SMK NEGERI 7 BULUKUMBA

PRE - TEST

Name   : MITFATUL FAJRI
Class   : XI TEJ
No Absen : 20

Instruction !

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Bacalah pertanyaan-pertanyaan di bawah ini.
3. Jawablah pertanyaan dengan benar dan tepat.
4. Pilihlah jawaban yang benar dengan memberi tanda silang (x) pada salah satu jawaban.
5. Periksalah jawaban anda dengan teliti sebelum menyerahkan kepada guru.
6. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang pemahaman menghafal kosakata.
7. Waktu 40 menit.

Choose the correct answer from the option a,b,c, or d.

1. We cancel having dinner at the restaurant because all ___ are booked.
   a. Tables   c. Chairs
   b. Rooms   ✗ Foods

2. Will you go with me to the ___ to watch a movie?
   a. Stadium   c. Hospital
   ✗ Cinema   d. Theater

3. ___ is the place for students to study.
   ✗ Library   c. Teacher's office
   b. Classroom   d. School canteen

4. The ___ in that empty house are so many.
   ✗ Mouse   c. Mice
   b. Mouses   d. Mices

5. I have no idea their names or their ___.
   ✗ Address   c. Addreses
   b. Addresses   d. Adresses

6. My parents will be ___ for Canada tomorrow.
   a. Leave   ✗ Leaving
   b. Leaves   d. Left

7. Two days ago, my boyfriend ___ a red rose to me.
   a. Buying   ✗ Buy
   b. Buys   d. Bought

8. Justin Bieber went to Indonesia yesterday and he will ___ around Asia tomorrow.
   a. Traveled   c. Travels
   b. Travel   ✗ Traveling

9. My grandmother like to ___ Muse's song such as Starlight and Madness.
   a. Listens   c. Listened
   ✗ Listen   d. Listening

10. My mother has been ___ Rendang since this morning because of my girlfriend will __ to my home.
    a. Cook, came   c. Cooked, come
    ✗ Cooks, come   d. Cooking, came

11. My friends and I have __ __ our homework. So, my teacher is angry with us.
    a. Forgot, to bring   ✗ Forget, to bring
    b. Forgotten, to brought   d. Forgots, to brought

12. This phone will work through GPS and will be .... in detecting a person at any location
    a. stupid   ~~b. slow~~   c. helpful   d. diligent

13. Arina has many friends because she is a......person
    a. Friendly   ~~b. friendship~~   c. friends   d. friend

14. Which sentence uses the correct order of adjectives?
    a. I like that really big red old antique tractor in the museum
    b. I like that really big old red antique tractor in the museum
    ~~c.~~ I like that old, red, really big antique tractor in the museum.
    d. I like that really big antique tractor in the museum.

15. Andrea had a ____ in her hair yesterday.
    a. nice yellow bow   ~~c.~~ bow nice yellow
    b. yellow nice bow   d. red nice bow

16. .... 1945 Indonesia freedom.
    ~~a. ago~~   b. last   c. In the   d. finally

17. My uncle gives me some books .... week.
    a. yesterday   c. late
    b. last   d. in the

18. Which is correct? When it's raining, the kids have to stay ____
    ~~a. indoors~~   c. outdoor
    b. inside   d. indoor

19. The office was closed, so we waited ____ until it opened.
    ~~a. near~~   c. nearby
    b. nearly   d. nears

20. I hate looking ____ from high places. I have a fear of heights.
    a. under
    b. underneath
    ~~c. down~~
    d. downeath

APPENDIX 7: THE RESULT OF STUDENTS' POST TEST

1. The Highest Students Score in Post Test

57

$\boxed{90}$

APPENDIX 4: POST – TEST

RESEARCH INSTRUMENT

THE USE OF CIRCLE GAME AS A STRATEGY TO IMPROVE
VOCABULARY STUDENTS OF TENTH GRADE
OF SMK NEGERI 7 BULUKUMBA

POST – TEST

Name   : Nur anisa
Class   : XI TK1
No Absen   : 31

Instruction !

8. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang
   tersedia.
9. Bacalah pertanyaan-pertanyaan di bawah ini.
10. Jawablah pertanyaan dengan benar dan tepat.
11. Pilihlah jawaban yang benar dengan memberi tanda silang (x) pada
    salah satu jawaban.
12. Periksalah jawaban anda dengan teliti sebelum menyerahkan kepada
    guru.
13. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang
    pemahaman menghafal kosakata.
14. Waktu 40 menit.

18 – Benar
2 – Salah

Choose the correct answer from the option a,b,c, or d.

1. We cancel having dinner at the restaurant because all ____ are booked.
   - a. Tables
   - b. Rooms
   - c. Chairs
   - d. Foods

2. Will you go with me to the ____ to watch a movie?
   - a. Stadium
   - b. Cinema
   - c. Hospital
   - d. Theater

3. ____ is the place for students to study.
   - a. Library
   - b. Classroom
   - c. Teacher's office
   - d. School canteen

4. The ____ in that empty house are so many.
   - a. Mouse
   - b. Mouses
   - c. Mice
   - d. Mices

5. I have no idea their names or their ____.
   - a. Address
   - b. Addresses
   - c. Addreses
   - d. Adresses

6. My parents will be ____ for Canada tomorrow.
   - a. Leave
   - b. Leaves
   - c. Leaving
   - d. Left

7. Two days ago, my boyfriend ____ a red rose to me.
   - a. Buying
   - b. Buys
   - c. Buy
   - d. Bought

8. Justin Bieber went to Indonesia yesterday and he will ____ around Asia tomorrow.
   - a. Traveled
   - b. Travel
   - c. Travels
   - d. Traveling

9. My grandmother like to ____ Muse's song such as Starlight and Madness.
   - a. Listens
   - b. Listen
   - c. Listened
   - d. Listening

10. My mother has been ____ Rendang since this morning because of my girlfriend will ____ to my home.
    - a. Cook, came
    - b. Cooks, come
    - c. Cooked, come
    - d. Cooking, came

11. My friends and I have ____ our homework. So, my teacher is angry with us.
    - a. Forgot, to bring
    - b. Forgotten, to brought
    - c. Forgot, to bring
    - d. Forgots, to brought

59

12. This phone will work through GPS and will be …. in detecting a person at any location

a. stupid   b. slow   (c) helpful   d. diligent

13. Arina has many friends because she is a……person

(a) Friendly   b. friendship   c. friends   d. friend

14. Which sentence uses the correct order of adjectives?

a. I like that really big red old antique tractor in the museum
b. I like that really big old red antique tractor in the museum
c. I like that old, red, really big antique tractor in the museum.
(d) I like that really big antique tractor in the museum.

15. Andrea had a _____ in her hair yesterday.

a. nice yellow bow   c. bow nice yellow
b. yellow nice bow   (d) red nice bow

16. …. 1945 Indonesia freedom.

(a) ago   b. last   c. In the   d. finally

17. My uncle gives me some books …. week.

a. yesterday   c. late
(b) last   d. in the

18. Which is correct? When it's raining, the kids have to stay _____

(a) indoors   c. outdoor
b. inside   d. indoor

19. The office was closed, so we waited _____ until it opened.

a. near   c. nearby
b. nearly   (d) nears

20. I hate looking _____ from high places. I have a fear of heights.

a. under
b. underneath
(c) down
d. downeath

Adopted by Icha (03)

2. The Lowest Students Score on Post Test

10 – Benar
10 – Salah

50 57

APPENDIX 4: POST - TEST

RESEARCH INSTRUMENT

THE USE OF CIRCLE GAME AS A STRATEGY TO IMPROVE VOCABULARY STUDENTS OF TENTH GRADE OF SMK NEGERI 7 BULUKUMBA

POST - TEST

Name   : Mitfatul Fajri
Class   : XI TKJ
No Absen : 20

Instruction !

8. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.

9. Bacalah pertanyaan-pertanyaan di bawah ini.

10. Jawablah pertanyaan dengan benar dan tepat.

11. Pilihlah jawaban yang benar dengan memberi tanda silang (x) pada salah satu jawaban.

12. Periksalah jawaban anda dengan teliti sebelum menyerahkan kepada guru.

13. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang pemahaman menghafal kosakata.

14. Waktu 40 menit.

Choose the correct answer from the option a,b,c, or d.

1. We cancel having dinner at the restaurant because all ___ are booked.
   - a. Tables
   - b. Rooms
   - c. Chairs
   - d. Foods

2. Will you go with me to the ___ to watch a movie?
   - a. Stadium
   - b. Cinema
   - c. Hospital
   - d. Theater

3. ___ is the place for students to study.
   - a. Library
   - b. Classroom
   - c. Teacher's office
   - d. School canteen

4. The ___ in that empty house are so many.
   - a. Mouse
   - b. Mouses
   - c. Mice
   - d. Mices

5. I have no idea their names or their ___.
   - a. Address
   - b. Addresses
   - c. Addreses
   - d. Adresses

6. My parents will be ___ for Canada tomorrow.
   - a. Leave
   - b. Leaves
   - c. Leaving
   - d. Left

7. Two days ago, my boyfriend ___ a red rose to me.
   - a. Buying
   - b. Buys
   - c. Buy
   - d. Bought

8. Justin Bieber went to Indonesia yesterday and he will ___ around Asia tomorrow.
   - a. Traveled
   - b. Travel
   - c. Travels
   - d. Traveling

9. My grandmother like to ___ Muse's song such as Starlight and Madness.
   - a. Listens
   - b. Listen
   - c. Listened
   - d. Listening

10. My mother has been ___ Rendang since this morning because of my girlfriend will ___ to my home.
   - a. Cook, came
   - b. Cooks, come
   - c. Cooked, come
   - d. Cooking, came

11. My friends and I have ___ our homework. So, my teacher is angry with us.
   - a. Forgot, to bring
   - b. Forgotten, to brought
   - c. Forget, to bring
   - d. Forgots, to brought

12. This phone will work through GPS and will be .... in detecting a person at any location

a. stupid   b. slow   c. helpful   X diligent

13. Arina has many friends because she is a......person

X Friendly   b. friendship   c. friends   d. friend

14. Which sentence uses the correct order of adjectives?

a. I like that really big red old antique tractor in the museum
b. I like that really big old red antique tractor in the museum
c. I like that old, red, really big antique tractor in the museum.
X I like that really big antique tractor in the museum.

15. Andrea had a _____ in her hair yesterday.

a. nice yellow bow   c. bow nice yellow
b. yellow nice bow   X red nice bow

16. .... 1945 Indonesia freedom.

X ago   b. last   c. In the   d. finally

17. My uncle gives me some books .... week.

a. yesterday   c. late
X last   d. in the

18. Which is correct? When it's raining, the kids have to stay _____

a. indoors   c. outdoor
b. inside   X indoor

19. The office was closed, so we waited _____ until it opened.

a. near   c. nearby
b. nearly   X nears

20. I hate looking _____ from high places. I have a fear of heights.

a. under
b. underneath
X down
d. downeath

APPENDIX 8: ADMINISTRATION

UNIVERSITAS BOSOWA
FAKULTAS ILMU PENDIDIKAN DAN SASTRA
Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231
Telp. 0411 452 901 – 452 789 Ext. 117,Faks. 0411 424 568
http://www.universitasbosowa.ac.id

Nomor   : A.429/FIPS/Unibos/VII /2023
Lampiran : -
Perihal   : **Permohonan Izin Penelitian**

Kepada Yth,
Kepala Sekolah SMK Negeri 7 Bulukumba Kab. Bulukumba
di –
     Bulukumba

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama   : Riswani
NIM   : 451910106
Program Studi   : Pendidikan Bahasa Inggris
Fakultas   : Fakultas Ilmu Pendidikan DAN Sastra (FIPS)
                   Universitas Bosowa

Judul Penelitian :

The Use of Circle Game As a Strategy to Improve Students Vocabulary of Tenth Grade of SMK Negeri 7 Bulukumba

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 10 Juli 2023
Dekan

Dr. Asdar, S.Pd., M.Pd.
NIDN : 0922097001

Tembusan:
1. Rektor Universitas Bosowa
2. Arsip.

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMK NEGERI 7 BULUKUMBA
Jl. Karaeng Cidu Dg, Matarang, 92574 Kajang
website : www.smkn7bulukumba.sch.id E-mail : smknegeri7bulukumba@gmail.com

KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 422/72/SMKN.7/BLK/DISDIK/VII/2023

Yang bertanda tangan di bawah ini, Kepala UPT SMK Negeri 7 Bulukumba bahwa :

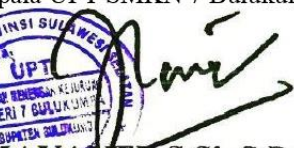|	
Nama	: RISWANI
NIM	: 4519101016
Fakultas	: Ilmu Pendidikan dan Sastra (FIPS)
Pekerjaan	: Mahasiswa
Alamat	: Jl. Sukamaju II

Benar yang bersangkutan tersebut diatas telah selesai melakukan penelitian di UPT SMK Negeri 7 Bulukumba dari tanggal 17 s.d 24 Juli 2023 dengan judul :

"THE USE OF CIRCLE GAME AS ASTRATEGY TOIMPROVE STUDENTS VOCABULARY OF TENTH GRADE OF SMK NEGERI 7 BULUKUMBA"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaiamanamestinya.

Bulukumba, 24 Juli 2023
Kepala UPT SMKN 7 Bulukumba

IRMAYANTI, S.Si, S.Pd
NIP. 198403032011012009

APPENDIX 9: DOUMENTATION

The first meeting

Fig 1. The researcher and students introduced themselves to each other

Fig. 2. The researcher was distributed pretest the questions for students

Fig. 3. The students were learned the material about verb and noun

The second meeting

Fig. 4. The researcher was explaining the material about adverb and adjective

Fig. 5. The students ware plays the Circle Game with the researcher's guidance.

The Third meeting

Fig. 6. The students ware plays the Circle Game with the researcher's guidance.

Fig. 7. The students ware plays the Circle Game with the researcher's guidance.

Fig. 8. The researcher distributed the posttest questions for students

BIOGRAPHY

Riswani was born on July, 11th 1999 in the village of Kajang, Bulukumba District, South Sulawesi Province. She is the fourth child from seven siblings. She has three brothers and three sisters. Her father name is Syafri and beloved mother name is Salma. She is flexible to work at any time and any place. She has life motto is very simple, "Talk Less, Do More". She is interested in reading Novel. She started her elementary school at SDN 281 Sumalaya from 2006 to 2012. After graduating in 2012, she was continued her study at SMPN 20 Bulukumba and graduated in 2015. She was completed her vocational high school education at SMK 7 Bulukumba and graduated in 2018. In the next year 2019, she was decided to continue her study of at English Education Department Faculty of Education and Literature, Bosowa University Makassar, undergraduate program and finished in 2023. At first, it takes a long time to study to be a teacher. She was thinking very difficult and requires a lot of time and hard work to study. She hopes that her will be able to face more challenges, and she has dreams will come true.