

**IMPROVING STUDENTS' VOCABULARY MASTERY
USING WEB-BASED VOCAB GAME ON
GAMESTOLEARNENGLISH.COM
AT SEVENTH GRADE SMPN 2 SENDURO**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq of Jember
to fulfill of the requirement for the degree
of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
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**EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ JEMBER
2022**

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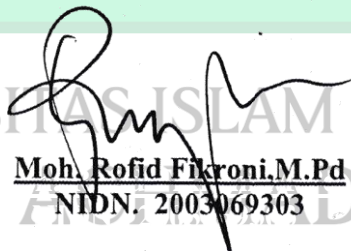
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It has been examined and approved by the board of examiners in fulfilments of
the requirements for the bachelor degree of education (S.Pd)
Educations and teacher training faculty
English Education Department

Day: Thursday

Date: 17th November 2022

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MOTTO

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي
مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

We have sent no Messenger save with the tongue of his people, that he might make (the Message) clear to them. Then God leads whomever He wills astray, and He guides whomever He wills. He is the All-Glorious with irresistible might, the All-Wise.¹



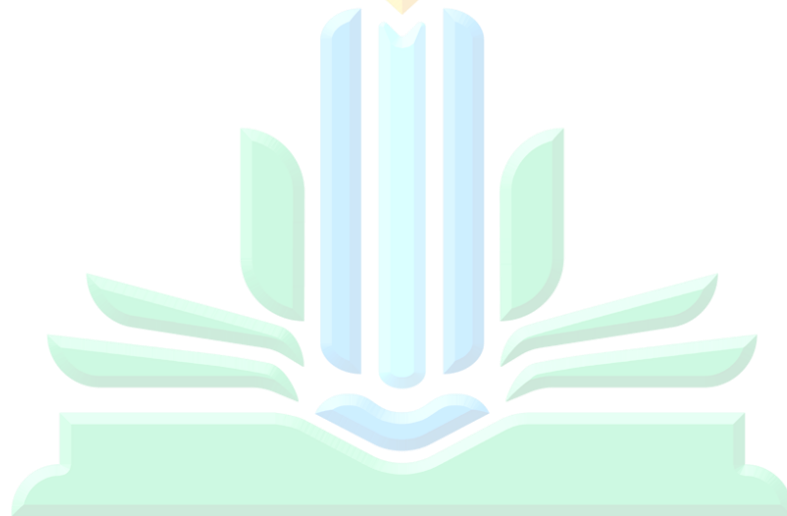
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¹ <http://islamicstudies.info/reference.php?sura=14&verse=4-4> accessed on 18th November, 2022

DEDICATION

I dedicated this thesis to:

1. Mr. Joko Wiyono and Mrs. Yeni Hidayati, my beloved parents who always give me the best they have, support me, understand me and always hard work to make me well educated.
2. Mr. Anam Fadlillah and Mrs. Nisrina Balqis Huwaida who always give me hand and encourage me to accomplish this thesis.
3. My lovely sisters, Canaya Awahita Aykko and Alhafidza Qori Ahnaf who become my energy and motivation to do this thesis.



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Firstly, I extend my praise and gratitude for the presence of Allah SWT who has given me blessing, health, and best support in my life. Without Him, I could not stay patient and in control in writing this final project from the first to the last page.

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1. Prof. Babun Suharto, S.E, M.M as the rector of State Islamic University of KH. Achmad Shiddiq Jember who has facilitated the writer during this undergraduate study.
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6. All the lecturers of English Education Department who have transferred their knowledge to the writer.
7. And all of people who participated in this process of this research.

May Allah repay all those who have supported in this process with kindness. Finally, the author acknowledges that this thesis is far from perfect but the writer hopes that this thesis would be beneficial to the readers and future researches.

Jember, 1 September 2022

The Writer



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ABSTRACT

Naila Widad Nur Jihan, 2022: Improving Students' Vocabulary Mastery using Web-based Vocab Game on Gamestolearnenglish.com at Seventh Grade SMPN 2 Senduro.

Key Words: *Vocabulary, Web-based Vocab Game, Game*

In learning English, developing or enriching vocabulary is the foremost thing to do. Vocabulary is words that can be used on a particular occasion or in a particular context. The preliminary study of the present research shows students have problem with their vocabulary. Such condition was mostly found in the classroom. Therefore, students need fun and exciting learning activity to make them enthusiast in learning vocabulary.

The formulation of the research problem was "How does the teacher improve students' vocabulary mastery using web-based vocab game on gamestolearnenglish.com at seventh grade SMPN 2 Senduro?" The research objective of this research was to improve students' vocabulary mastery using web-based game vocab game on gamestolearnenglish.com at seventh grade SMPN 2 Senduro.

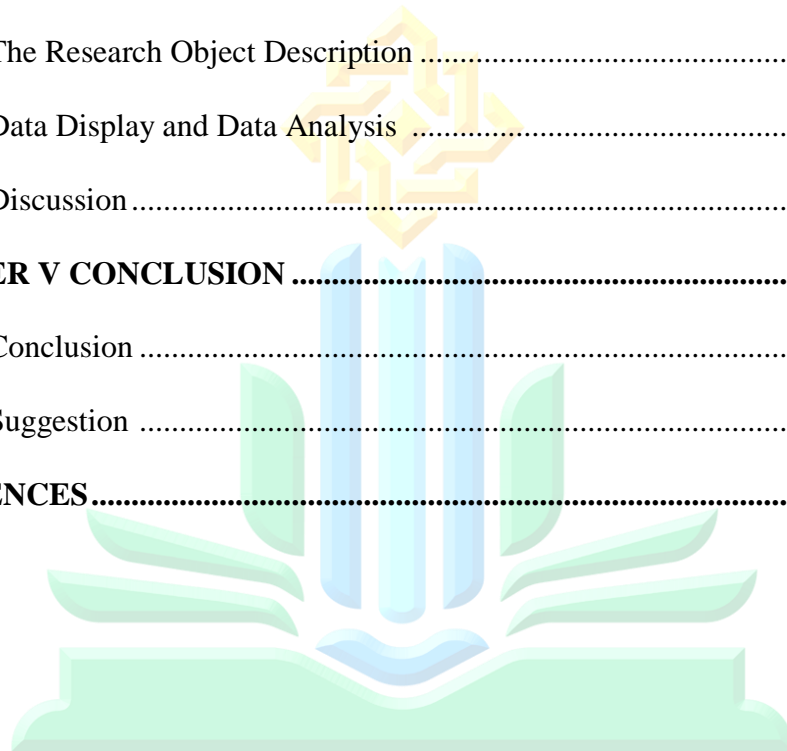
The design of this research was classroom action research. This action research aims to describe the process and the improvement of the students' ability in mastering vocabulary and the quality or achievement of the teaching-learning process of students' ability in mastering vocabulary. There were several steps in classroom action research. That includes planning, action, observation, and reflection. This research conducted in two cycles. Each cycle consisted of three meetings.

The researcher has conducted two tests and determined the criteria of success. The minimum score determined by the researcher to reach the criteria of success is 73 with a percentage of 70% by the total of the students in the class. Based on the students' mean score, it could be seen that the cycle one was reached the minimum score. The students' score increased after implementing web-based vocab game on gamestolearnenglish.com. The percentage of students who achieve the minimum score was 60%. Even the mean score was reached, the percentage still below the criteria. It means, the cycle one cannot be mentioned to be successful. Hence, the researcher conducted cycle two in order to increase the percentage of students' who achieve the minimum score. The result of vocabulary test in cycle two showed that implementing of using web-based vocab game on gamestolearnenglish.com with different treatment was successful and the percentage of students who got the minimum score improved 85%. Based on the data analysis, the researcher concluded that the implementation of using web-based vocab game on gamestolearnenglish.com could improve students' vocabulary mastery.

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CHAPTER I

INTRODUCTION

This chapter presented the introduction of the research and it deals with several points, such as: background of research that contain of introduction of the research, questions of research as the continuation of the research background section, objectives of research, definition of key-terms, and significance of research. All the points that have been mentioned will be elaborate further in the following sections.

A. Research Background

Language is a system for expression of meaning. The function of language is to interact and communicate. Brown stated that language is a system of arbitrary conventionalized vocal, written or gestural symbols that enable members of given community to communicate intelligibly with one another². As a global language, English should be learned by people from many countries in the world to communicate with each other from another country. It is stated in Al-Qur'an, one of the surah which explains about learning language is surahAr-Rum:22³:

وَمِنْ آيَاتِهِ مَنَامُكُمْ بِاللَّيْلِ وَالنَّهَارِ وَابْتِغَاؤُكُمْ مِّنْ فَضْلِهِ إِنِّ فِي ذَلِكَ
لَآيَاتٍ لِّقَوْمٍ يَسْمَعُونَ ﴿٢٢﴾

The meaning: “And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed, in that are

²H. Douglas Brown, *Principles of language learning and teaching* (White Plains, NY : Longman, 2000), 5.

³ Al-Quran,30:22

signs for those of knowledge.” (Ar-Rum: 22)

This verse above contains an explanation about how God created differences among His creatures, which leads to the urge for learning many aspects from those differences. One of those is language. Indeed, human can improve the ability to communicate and interact within society by learning the languages from different countries. Especially English for communication with people from another country.

English in particular has two components, they are grammar and vocabulary. Wilkins in Thornbury stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed⁴. Vocabulary is words that can be used on a particular occasion or in a particular context. Vocabulary is the biggest component of learning a language because vocabulary has an important role in the beginning and foundation of language teaching. In learning English, developing or enriching vocabulary is the foremost thing to do. Learning vocabulary in English is not an easy thing, especially for students as novice learners. The most difficult thing for students in mastering vocabulary is the differences of meaning and pronunciation. However, it is important for students to authorize vocabulary in the learning process. Learning vocabulary can not be learnt only from what students hear and write, but from what they see around⁵.

⁴ Scott Thornbury, *How to Teach Vocabulary* (Harlow : Pearson Education Limited, 2002), 13.

⁵ Mariatul Fitria, “*Improving the Vocabulary Mastery of the Seventh Grader of SMP Negeri 2 Lumajang by Using Pictures in Descriptive Text*”. *Journal of English Teaching and Learning*. Vol. 3 No.18, (2014), 1738.

Based on preliminary study in SMPN 2 Senduro, the students have problem with their vocabulary. When the teacher asked them to say something in English, they did not know how to respond because of limited vocabulary. Thus, they find it difficult to reply what teacher said. Therefore, vocabulary emerged as the cause of the difficulty faced by students. Although they have experienced such for problem long time, the teacher failed to overcome the problem and stimulate the students to be interested and to use English in simple practice. Such condition was mostly found in the classroom. Moreover, disinterest in strategy the teacher used also makes it more difficult for them to memorize vocabulary. Teaching strategy is the teacher's plan to carry out teaching activities. This is the teacher's attempt to influence students to achieve the teaching goals that have been set. Therefore, students need fun and exciting learning activity to make them enthusiast in learning vocabulary.

Some previous studies shows that students' difficulties in learning vocabulary can be solved by applying game in the teaching and learning activity. Sri Wahyuni in her thesis stated that there is a significant increase of achievement after treatment by using guessing game. It is because the students enjoyed the process of learning when they were involved actively in the activities. Besides, she finds out that all the students can easily remember the vocabulary that has been taught through the guessing game⁶. Another significant result was written by Jurasni in her thesis. The use of Hangman Game in teaching vocabulary could increase the students' vocabulary because

⁶ Sri Wahuni, "*The Use of Guessing Game in Improving Students' Vocabulary: A Study at Sd Inpres Perumnas Antang II/I Makassar*", (Thesis, Hasanuddin University, 2018)

at the time before and after given the treatment, the students had comparison, before given the treatment the students had weakness in vocabulary and after the treatment, the students' vocabulary increase by using Hangman Game. It means that this method was effective⁷.

Hence, teachers require a teaching media that can provoke students to be interested in learning vocabulary. One of media that could be use is game. Game is fun and relaxing, so it is a great way to break the classroom routine. In this case, web-based vocab game on gamestolearnenglishh.com would be seen as the solution. This game provides several categories that exist around students. Moreover, this website provide many types of game. Students can learn with pleasure and the teacher becomes easier to give new topics. So that, students could be easily understanding because the objects are around them. Based on the field, this method can decrease the boredom of students. Enjoyment and fun as part of the learning process are important when learning new tools since the learner is relaxed and motivated and therefore more willing to learn⁸. A teacher is challenged in the teaching and learning process to always build students' self-esteem by building good rapport in order to create a non-threatening environment. The teacher is also advised to provide positive feedback to students by praising them and making meaningful suggestions, and to never demotivate them⁹.

⁷ Jurasni, "The use of Bangman Game to Increase Students' Vocabulary", (Thesis, Muhammad University of Makassar, 2019)

⁸ Marc Prensky, *Digital game-based learning*, (New York : McGraw-Hill, 2001), 05-5.

⁹ Mochammad Imam Machfudi, *Issues and Challenges in Maintaining Motivation to Learn English in Rural Madrasah Context. Jurnal: IJET*, (2016), 5.

The researcher chose SMPN 2 Senduro especially seventh grade because the teacher told that they have problem in vocabulary. It was a common issue but the students require a media that can enhance their will in mastery vocabulary. The reason why the researcher chose seventh grade as the reeseach subject because the material is related to some of the theme provided in this game. The researcher also the teacher expect that this game could be useful and helpful for english learning activity.

Based on explanation above, the researcher is interested to conduct a research about improving the students' vocabulary mastery using web-based vocab game on gamestolearnenglish.com. In addition, the researcher will conduct the research to improve student's vocabulary mastery under the title "Improving Students' Vocabulary Mastery Using Web-Based Game Vocab Game on Gamestolearnenglish.com at Seventh Grade SMPN 2 Senduro".

B. Research Question

According to the background of the study as previously explained, the researcher formulated the question as follow:

How does the teacher improve students' vocabulary mastery using web-based vocab game on gamestolearnenglish.com at seventh grade SMPN 2 Senduro?

C. Research Objectives

Based on the background of the research problem, the objective of the research is formulated as follow: To improve students' vocabulary mastery using web-based game vocab game on gamestolearnenglish.com at seventh

grade SMPN 2 Senduro.

D. Research Significance

The result of this study is fully expected to give some theoretical and practical knowledge for the following parties:

1. Theoretical significance

The result of this research is to give the contribution to the theory about students' perception and how to teach vocabulary using web-based vocab game on gamestolearnenglish.com.

2. Practical significance

a. Teacher

The result of this research was expected to give inputs to the English Teacher as their teaching media or references especially in vocabulary learning.

b. Students

The result of this research is used for the students to learn vocabulary through web-based web-based vocab game on gamestolearnenglish.com.

c. Other Researcher

The result of this study can be reference for other researchers who isinterested in conducting advances research or relevant research especially for Student of English Education Department

E. Definition of Key Terms

The researcher has two definition of key terms were used to clarify the meaning of the terms. They were:

1. Vocabulary

Vocabulary is important part in learning English that should be mastered by students in order to communicate well. Based on the definitions mentioned previously, it can be concluded that vocabulary is a set of words that comes from written and oral form and used to communicate in learning language. Vocabulary is a collection/list of words of a particular language, consisting of simple words, compound words, and idioms that can be used by individual speakers of that language. Vocabulary is one of the aspects of language that needs to be learned. Learning it is very important because in order to be able to speak, write and listen, learners must first know the vocabulary.

2. Web-based Vocab Game on Gamestolearnenglish.com

Vocab Game is a game-based learning on Gamestolearnenglish.com platform. The game is free for both teachers and students, and simply requires a multimedia tool to participate. A smartphone, laptop, or Chrome book works for running the gamestolearnenglish.com website.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed about the previous research and the theories which support the current research. This chapter contained of two headings. The first part describe about the previous research that related to the current research. The second part contains of several subheadings that discussed about the theories which related to this research. The points will be discussed further below in the following sections.

A. Preview Research

Considering the topic discussed in this research, there are some researches have conducted related to this topic. They are:

1. This research aimed to find out the effectiveness of using scrabble game in improving students vocabulary. This research using quasi experimental method. The result of this research were there as significant improvement from the pre-test to the post-test which analyzed by SPSS 20. From the questionnaire, it shows that most of the students choose agree in positive question while in negative question, students choose disagree. In conclusion, students like to study about vocabulary through scrabble game technique¹⁰.
2. The second research is written by Hanifah Khalidiyah (2017) entitled *The Use of Domino Game With Picture In Improving Students' Vocabulary*

¹⁰ Arie Wijaya Hajar, “*Improving Students Vocabulary Trough Scrabble Game at the Second Grade of SMPN 1 Palopo* ” , (Unpublished Thesis, State Islamic Institute of Palopo, Palopo, 2019).

Knowledge. This research aimed to investigate the effectiveness of the use of Domino Game in improving students' vocabulary. And to examine students' perception toward animated video technique. The study implemented a pre-experimental design. The sample consists of 30 seven grade students in one of Junior High School in Subang. The sample was given Domino Game as the treatment. The data of this study were obtained through post-test and questionnaire. The post-test was given in the form of spelling test. The post test was given in the form of multiple choices test. The data from the post-test were analyzed statistically using SPSS 20 for Windows. The result showed that lowest score on the post-test that is 10.00. Meanwhile, the highest score is an excellent score, 100. Then, the mean score is 71.90. Finally, the questionnaire results show that most of the students gave positive responses toward the use of Domino Game. The students agree that the game helps them to enrich their vocabulary because the game can motivate them, stimulate their interest and raise their curiosity. From this research, the teachers are recommended to have better competencies in selecting and presenting game activity in the classroom for better learning process¹¹.

3. The third research is written by Yuli Eviyana (2020) entitled *Improving Students' Vocabulary Mastery Through Antonym Matching Game at The Second Semester of Eight Grade of SMPN 35 Bandar Lampung*. The objective of this research was to find out whether there is any

¹¹ Hanifah Khalidyiah, "The Use of Domino Game With Picture In Improving Students' Vocabulary Knowledge", (2017), p.349.

improvement in students' vocabulary mastery after being taught by antonym matching game. The researcher used classroom action research as a research design that was held in two cycles. The improvement of students' vocabulary was analyzed by comparing the score of both cycles and percentage the high score. The result shows that this method is successful to improve students' vocabulary. Based on the score, it was found that the score increase from 43.3% in the first cycle to 83.3% in the second cycle. It means that antonym matching game is a good game in the learning process, especially in teaching vocabulary¹².

4. The fourth research is a journal from Maria Nage Pajo (2017) entitled *Using Game to Improve Vocabulary Knowledge of Eleventh Grade Students' of Senior High School*. The purpose of this research is to improve students' understanding of vocabulary especially among the eleventh grade. The objective of this writing is to find out is the use of game in class can help the students to knowing new vocabulary for eleventh grade students. Besides, the teacher should be able to provide the students with the interesting media in teaching and learning activities. Based on data, it can be concluded that games helped the students in improving their vocabulary. It is suggested that teachers use games to improve students' vocabulary in order to achieve goals. Students are also suggested to improve their vocabulary by playing games in the internet, games book such as Doctor-Doctor, Kim's, scrabble or crosswords. So the

¹² Maria Nage Pajo, *Using Games to Improve Vocabulary Knowledge of The Eleventh Grade Students of Senior High School*, (Thesis, Sanata Dharma University, Yogyakarta, 2017)

students can practice their English while improving their vocabulary.¹³.

5. The fifth research is conducted by Hikmah Noerqori Saputra and Muhamad Sofian Hadi entitled *Teaching Vocabulary through Fly Swatter Game*. The study aimed to find out whether fly swatter game can give influence toward students' vocabulary mastery. The subject of this study was grade VII-2 of SMPN 9 Tangerang Selatan in the academic year of 2018/2019. The method used in this study is a quantitative method with the design of the pre-experimental study. The data from pre-test and post-test were analyzed using spss 16. The result of this study showed; the students' pre-test mean score was 45.4 and the students' post-test mean score was 86.6. The result of t-test was 21.55 and significant (2-tailed) was $0.00 < p(0.05)$. The hypothesis (H1) was accepted, which means there is a significant difference between pre-test and post-test scores of the experimental group. It can be concluded that applying fly swatter game in teaching vocabulary to 7th grade students of SMPN 9 Tangerang Selatan is effective¹⁴.

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Table 2.1

Similarities and Differences previous Reserach and the Research

No.	Researcher	Title	Similarity	Difference
1	Arie Wijaya Hajar (2019)	Improving students' Vocabulary Through Scrabble Game at the Second Grade of SMPN 1 Palopo	<ul style="list-style-type: none"> Both research discuss about improving students' vocabulary using game. 	<ul style="list-style-type: none"> The previous research focused on the effectiveness of using game and present research focused on improve students'

¹³ Nur Hidayat, "Improving Students' Vocabulary Achievement through Word Game", Vol. 1 No. 2, (2016), 96, (DOI: 10.21070/jees.v1i2.446)

¹⁴ Hikmah Noerqori Saputra and Muhamad Sofian Hadi, "Teaching Vocabulary through Fly Swatter Game", Vol. 2 No. 1, (2019), 17-24.

				<p>vocabulary mastery.</p> <ul style="list-style-type: none"> • The previous research use Scrabble Game and the present research use web-based vocab game on gamestolearnenglish.com • The previous research use Quasi Experimental and the present research use Classroom Action Research.
2	Hanifah khalidiyah (2017)	The Use of Domino Game With Picture In Improving Students' Vocabulary Knowledge	<ul style="list-style-type: none"> • Both research discuss about learning vocabulary using game. 	<ul style="list-style-type: none"> • The previous research use Domino and the present research use web-based vocab game on gamestolearnenglish.com • The previous research use pre-experimental research and the present research use Classroom Action Research • The previous research is to examine students' perception toward animated video technique.
3	Yuli Eviyana (2020)	Improving Students' Vocabulary Mastery Through Antonym Matching Game at The Second Semester of Eight Grade of SMPN 35 Bandar Lampung	<ul style="list-style-type: none"> • Both researches aimed to know how game can improve students' vocabulary skill. 	<ul style="list-style-type: none"> • The previous research use Antonym Matching Game. The present research uses Online Vocab Game.
4.	Maria Nage Pajo (2017)	Using Game to Improve Vocabulary Knowledge of Elventh Grade Students' of Senior	<ul style="list-style-type: none"> • Both researches are using game as tool of improving students' 	<ul style="list-style-type: none"> • The previous research focused to find out is the use of game in class can help the students to knowing

		High School	vocabulary.	<p>new vocabulary and the present research focuses on students' vocabulary mastery.</p> <ul style="list-style-type: none"> • The previous research the game is general and the present research use web-based vocab game on gamestolearnenglish.com. • The previous research use qualitative research and the present research use classroom action research.
5.	Hikmah Noerqori Saputra, Muhamad Sofian Hadi (2019)	Teaching Vocabulary through Fly Swatter Game.	<ul style="list-style-type: none"> • Both researches focused on teaching vocabulary. • Both researches are using game as tool for teaching students' vocabulary. 	<ul style="list-style-type: none"> • The previous research aimed to find out the effectiveness of Fly Swatter Game in teaching English the present research focuses on students' vocabulary mastery. • The previous research used Fly Swatter Game and the present research use web-based vocab game on gamestolearnenglish.com.

From table 1, it could be seen some previous researches showed that game can be interesting media that in which it can stimulate students' willingness to learn English and seen as an interesting and appropriate learning activities for students. Therefore, this research focused on improving students' vocabulary mastery using web-based vocab game on gamestolearnenglish.com.

B. Theoretical Framework

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is important part in learning English that should be mastered by students in order to communicate well. Pikulski and Templeton define vocabulary as the sum of words that are used and understood by students. Based on the definitions mentioned previously, it can be concluded that vocabulary is a set of words that comes from written and oral form and used to communicate in learning language. Vocabulary also defined as a core component of language proficiency and provides much of the basis for how well learners speak, listen, write, and read¹⁵.

Vocabulary is a fundamental requirement that influences students achievement in studying English. Without vocabulary there is no communication to convey so that it is important to sufficiently know what the vocabulary is. Karmila stated that in learning English, vocabulary is the most important language component to learn before learn others subjects. In another case, when children want to speak they will study about vocabulary from their environment¹⁶. Having insufficient vocabulary mastery will make students inattentive and have low motivation in learning English.

¹⁵ John. J. Pikulski and S. Templeton, *Teaching and developing vocabulary: Key to long-term reading success, Current reseach in reading /Language Arts* (Boston: Houghton Mifflin Company, 2004).

¹⁶ Fitri Karmila, “*The Use of Picture Based Activities to Improve the First Year Students’ Speaking Proficiency at MA Madani Alauddin Pao-Pao*”, Unpublished Thesis, (2008).

From the definition explained, vocabulary are the words used and understood by students. Without vocabulary there is no communication that can be conveyed so it is important to know what the vocabulary is. Lacking the skill to use it properly will block students to have a good communication and using English itself.

b. Aspect of Vocabulary

Based on Brown vocabulary contains several aspect. Such as meaning, spelling, pronunciation, word classes, and word use¹⁷. The students should master all of the aspects of vocabulary in order that they can communicate well in English.

1) Meaning

A word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery, contextual guesswork and using dictionaries. Guided discovery involves asking question or

offering example that guides students to guess the meaning correctly. Involving students in discovering the meaning, it will be easy for students to remember the word and its meaning.

Contextual guesswork means making of the context in which the word appears to drive an idea of its meaning, or in some cases, guess from the word itself.

¹⁷ H. Douglas Brown, *Language Assessment: Principles and Classroom Practice* (Hobokenn, NJ : Pearson Education, 2019), 19.

2) Spelling

In learning vocabulary, spelling is important because it aids in reading. Spelling there may differ in its acceptable written forms for the same words within the same variety of English commonly used. It happens due to the fact that they belong to different varieties as happens with many British or American English terms.

3) Pronunciation

Pronunciation is how words are pronounced. Pronunciation of word is not related to the spelling so it is difficult to be learnt. Good pronunciation helps receiver easier to communicate.

4) Word classes

Word classes are categories of word. There are grammatical patterns should be practiced fluently to the students

such as noun (countable and uncountable), verb complementation, phrasal verbs, adjectives and adverb. The classification of the words of a language in this way depends on their function in communication. Nouns can occur in certain places of sentences and serve certain function. Verbs also occur in certain places and have special function, so word class is an important part of lexical feature.

5) Word use

Word use is how a word, phrase, or concept is used in a language. Word is used and analyzed to determine patterns of regional or social usage as well as meaning.

Moreover, in using words, you must choose words that are in harmony with their use so that the intended meaning can be understood and conveyed properly. Most words' meanings are learned indirectly by students through their daily interactions with oral and written language. Other words are learned through designed instruction.

c. Types of Vocabulary

Based on Evelyn Hatch and Cheryl Brown, vocabulary divides into two categories:

1) Active vocabulary

Active vocabulary is word which the students understand, can pronounce correctly, and uses constructively in speaking and writing. Active vocabulary refers to language items which learners can use appropriately in speaking and writing. Active vocabulary also called as productive vocabulary.

2) Passive Vocabulary

Passive vocabulary is words recognized and understood in a certain context. It covers to language items that can be recognized and understood in the text of reading as well as

listening also called as receptive vocabulary¹⁸.

d. Difficulties in Teaching Vocabulary

Thornbury suggests that there are several obstacles that will be faced in teaching English vocabulary especially in the country that regards English as a foreign language. The problem include some aspects such as pronunciation, spelling, length and complexity, grammar, meaning, and idiomatically.

It is difficult for teachers to choose which term to teach their students. This occurs because the students do not have the same ability to receive the information. Hence, teacher should be aware of the vocabulary required by the students¹⁹.

2. Vocabulary Mastery

The term "mastery" refers to more than just being able to recognize the meaning of a word. In other terms, it is more clearly described as 'to know a word, because learners are considered to have strong vocabulary mastery if they can recognize the meaning while also knowing form, grammar, collocation, meaning, and word construction²⁰.

Vocabulary mastering is important for kids in the process of learning English. Because vocabulary-related experiences that students

¹⁸ Luis Cohen, *Research Method in Education*, (Fifth Edition. London and New York: Routledge Falmer is an imprint of Taylor & Francis Group, 2005).

¹⁹ Suardi & Juwita Eka Sakti, *Teacher Difficulties in Teaching Vocabulary*, *Journal: Journal of Language Teaching and Learning, Linguistic and Literatures*, Volume 7 No.2, (2019), 102, (ISSN 2545-4192)

²⁰ Muhammad Faqzy Fadlan, *A Study on The Correlation between Students' Vocabulary Mastery and Their Essay Writing Skill (A Descriptive Study at Fifth Semester of English Department in Muhammadiyah University Of Purwokerto)*, (2015), 6.

have in their early years play an important impact in the formation of their language. One aspect of mastering English as a foreign language is vocabulary mastery. It means that the students understand and can apply the word and its meaning. The more the students' vocabulary, the better their language performance. Students with a limited vocabulary will struggle to master English skills²¹.

3. Teaching Media

a. Definition of Teaching Media

Media is a tool to convey something. The teaching process also requires media to convey the learning material to make it easier to understand and more interesting. According to Bakri media is plural form of *medium*, which derives from Latin word *medius* that has meaning “middle”. In Indonesian, *medium* means “between or interval”. The meaning of media aimed at something that delivers information (message) between message sender and receiver²².

Meanwhile, Gerlach and Ely in Bakri divide teaching media in wide meaning and narrow meaning. Media in wide meaning is people, material or event which can create condition so that students can get new knowledge, skill or attitude. In this meaning teacher, book, and environment is included in media. While media in narrow meaning is graphic, photo, picture, mechanic and electronic tools that use to

²¹ Aswal Syarifudin, Rismaya Marbun, Dewi Novita, *An Analysis on The Students' Vocabulary Mastery A Descriptive Study on The MtS*, (2014), 2.

²² Hasrul Bakri, *Desain Media Pembelajaran Animasi Berbasis Adobe Flash CS3 Pada Matakuliah Intaslasi Listrik 2. Jurnal: MEDTEK*, (2011), 3. Retrieved from (<https://dokumen.tips/documents/jurnal-hasrulakri.html>) Accessed on April, 03 2022.

express, process and also convey visual and verbal information²³.

In teaching and learning process, instructional media is needed especially for teacher. Ruis stated that instructional media is the facilitation for teacher used in teaching and learning process to make an instruction, send message to the students, and stimulate them to learn. Teaching media can help teacher to deliver the material for the students²⁴.

Instructional media can be defined as the physical means including conventional means such as chalk, blackboard, textbooks and modern means such as videos, tape, recorders, computers and others instructional activities delivered to the students. Harmer stated that a range of objects, pictures, and other things can be used as instructional media to present and manipulate language and to involve students in the activities²⁵.

b. Types of Teaching Media

There are many kinds of media that can be used as teaching media. Teachers must know which media that are suitable for students to use in order to make the teaching process can run effectively.

According to Patel and Jain teaching media are classified into five categories. They are audio, visual, audio visual, language

²³ Hasrul Bakri. *Desain Media Pembelajaran Animasi Berbasis Adobe Flash CS3 Pada Matakuliah Instalasi Listrik 2*. Jurnal MEDTEK, Vol. 3, No. 2. (2011) (Online). (<https://dokumen.tips/document/jurnal-hasrul-bakri.html>) accessed on March, 30 2022.

²⁴ Nuhung Ruis, et al. *Instructional Media Jakarta: Ministry of Nationa Education, Directorate General of Quality Improvement of Teachers and Educational Personnel, Center for Development And empowerment of Language Teachers and Education Personnel*. (2009), 2.

²⁵ Jeremy Harmer, *English language Teaching 3rd Ed.*, (England: Longman, 2003), 75.

laboratory- based, and computer assisted learning media²⁶.

Some of these categories are described as follows:

1) Audio Media

Audio media are the media used through sense of hearing. The kinds of audio media are cassette player and radio²⁷. Usually, the teacher uses audio media in listening. That relates to Erben that audio is extremely useful for teacher who want to provide their English learning with listening practice to improve their listening comprehension²⁸. It allows anybody to record or import audio files and edits them.

2) Audio cassette player

Audio cassette player usually called tape recorder. It is usually used to play the sound or music. Patel and Jain stated that audio cassette player makes the students have an access to native language and they better drill the pattern in its required form²⁹. In

this process, the subject matter is recorded as audio cassette and played on this machine. Then, the students can repeat that subject matter and learn.

²⁶ M.F .Patel & Praveen M. Jain, *English Language Teaching*, (Sunrise Publishers and Distributors: Bangalore, 2008), 58.

²⁷ M.F .Patel & Praveen M. Jain, *English Language Teaching*, (Sunrise Publishers and Distributors: Bangalore, 2008), 59.

²⁸ Tony Erben, *Teaching English Language Learner trough Technology*, (New York: Routledge, 2009), 85.

²⁹ M.F .Patel & Praveen M. Jain, *English Language Teaching*, (Sunrise Publishers and Distributors: Bangalore, 2008), 59.

3) Radio

Patel and Jain stated the most important objective for the radio study in secondary schools is the development of the students' ability to evaluate news report or communication as the air³⁰. This means that there are no air restrictions. Listeners need to be able to choose from different types of radio programs, including vocal music, talk, forums, debates, sports events, mysteries, religious programs, quizzes, and all other types of programs.

4) Visual Media

Visual media is media that usually involves sense of sight such media as board, charts, pictures, film strips, and others³¹. It is the easiest way to use by the teacher in delivering materials because the teachers can make it by themselves. The teachers do not need spend much money to make it.

The other kinds of visual media will be explained more

detail below:

1. Boards: blackboard, flannel boards, soft boards

Boards are used to display different types of display material. There are kinds of display boards used to display charts, maps, tables etc³². Any kinds of boards can assist the

³⁰ M.F .Patel & Praveen M. Jain, *English Language Teaching*, (Sunrise Publishers and Distributors: Bangalore, 2008), 59.

³¹ M.F .Patel & Praveen M. Jain, *English Language Teaching*, (Sunrise Publishers and Distributors: Bangalore, 2008), 59.

³² M.F .Patel & Praveen M. Jain, *English Language Teaching*, (Sunrise Publishers and Distributors: Bangalore, 2008), 59.

teacher to deliver the messages to the students. It becomes a general media in teaching process. These media make it easy for teachers to write and display messages and explanations, and also make it easier for teachers to delete other messages.

2. Charts, Maps, Pictures, Drawings

These teaching media should be interesting and motivating for students. The teacher can do it first, then the students can go after the teacher. According to Patel and Jain charts, pictures, maps, and drawings may be written or drawn on thick colored papers and can be displayed in boards³³.

5) Audio Visual Media

Audio visual media are usually media that include auditory and visual. Students can not only see the information, but also hear what is being reported in the media. The function of these media is to develop student knowledge. Patel and Jain stated that audio

visual media may create interest and motivation at the highest degree because through these teaching aids learners both eye and ear become active so they widely used in teaching language³⁴. The kinds of audio visual media are VCP, VCD, and TV.

³³ M.F .Patel & Praveen M. Jain, *English Language Teaching*, (Sunrise Publishers and Distributors: Bangalore, 2008), 59.

³⁴ M.F .Patel & Praveen M. Jain, *English Language Teaching*, (Sunrise Publishers and Distributors: Bangalore, 2008), 64.

a) VCP (Video Cassette Player)

This media can make the students enjoy seeing the film or video. Patel and Jain stated that this material is recorded in the video cassette and we watch film. Thus in teaching process teacher uses VCP to make his teaching effective and alive³⁵.

b) VCD (Video Compact Disk player)

According to Patel and Jain, video compact disk (VCD) is the media that can take the help to make teaching effective and to view the material from the VCD is played on the machine³⁶. The program can be saved or recorded on the video cassette and transferred into compact disk. The teacher can make the students more interested in learning English.

c) Television

Television is instrument through which one can view educational programs³⁷. The educational programs are also

aired from respective TV programs production center. On the television we can enjoy the film, serials, and other programs.

Before using media, the teacher must plan, select, introduce, guide, and follow up in order to fill in the gaps, correct misunderstanding, and guide the students' learning. It can also

³⁵ M.F .Patel & Praveen M. Jain, *English Language Teaching*, (Sunrise Publishers and Distributors: Bangalore, 2008), 64.

³⁶ M.F .Patel & Praveen M. Jain, *English Language Teaching*, (Sunrise Publishers and Distributors: Bangalore, 2008), 64.

³⁷ M.F .Patel & Praveen M. Jain, *English Language Teaching*, (Sunrise Publishers and Distributors: Bangalore, 2008), 64.

help the student to know the education information from other countries.

6) Language Laboratory-based Media

Patel and Jain stated that language laboratory is the place where the learners have to listen on headphone. The language laboratory is set up to provide listening exercises to help students speak well. The material is recorded on tape played by the teacher for practice and the same is supervised by the mentor³⁸. In addition, Language Laboratory equipment is easy for teachers to use and suitable for student needs.

It can be concluded that teaching English can use any media. The media used must be in accordance with the needs of students appropriate media will make students happy and comfortable. Therefore, teaching process will be fun and interesting.

7) Computer Assisted Learning Media

According to Patel and Jain, "Computer Assisted Language Learning means is to present teaching material through computer. To use of computer learning process is innovation in educational circle." The computer technology has brought multimedia package. Multimedia packages are VCD, VCP, DVD, slide projector, and film projector. It means that the program is developed with all kinds of media available for presentation. That

³⁸ M.F. Patel & Praveen M. Jain, *English Language Teaching*, (Sunrise Publishers and Distributors: Bangalore, 2008), 65.

includes texts, graphics, audio, and video³⁹.

c. Criteria of Teaching Media

Choosing a media is part of planning teaching in schools. In this case, there are several aspects that must be considered by the teacher. media must be related to curriculum and program standards that are relevant to students.

According to Arsyad, teaching media has some basic criteria, those are:

- 1) Teaching media has physical meaning that called by hardware. The hardware is an object that can be seen, heard, and touched by five senses.
- 2) Teaching media has non-physical meaning then we called it software that is the message which wants to deliver for pupil in hardware.
- 3) The emphasizing of teaching media is in the visual and audio
- 4) Teaching media is a tool to help teaching-learning process both inside and outside class.
- 5) Teaching media used to communicate and interact between teacher and students in teaching-learning process.
- 6) Teaching media can be used massively (for example: radio, television) big group and small group (for example: film, slide, video, OHP), or individual (e.g.: module, computer, video

³⁹ M.F .Patel & Praveen M. Jain, *English Language Teaching*, (Sunrise Publishers and Distributors: Bangalore, 2008), 66.

recorder)

- 7) Attitude, act, organization, strategy, and management that related with application of certain knowledge⁴⁰.

Instructional media should be practical. It means, the teacher must review the availability and practicality of the media. Whether the media is easy and effective to use in the learning process and how much time and cost is needed to get it. Second, the instructional media should be appropriate to the students' characteristics because their perceptions about the media will affect their learning. The instructional media should be a good means of presenting a particular instructional activity. It means that the media should support the activity that will be presented in the classroom.

d. Function of Teaching Media

The importance of using media is that it can be useful and give advantages in teaching activities, in order to make the learning process interesting and create a new atmosphere.

One of the advantages of using media is that media can motivate students in learning activity. Media may be used to attract students' attention by displaying image. Media can be used to provide information that students needed. According to Sudjana, the function of teaching media in teaching and learning process as follows:

⁴⁰ M. Azhar Arsyad, *Media Pembelajaran*, (Raja Grafindo Persada Rineka Cipta: Jakarta, 2009), 67.

- 1) The using of media in teaching learning process is not addition function, but has own function as an aid to express effective teaching learning situation.
- 2) The using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher
- 3) The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher⁴¹.

Furthermore, Smaldino explains five roles of media in teaching process:

- 1) Thematic Instruction

Thematic instruction is known as the teachers' ways on organizing their instructions around topics. Thematic instruction (also called the Project Approach) involves organizing the curriculum around a theme or a rich and engaging topic that crosses all learning domains.

- 2) Portfolios

A portfolio is a collection of students' work that illustrates growth over a period of time. Portfolios often include such artifacts as students-produced illustrated books, videos and computer multimedia projects.

⁴¹ Sudjana, *Metode & Teknik Pembelajaran Partisipasi*, (Falah Production: Bandung, 2001).

3) Distance Education

Distance education is a planned learning experience or method of instruction characterized by quasipermanent separation of the instructor and learner(s). Within a distance education system, information and communication are exchanged through print or electronic communications media.

4) Instructor-directed learning

A common use of media in an instructional situation is for supplementary support of the “live” instructor in the classroom. Certainly, good media can enhance and promote learning and support teacher-based instruction.

5) Learner-directed learning

Media can be used effectively in formal education where a teacher is not available or is working with other students. Media are often “packaged” for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self-evaluation guidelines are provided⁴².

4. Game

Game is also appropriate to be used in teaching vocabulary.

According to Lewis in Bakhsh, games are popular among children because they like to play. Through games, students could interact, discover, and experiment with their surroundings. Using games not only

⁴² Sharon E. Smaldino et al, *Instructional Technology & Media for Learning*, (Prentice Hall: New York, 2007), 12.

enhances students' motivation, but also provide an incentive and stimulus to use the language³³. Harmer in Hidayat stated that game can make learners to be more enthusiastic in learning vocabulary⁴³.

The important point in using game as technique for teaching vocabulary is how to choose the appropriate games, in order to align them to the learners' abilities and making them useful language learning instruments. Educational games must have the following features:

- a. A game must be more than just fun.
- b. A game should involve “friendly” competition.
- c. A game should keep all of the students involved and interested.
- d. A game should encourage students to focus on the use of language rather than on the language itself.
- e. A game should give students a chance to learn, practice, or review specific language material.

Games provide language teachers with many advantages when they are used in classrooms. One of these advantages is that learners are motivated to learn the language when they are in games. In fact, games are closely connected with motivation.

⁴³ Sahar Ameer Bakhsh, Using Games as a Tool in Teaching Vocabulary to Young Learners, Journal: English Language Teaching; Vol. 9, No. 7, (2016), 123, (ISSN 1916-4742) 34 Nur Hidayat, Improving Students' Vocabulary Achievement through Word Game, Vol. 1 No. 2, (2016), 96, (DOI: 10.21070/jees.v1i2.446).

5. Web-based Vocab Game on Gamestolearn.com

a. Definition of Web-based Vocab Game

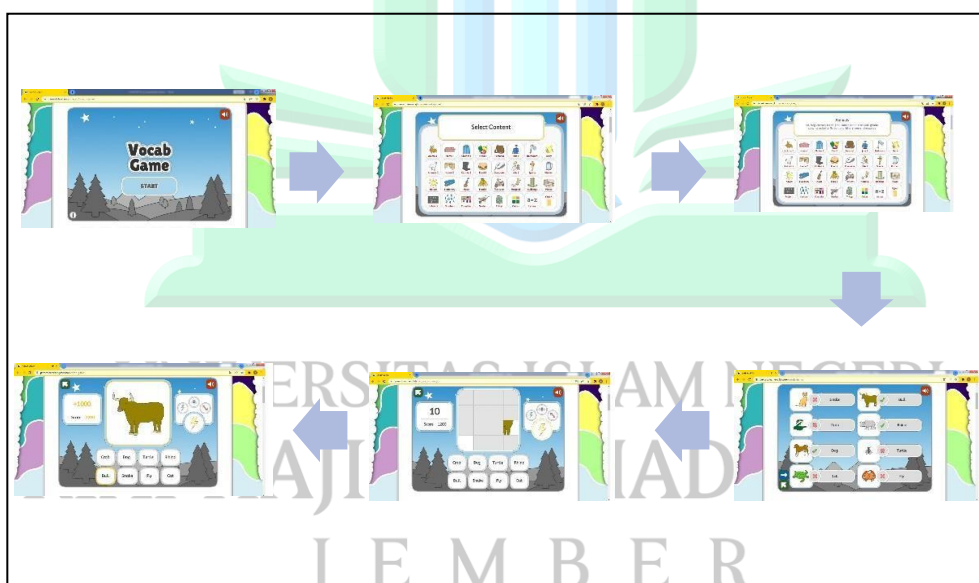
Vocab game is a one of web-based game on gamestolearnenglish.com developed by Owen Dwyer since 2010. This game can be used by teachers to hone students' skills in learning vocabulary. This game is two mini games. In the first part, consist of eight pictures and eight words. Students need to rearrange them so that the words match the pictures. The second mini-game involves a large image hidden behind 16 tiles. Student can display these squares individually by clicking the lightning button. Doing this several times will slowly show the image.

The purpose of this game is to present words, images and sounds in an attractive way. Students can look at the pictures and use them to infer meaning. Then they combine that with text and audio. By displaying some pictures, students can have an imagination of what they memorized. This game can also be used as an assignment or homework because it provides a teacher's section to find out student activities.

b. Steps of Vocab Game

In playing the game, there must be steps on how to play. It will be explained when people wants to play a game. This vocab game also has some steps to play. In the second slide students served some option. Students have to select one of the category. Afterward, the

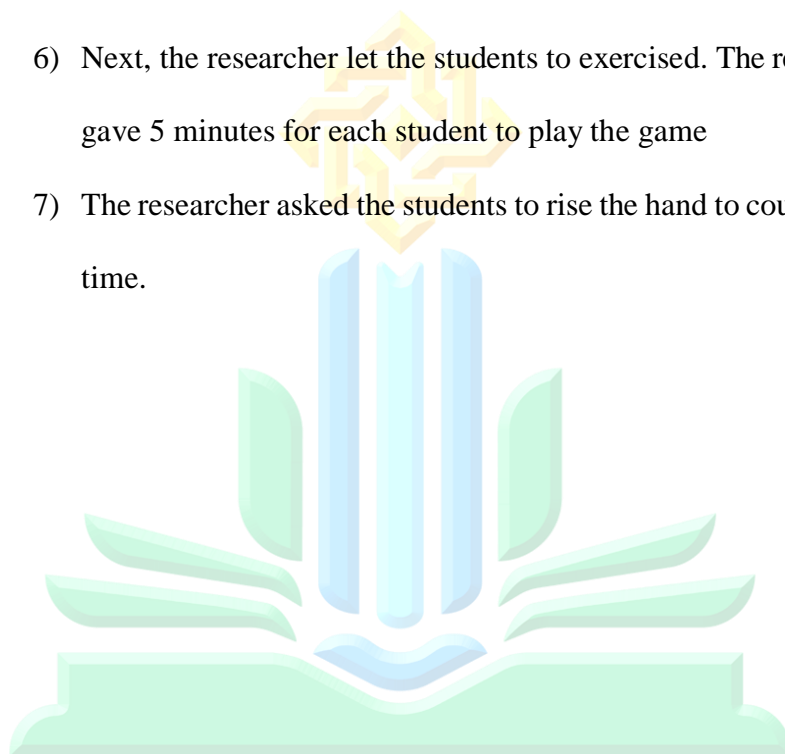
students choose the category, it will be displayed the first mini-game. This first mini-game consist of picture followed by the vocabulary. Students should match the picture and the vocabulary. When the picture and the image are match, there will be a green tick that indicates if they are correct. Also, the voice-over will pronounce the vocabulary that should repeated by the students. The second mini game involves a big image that covered by 16 squares. To reveal the image students have to click the lightening button many times. Once the students have an idea about the image, the students can click the word below the big image.



c. The Implementation of Web-based Vocab Game

- 1) The researcher divided the group consist of two students.
- 2) The researcher asked the students to open up the game in their mobile phone.

- 3) The researcher gave instruction to all of students how to play vocab game on gamestolearnenglish.com.
- 4) After that, the researcher asked the student to do it by themselves.
- 5) The researcher instructed the students to choose the “Things” content.
- 6) Next, the researcher let the students to exercised. The researcher gave 5 minutes for each student to play the game
- 7) The researcher asked the students to rise the hand to count the time.



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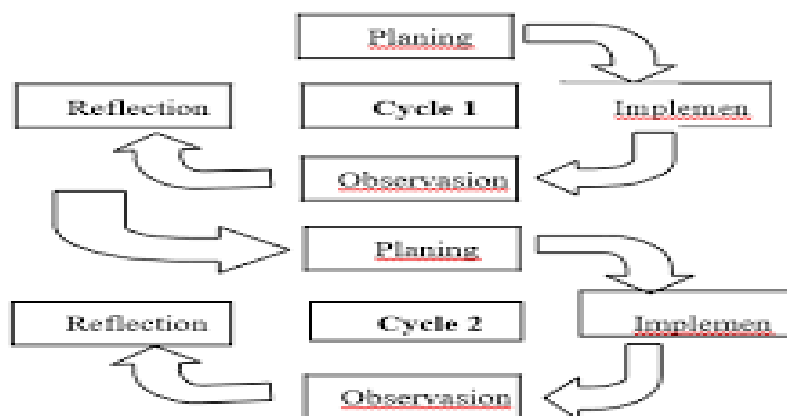
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology. It consists of research design, research setting, data source, data collection, data analysis and criteria of success (achievement indicator).

A. Research Design

In this research, the researcher used Classroom Action Research (CAR) as a research design. CAR is kind of research that was conducted by researcher which focus on solving problem faced in the classroom⁴⁴. CAR was type of research that has characteristic, reflective, participative, collaborative, and spiral with purpose to solve and enhance the system, method, process, substance, competence, and condition. In CAR, there were four components in a cycle with several repetitions to achieve the goal of the research⁴⁵.



3.1 Process of cycle in CAR

⁴⁴Anne Burn, *Doing Action Research in English Language Teaching: A Guide for Practitioners* (ESL and Applied Linguistics Professional Series, (England: Routledge, 2010).

⁴⁵Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006).

1. Planning

Planning was the first phase to conduct the treatment and preparation before implementing the research. The researcher prepared materials used in research. The materials include on the lesson plan, the theme, observation sheet, and also test.

Before did this research, the researcher made a plan then prepared to do the action. In the first step the researcher prepared the teaching procedure that implemented in the research. Then, the researcher setted the proposed solution and the criteria of success. Next, the researcher prepared everything needed to conduct the research such as the instructional material, media and the instrument used to collect and analyze the data. Based on the result of preliminary study, the researcher tried to improve students' vocabulary mastery by using web web-based vocab game on gamestolearnenglish.com.

2. Implementing

This was a step that the researcher began to implement teaching activity using web based game, in this case it was a Vocab Game on Gamestolearenglish.com website. The strategy of teaching used by the teacher is students centered. The researcher attempted to measure the improvement of students in vocabulary mastery. The researcher also gave students the treatment on how to improve the vocabulary mastery by giving tasks, evaluate the mistake, and summarize the material.

3. Observating

In observing phase, the researcher observed the entire activities throughout research. The student's response, attitude and change of situation were the points that researcher observed. Every behavior they showed when being explained, working the assignment, and doing discussion were essential information to discover their difficulties.

4. Reflecting

Reflection was the phase that determines whether the treatment is success or not. In this case, the researcher analyzes the teaching and learning process, the learning result, and the result of distributed instruments then, drawing conclusion. If it is not successful, the researcher needs to prepare alternative steps to reach the goal of the research.

B. Research setting

1. Research Location

The location of the research was in SMPN 2 Senduro, Lumajang especially in the seventh grade. The reason of the researcher chose the school because of according to the teacher, this class has some problems in mastering vocabulary. So, they need a right treatment to improve their vocabulary mastery and the researcher knew more about students' improvement in vocabulary mastery using web-based vocab game on gamestolearnenglish.com.

2. Research Subject

The subject of this research was the seven grade students of SMPN 2 Senduro. It was consisted of 20 students. The data showed that only a few students' passed the target. They have some problems such as: some of student are weak in memorizing, lack of motivation, some of them were not serious, they are in difficult due to language and pronunciation differences.

C. Data source

The data consist of some the data on the process of teaching vocabulary using web-based vocab game on gamestolearnenglish.com and those related to students' improvement in vocabulary as indicated by the students' mean scores obtained from the vocabulary post test given. Two types of data were employed. The first set of data is qualitative data. It concerns with the students' activities done in class during the teaching of vocabulary by using web-based vocab game on gamestolearnenglish.com. The second set of data as quantitative data of the study is related to the result of the students' vocabulary which test will be administered at the end of each cycle. They are used to evaluate the students' improvement in vocabulary mastery.

D. Data Collection

There are some ways done by the researcher in collecting data. The data are taken from vocabulary quiz and observation sheets.

1. Vocabulary Test

Test is a set of stimuli presented to an individual in order to chief responses on the basis which a numeral score can be assigned⁴⁶. Based on a representative sample of the individuals' behavior the score is an indicator of the extent to which the examinee possesses the characteristic being measured.

The vocabulary quiz is conducted to measure the students' achievement after teaching vocabulary using web-based vocab game on gamestolearnenglish.com. From the result of this post-test, the writer or researcher will find the mean score of the test.

The vocabulary test was written by the researcher that collaborate with english teacher. The collaborator teacher and the researcher were agree on use multiple choice and gap-filling type of test. The both tests are simple test for seventh grade students according to the collaborator teacher.

2. Observation sheet

Observation sheet assists educators to gather information about how their teaching is viewed by others in school. In the research, the researcher uses the instruments to see and to note the real activities proceeded in the classroom. The researcher uses observation sheet concerned with two kinds of sheet, a teacher's observation sheet and a students' observation sheet that use by the researcher during the

⁴⁶Donal Ary, *Introduction to Researh in Education (Eighth Edition)*, (USA: Wadsworth, 2010), 201.

observation of the teaching and learning process in each cycle done by the collaboration teacher. The researcher use observation to evaluate the process of teaching and learning activities. In order to get the result of the observation, the observer collect the data through recording the teaching and learning process.

3. Interview

Interview is two person conversations initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by him on content specified by research objectives of systemic description, prediction or explanation⁴⁷. There are many differrent types of interview that can be considered in social research. Each type has its own different objective and focus. These type are structured as follows: structured interview, unstructured, semi-unstructured interview and focus group interview⁴⁸. In this research, the researcher used semi-structural interview. Semi-structural interview is the question is not only which had been prepared, but can appear new questions during the interview. The interview involved English teacher and two students of seventh grade of SMPN 2 Senduro, Lumajang. Thus, participants chosen by using purposeful sampling. In purposeful sampling, reseracher intentionally selected individuals and sites to learn or understand the central

⁴⁷ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, New York: Routledge Falmer, (2000), 269.

⁴⁸ Ali Alsaawi, *Acritical Review of Qualitative Interviews*, European Journal of Business and Social Science, 3(4), (2014), 150.

phenomenon⁴⁹.

E. Data Analysis

After the researcher was done with the reflection at the end of each cycle, the researcher evaluated whether or not effect of the action met the criteria of success. So, the data taken from the result of the students post-test was analyzed past to know whether the criteria of success has been achieved or not hence, the formula used in findings. So, to get score each student the researcher uses formula:

$$S\% = \frac{\sum n_1}{\sum N} \times 100\%$$

$$\sum N$$

N = Total of the students.

$\sum n_1$ = Number of students who pass the test.

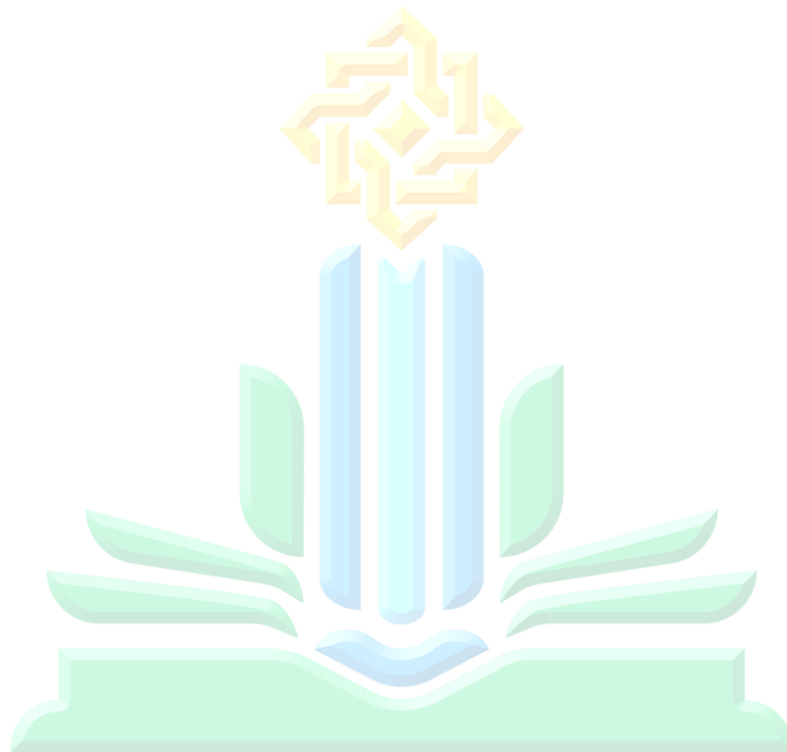
S % = Percentage of success.

F. The Criteria of Success

The researcher also preparing the criteria of success. The criteria of success was set to determine whether the learning activities in the research are successful or not, the students are classified into success or pass examination when their score at 73 as the lowest grade score on English subject at SMPN 2 Senduro. School use guidelines or formulas to determine minimum score which every school is different even for each grade. The difference is determined by input, intake, complexity. With those bearing capacities, teachers in schools can determine the minimum value. The researcher took

⁴⁹ John W. Creswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research 4th Edition*. (Boston: Pearson, 2012)

70% of students who achieve equal or above the minimum score because the researcher observed to the abilities of students who tend not too high. So that, the researchers did not set a high percentage in this research.



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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter focuses on analyzing the collected of data. The researcher presents the finding of the study and discussing the improvement of students' vocabulary mastery using web-based vocab game on gamestolearnenglish.com. The findings consist of the result of cycle 1 and cycle 2 of the research. After that, the discussions of what have been elaborated described in the findings and this chapter.

A. The Research Object Description

1. Profile of SMP Negeri 2 Senduro

SMP Negeri 2 Senduro located at Jl. Banaspati No 45, Kandangan, Kec. Senduro, Kab. Lumajang. The school has 3 grades, including grade VII, VIII and IX. There were a principal's room, a teacher's room, a lobby, a toilet inside the teacher's room, a library, a computer room, two gazebos, two students's toilet, a parking lot, a musholla and school yard. SMP Negeri 2 Senduro received a "B" predicate for school accreditation. The vision of SMPN 2 Negeri 2 Senduro are "Active, Creative, Safe, Clean and Religius". While the mission are "1) Encouraging activity and creativity optimally for all school components, especially students 2) Optimizing learning in order to improve student skills so that students have achievements to be proud of 3) Implementing learning and guidance effectively so that student intelligence continues to be honed in order to create intellectual and emotional intelligence stable 4) Providing safety

against all acts of bullying both in learning and the development and progress of science and technology 5) Instilling a love of cleanliness and beauty in all school components 6) Generating deep appreciation and high experience of religious teachings (Religion) so as to create maturity in thinking and acting”.

B. Research Finding

This action research was conducted in SMPN 2 Senduro. The participants of this research were seventh grade students that consist of twenty students. Most of the students’ score in the preliminary study was below the criteria of success. It can be seen in the table below.

4.1 Table of students’ preliminary score

No	Students’ Code	Score
1	S-1	70
2	S-2	65
3	S-3	85
4	S-4	90
5	S-4	70
6	S-5	60
7	S-6	65
8	S-7	70
9	S-8	70
10	S-9	70
11	S-11	90
12	S-12	60
13	S-13	75
14	S-14	60
15	S-15	65
16	S-16	70
17	S-17	65
18	S-18	65
19	S-19	70
20	S-20	80
	Total	1415

From the table 4.1, it shown that the students' English score still below the average. Hence, the researcher conducted the current research to explore students' ability in term of vocabularies.

The implementation of in this research was covered planning, acting, observing and reflecting that were carried out in two cycles. Cycle 1 and Cycle 2 were done in three meetings. The first cycle was held in May 28th 2022 to 31st May 2022 while the second cycle was held in June 2nd 2022 to 4th June 2022. The findings of the research described in detail.

1. First Cycle

This research was conducted in May 28th 2022. The researcher conducted written test to determine the extent of students' vocabulary knowledge. The form of the test for the first cycle was multiple choice. The explanation of the research implementation is described as follows:

a. Planning

In this stage, the researcher completed all of the elements for planning such as lesson plans, learning materials, written tests and observation checklists. Afterwards, regarding to the lesson plan, it designed based on school syllabus. Planning of the action was done collaboratively with the English teacher. It was intended to plan and prepare everything that was needed in all of the steps in acting stage to get the best result. The researcher prepared materials used in this research. The researcher chose a Web based game especially Vocab Game on Gamestolearn.com, constructing the lesson plans for the

action in the first cycle, preparing the students' worksheet and determining criteria of success. The plans that had been prepared in this activity included:

- 1) Determining the timing of action
- 2) Developing a lesson plan
- 3) Constructing students' activity observation checklist
- 4) Creating students' worksheet/ test

The researcher did interview with English teacher as well. The interview conducted in March 23rd 2022. English teacher suggested that the students' English skill is still below average. The problem is that they have difficulty in remembering English vocabulary with meaning in Indonesian. Also, students were lack motivation of learning English. In fact, learning some vocabulary that is unfamiliar to them is equally important.

Therefore, researchers and teachers are looking for ways to get them willing to learn and memorize some vocabulary starting with the objects around them, animals and public buildings. Hence, the researcher and teacher decided to use web-based vocab game on gamestolearnenglish.com which game that contains images and words to make it easier for students to memorize vocabulary.

b. Acting

The action of the research was conducted based on the lesson plan that had already been prepared. The actions were based on the

time allocation given by school, which was 2x20 minutes for each meeting. This research focused in teaching vocabulary using web-based vocab game on gamestolearnenglish.com. In playing the game, there must be steps on how to play. The teacher began with showing the simulation of the game.

- 1) The researcher opened the web-based vocab game on gamestolearn.com website on the internet and clicked the start button.
- 2) The researcher choose one of the theme in the second slide related to the topic.
- 3) Afterward, the researcher showed how to play the first game. The researcher matched until all the words and picture are made.
- 4) Next, the second game. The researcher showed to the students how to play the second game are clicked the light button multiple times to open the tiles and guess the image.

Then, the researcher answered the image by clicked the word in the box.

1) First Meeting

The first meeting was conducted on Saturday, May 28th 2022 at 09.30 a.m in VII class SMPN 2 Senduro. In the first meeting, the researcher informed the objective of the lesson, explained the lesson plan and also media that will be used during teaching practice.

The researcher came in to the class along with English teacher.

The researcher continued the activities with greeting, praying and checking student attendance as well as getting acquainted. The teacher informed the purpose of the research and explained the lesson plan to the students. Next, the researcher explained about Vocab Game on Gamestolearnenglish.com, the function and the purpose of researchers using the game as a learning media.

Afterwards, the researcher asked the students about the difficulties in learning English. Many of them answered that the difference in pronunciation and remembering the meaning of vocabulary was the most frequently encountered difficulty. Then, the teacher started to show the simulation of the use web-based vocab game on gamestolearnenglish.com to attract the students' attention. The teacher asked the students to come forward in turn. By taking turns trying the simulation game ahead, the students very excited and enthusiast. After that, the researcher asked the students to get ready in learning English using " Vocab Games " in the next meeting.

Before the researcher closing the meeting, the researcher concluded and reviewed the material that has been learned. The students were looked enthusiast and happy when playing games. They asked to play the game once more, but the duration is over. Hence, the researcher asked the students to try the game at home. The researcher closed the learning process by praying according to

students' beliefs.

2) Second Meeting

The second meeting was conducted on Monday, May 30th 2022 at 07.30 a.m. The activity in second meeting was not different from the first meeting. The researcher started the class by greeting, praying and checking the attendance. After the researcher opened the class, the researcher asked the students about the game, whether it easy and fun or they find it difficult. The students were seen as excited for today's meeting.

In the second meeting, the teacher asked the students questions about what has been learned in the previous meeting. After that, the teacher asked the students to repeat the game in the web-based vocab game on gamestolearnenglish.com. The teacher gave a theme that will be worked on through the game. By this game, the students could memorize vocabulary easily because there are clues and pictures through the game.

Before the researcher closed the meeting, the researcher concluded and reviewed the material that has been learned. The researcher informed the students about the test that would be done on the next meeting. The researcher closed the learning process by praying according to students' beliefs.

3) Third Meeting

The third meeting was conducted on Tuesday, May 31st 2022 07.30 a.m. The activity in second meeting was not different from the first meeting. The researcher started the class by greeting, praying and checking the attendance. After opened the class, the researcher shared the test paper to the students.

The teacher asked the students to do test. The form of the test was multiple choice. The researcher explained that the students have to choose the best answer. The teacher gave the time to do the test. The students answered all of the quizzes and submitted. The result of the test was low the criteria minimum. Some of the students still got low score. The score will be shown in the following table

4.2 Table of Students' Test Achievement Cycle 1

No.	Students' Code	Vocabulary Test			Score
		Items	Correct	Wrong	
1	S-1	15	14	1	93
2	S-2	15	13	2	86
3	S-3	15	11	4	73
4	S-4	15	11	4	73
5	S-5	15	13	2	86
6	S-6	15	10	5	66
7	S-7	15	13	2	86
8	S-8	15	8	7	53
9	S-9	15	14	1	93
10	S-10	15	10	5	66
11	S-11	15	10	5	66
12	S-12	15	13	2	86
13	S-13	15	11	4	73
14	S-14	15	7	8	46

15	S-15	15	13	2	86
16	S-16	15	14	1	93
17	S-17	15	13	2	86
18	S-18	15	10	5	66
19	S-19	15	7	8	46
20	S-20	15	7	8	46
Total					1469
Mean Score					73,45
Students' test score percentage that is equal or above KKM					60%

The mean of the score has reached the criteria of success. Afterwards, the researcher calculating the percentage of students' who passed the test. The percentage of students who reached above the minimum score was 60%, which means there were still many students who are still below the minimum score. It could be seen that cycle 1 was not successful.

c. Observating

In this part of the research, the English teacher observed the teaching and learning process by using observation checklist. The teacher did the observation by reviewing the learning activity done in the classroom.

The researcher asked students about the tests given such as obstacles and levels of difficulty. Also, gave a few vocabulary questions.

4.3 Observation checklist in the first and second meeting cycle 1

No	Activities	1 st Meeting		2 nd Meeting	
		Yes	No	Yes	No
1	The students listen to the teacher's introduction before teaching process	✓		✓	
2	The students pay attention to the teacher's explanation until finish	✓		✓	
3	The students listen while the teacher tells	✓		✓	

	the procedure of material				
4	The students understand the procedure of the material told by the teacher	✓		✓	
5	The students make a group consist of two people according to the teacher's Instructions	✓			✓
6	The students enjoy the learning process	✓		✓	
7	The students uses Indonesian and English to answer teacher's question		✓		✓
8	The students active in asking and answering session	✓		✓	
9	The students use the media given by the teacher well	✓		✓	
10	The students follow the learning process and review along with the teacher before closing	✓		✓	

In the first and second meeting of cycle 1, the students listened to the teacher's instruction. The student was pay attention to the teacher's explanation until finish. The students listen while the teacher told the procedure of material. The students also understand the procedure of material told by the teacher. Then, the students made a group consisted of two people according to the teacher's instruction, the students did not used Indonesia or English language to answer teacher's questions,

the students was active participation in asking and answering questions, the students used the media given by the teacher well.

Finally, the students followed the learning process and review along with the teacher before closing.

d. Reflection

The reflection was done after calculating the students' vocabulary score test and observation checklist. The students' test were scored based on scoring rubric that contained several aspects, such as

meaning, spelling, pronunciation, word classes and word use. Then the score were calculated by using percentage formula to get the students' percentage score. Meanwhile, the observation checklist was credible because the content of observation to check the implementation of teaching and learning, the students' response, and the improvement and development of the students in vocabulary mastery.

The reflection was done by the researcher and teacher as it was found that some students were struggling within the teaching and learning activity for web-based vocab game on gamestolearn english.com implementation and it needed to be revised then continued to the cycle 2. There were significant weaknesses in the first cycle that the researcher found such as;

- 1) The students were lack of vocabulary
- 2) The students were lazy to memorize some vocabulary
- 3) The students did not focus to the material. They can not answer the test well

4) Some students still got the score under KKM

5) The mean score was 73,45. The criteria of success is >73, which mean it was qualified with the criteria of success. However, the percentage of the students who passed the test were 60%, which mean still below the criteria of success.

To solve these problems above, the researcher gave more practice about the using " Vocab Game" to make them easier in

memorizing vocabulary by paying attention to the picture, still gave list of vocabulary from “ vocab game” and trying to give them exercises before going to the second test.

2. Second Cycle

a. Planning

After discussed and reflected the teaching and learning with the collaborator teacher, the result of the first cycle was required better treatment in the second cycle. The content of this planning was the results from reflection of cycle 1. The results of cycle 1 was used to plan the action in cycle 2. The planning done in the cycle 2 were :

- 1) Researcher and collaborator discussed about the results of reflection in cycle 1. It was done to solve the problem or weakness identified in the cycle 1 as effort to increase the participations' vocabulary mastery.
- 2) Researcher prepared list of vocabulary about transfortation.
- 3) Researcher prepared the theme related to the topic.

The planning of cycle 2 was identical with cycle 1, but the researcher made new strategy for increasing students' vocabulary in the cycle 2.

The researcher gave more practice about the using web-based vocab game on gamestolearnenglish.com to make them easier in memorizing nouns, provided list of vocabulary then told them how to pronounce the words correctly and gave new topic and interesting picture.

b. Acting

The action in cycle two was also done in two meetings and one test. The first meeting was held on Thursday, June 2nd 2022 and the second meeting was held on Friday, June 3rd 2022. The researcher gave the same material as in first cycle. Furthermore, the researcher expected that students can develop in this cycle with different treatments. The implementation of the action was elaborated as follows.

1) First Meeting

The first meeting was conducted on Thursday, June 2nd 2022 at 09.30 a.m. The researcher came into the VII A class. The researcher started the class by greeting, praying and checking the attendance. The researcher continued the activity by asking students readiness for the learning process then the researcher asked the students to prepare their smartphone.

In the web-based vocab game on gamestolearnenglish.com,

there some themes to be used, such as ANIMAL 1 and 2, HOME 1 and 2, the last is PUBLIC BUILDINGS. Each theme contains two types of game. In the first part, consist of eight pictures and eight words. Students need to rearrange them so that the words match the pictures. The second mini-game involves a large image hidden behind 16 tiles. Student can display these squares individually by clicking the lightning button. The researcher asked the students to open web-based vocab game on gamestolearnenglish.com within

the theme of ANIMAL 1, every theme was done in five minutes from three session. The next theme was ANIMAL 2, HOME 1, HOME 2 and BUILDINGS with the same rules. Some students finished less than 5 minutes. After that, the teacher was reminded the students to memorize the picture and also the vocabularies. After played the game, the researcher appointed several students and asked the meaning of vocabularies related to the theme that had been learned.

In the end of the meeting, the researcher closed the meeting by reminding the students to practice using the web-based vocab game on gamestolearnenglish.com at home. After that the researcher reviewed the materials so that students could remember the lesson they had learned on that day. The researcher closed the learning process by praying according to students' beliefs.

2) Second Meeting

The second meeting was conducted on Friday, June 3rd 2022 at 09.30 a.m. At the beginning of the second meeting was closely same with previous meeting. The researcher started the class by greeting, praying and checking the attendance. Next, the researcher reviewed the materials.

The main activity in the second meeting was not so different from the previous meeting. The learning process also used students' smartphone. In this section, the researcher gave more practice to

make them easier in memorizing vocabulary and to make the students interest in learning process. The researcher also gave list of vocabulary that used in learning process then told them how to pronounce the words correctly. The researcher also asked the students to came forward in front of the class and asked them to listen the audio of vocabulary in the game and follow the audio. The purpose of the audio in the game is for students to know the pronunciation of words, not only pictures in English but also pronunciation.

By the end of the class, the teacher motivated them so that they got spirit and was active in learning process. After that, the teacher closed the class by giving conclusion as appreciation to all students that the students had done well in learning and praying according to students' beliefs.

3) Third Meeting

The third meeting was conducted on Saturday, June 4th 2022 09.30 a.m. The activity in this meeting was not different from the previous meeting. The researcher started the class by greeting, praying and checking the attendance. After opened the class, the researcher shared the test paper to the students.

The form of the test in the cycle 2 was different from the cycle 1. It used gap-filling type of test. The test consist of two parts. First part of the test was fill the blank in the simple paragraph.

Second part of the test was a town map and some following questions. The researcher directed the students to fill in the blanks in the first part of the test. For the second part of the test the researcher explained to the students the location of the public buildings (front, back, left, right etc) and then asked the students to work on it. The duration of the test was 20 minutes and 20 minutes left the researcher asked the students to come forward and read what they had done.

4.4 Table of Students' Test Achievement Cycle 2

No.	Students' Code	Vocabulary Test			Score
		Items	Correct	Wrong	
1	S-1	20	19	1	95
2	S-2	20	19	1	95
3	S-3	20	15	5	75
4	S-4	20	17	3	85
5	S-5	20	19	1	95
6	S-6	20	15	5	75
7	S-7	20	19	1	95
8	S-8	20	15	5	75
9	S-9	20	19	1	95
10	S-10	20	16	4	80
11	S-11	20	16	4	80
12	S-12	20	18	2	90
13	S-13	20	19	1	95
14	S-14	20	11	9	55
15	S-15	20	18	2	90
16	S-16	20	19	1	95
17	S-17	20	19	1	95
18	S-18	20	15	5	75
19	S-19	20	12	8	60
20	S-20	20	10	10	50
Total					1650
Mean Score					82,5
Students' test score percentage that is equal or above KKM					85%

The mean of the score in the cycle 2 has reached the criteria of success. It could be said that the Cycle 2 was successful. The students' vocabulary mastery improved after different treatment in cycle 2. Besides, the researcher calculating the percentage of students' who passed the test. The percentage of students who reached above the minimum score was 80%, which means it was increased from cycle 1.

c. Observating

Based on the observation activity made by the researcher and collaborator in the action cycle 2, they found that students' participation was very good. The teaching material seemed interesting for the students. Therefore almost all of them followed the learning process enthusiastically so that the class seemed more active than before. And the last, evaluation of student's vocabulary achievements showed that the students got better score than in the first cycle. The score

After that the researcher also did observation about activities of students in the class. The researcher did it with observer, and got some data about activities of students in learning process. Based on the result of observation, the researcher got different data from the first cycle. There were two points showed in the first meeting of cycle 2 that the students did not use Indonesia and English language to answer teacher's questions and did not follow the learning process, review

along with the teacher before closing.

4.5 Table of observation in the first and second meeting cycle 2

No.	Activities	Meeting 1		Meeting 2	
		Yes	No	Yes	No
1.	The students listen to the teacher's introduction before teaching process	✓		✓	
2.	The students pay attention to the teacher's explanation until finish	✓		✓	
3.	The students listen while the teacher tells the procedure of material	✓		✓	
4.	The students understand the procedure of the material told by the teacher	✓		✓	
5.	The students follow teacher's instructions to prepare mobile phone	✓		✓	
6.	The students follow the teacher instruction	✓		✓	
7.	The students pronounce the words well	✓		✓	
8.	The students uses Indonesian and English to answer teacher's question		✓		✓
9.	The students active in asking and answering session	✓		✓	
10.	The students use the media given by the teacher well	✓		✓	
11.	The students follow the learning process and review along with the teacher before closing	✓		✓	

From table 4.5, it can be concluded that the students was pay

attention to the teacher's explanation until finish. The students diligently the instructions of the researcher. The students can pronounced the word correctly when the researcher showed the word.

However, the students still cannot answer the questions in English.

d. Reflecting

From cycle 2, it can be highlighted some successful points such as:

The students listened to the teacher's introduction before teaching process, the students pay attention to the teacher's explanation until

finish, the students listened while the teacher told the procedure of material, The students followed the teacher's instruction, The students was understand the procedure of the material told by the teacher, the students pronounce the words well, the students was active in asking and answering session, the students used the media given by the teacher well. Besides those positive responses, the students uses Indonesian and English to answer teacher's question and the students did not follow the learning process and review along with the teacher before closing in the first meeting in the cycle 2. The table of scores from the preliminary study, test 1, test 2 will be discussed in the following table.

4.6 Table of the percentage of the students' vocabulary mastery

Meeting	Students' who got score higher than 73	Mean Score	Percentage
Exist Score from Prelim	4	70,75	20%
Cycle 1	12	73,45	60%
Cycle 2	17	82,5	85%

From the table 4.6, it can be seen that the mean score of cycle 1

was 73 and cycle 2 was 82. It means the score of cycle 2 was higher

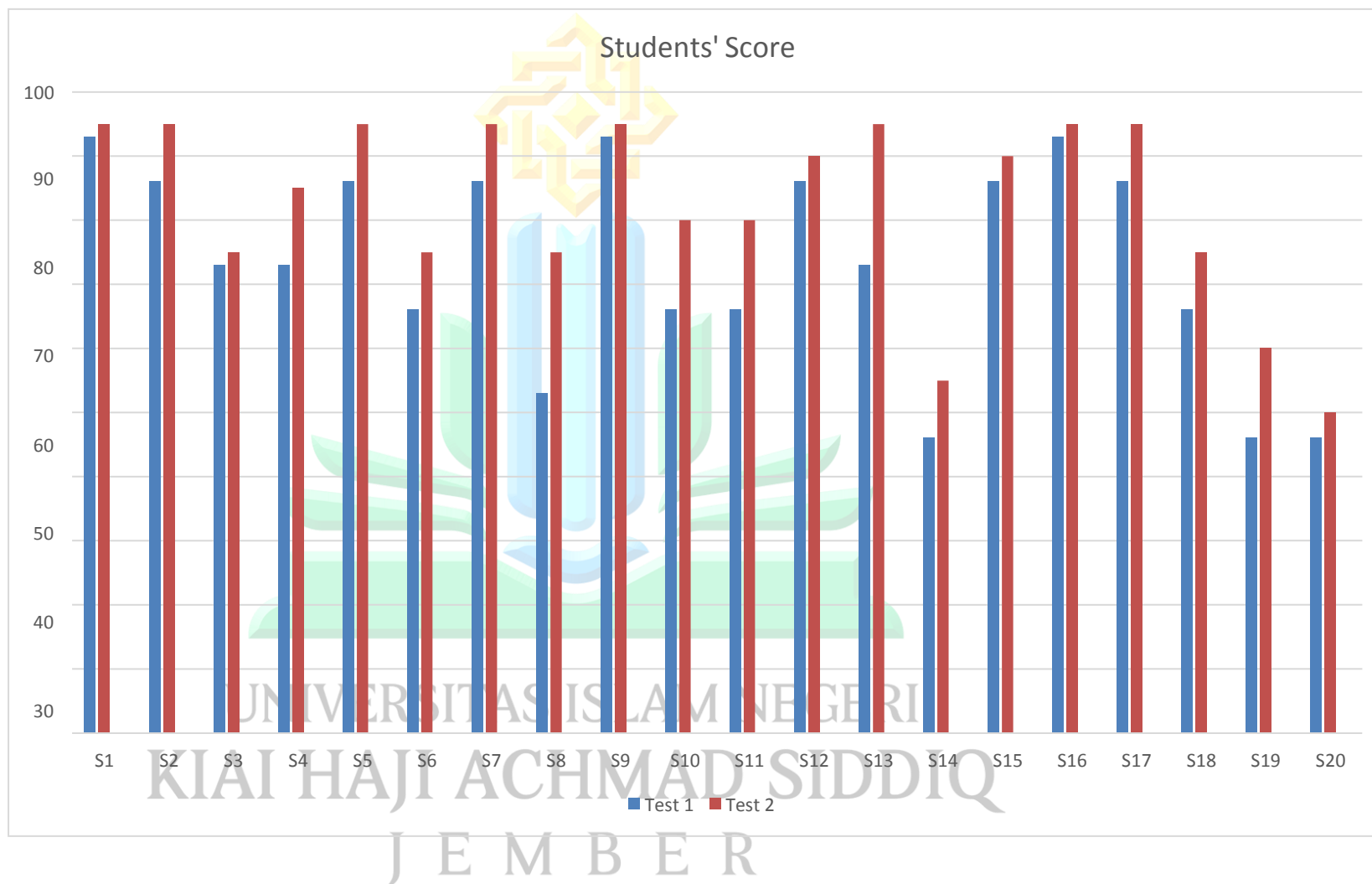
than the cycle 1. The percentage of students who got score above in

cycle 1 was 60% and cycle 2 was 85%. It indicated that students who

mastering vocabulary increased up to 25%. The comparison the

students' score from cycle 1 to cycle 2 shown in the following diagram.

4.1 Diagram of Students' Score



From the diagram 4.1, it can be seen that the students' score from cycle 1 to cycle 2 was increased. There were many students passed their score based on KKM 73 or more. In conclusion, web-based vocab game on gamestolearnenglish.com was appropriate to improve students' vocabulary mastery. Therefore, researcher and collaborator decided to stop the CAR. Researcher did not need revise plan or move to the next cycle.

C. Discussion

Game is appropriate to be used in teaching vocabulary. According to Lewis in Bakhsh, games are popular among children because they like to play. Through games, students could interact, discover, and experiment with their surroundings. Using games will not only enhances students' motivation, but also provide an incentive and stimulus to use the language⁵⁰. In line with this theory, it was a fact that implementing web-based vocab game on gamestolearnenglish.com influenced the classroom activities become more fun and lead the students learn more passionately. Students felt more comfortable to learn and teacher will also teach well. Teaching vocabulary without implementing game possibly make the students bored and feel burden. It was also supported by Harmer in Hidayat stated that game can make learners to be more enthusiastic in learning vocabulary⁵¹.

The interpretation of the data result among the preliminary study, test in cycle 1 and test in cycle 2 were as following; In the pre-activity, the average

⁵⁰ See chapter 2

⁵¹ Nur Hidayat, " *Improving Students' Vocabulary Achievement through Word Game* ", Vol. 1 No. 2, (2016), 96, (DOI: 10.21070/jees.v1i2.446).

score of students in vocabulary test before carrying CAR was 65,25. It was the mean score of the students before implementing web-based vocab game on gamestolearnenglish.com. Meanwhile, the class percentage which pass the Minimum Mastery Criteria in the pre- activities was 30%. It means that there were only 6 students who passed the Minimum Mastery Criterion 73 and there are 14 students out of target. Furthermore, the average score in the test I was 73,45. It means that there were many students could pass the improvement from the previous test (pre-activity score). Meanwhile the class percentage which passed the Minimum Mastery Criterion in test 1 was 60%. It showed there were 12 students who pass the Minimum Mastery Criterion and there are 8 students who got the score under the target. However, it is still needed more improvement because it could not achieve the target of success in Classroom Action Research, That was why the researcher continue to the second cycle.

Next, the average score in the test 2 was 82,5. It showed students' improvement from the previous test. Meanwhile, the class percentage which pass the Minimum Mastery Criterion was 85%. It means there were 17 students whose score passed the Minimum Mastery Criterion 73 or more and there were 3 students under the target of Minimum Mastery Criterion. Automatically, it can be said that the Classroom Action research is successful and the cycle can be stop.

a. This result of the research were similar with the previous research which held by Nur Hidayat (2016) entitled *Improving Students' Vocabulary Achievement through Word Game*. This research also focused on students' vocabulary achievement using word game. The research design of this research was classroom

action research. This research conducted 2 cycles. The result shows that students average of pre-test scores were 57,6; the first cycle were 68,8; and the second cycle were 85,2. The students' scores increased and all the students could reach the passing grade. It meant that the criteria of success has been achieved⁵².

- b. This result of the research also similar with the previous study Yuli Eviyana (2020) entitled *Improving Students' Vocabulary Mastery Through Antonym Matching Game at The Second Semester of Eight Grade of SMPN 35 Bandar Lampung*. The objective of this research was to find out whether there is any improvement in students' vocabulary mastery after being taught by antonym matching game. The researcher used classroom action research as a research design that was held in two cycles. Based on the score, it was found that the score increase from 43.3% in the first cycle to 83.3% in the second cycle. It means that antonym matching game is a good game in the learning process, especially in teaching vocabulary⁵³.
- c. This research was successful and similar with the previous research conducted by Imas Febriyansah (2015) entitled *Improving Students' Vocabulary Mastery Through Bingo Game for Grade X of SMAN 4 Purworejo*. This research aimed to find effective solution to improve the students' vocabulary. The implementation of Bingo Game and the complementary actions were successful to help the students memorize and understand new words easily.

⁵² Yuli Eviyana, "*Improving Students' Vocabulary Mastery Through Antonym Matching Game at The Second Semester of Eight Grade of SMPN 35 Bandar Lampung*", (Thesis, Raden Intan State Islamic Universitas, Lampung, 2020)

⁵³ Yuli Eviyana, "*Improving Students' Vocabulary Mastery Through Antonym Matching Game at The Second Semester of Eight Grade of SMPN 35 Bandar Lampung*", (Thesis, Raden Intan State Islamic Universitas, Lampung, 2020)

From those explanation, the use of Game to improve students' vocabulary mastery was great and successful in two cycles. In this research was " Vocab Game". The result of the observation also showed the positive responses from the students. In conclusion, the students' vocabulary mastery was improved through the implementation of Web-Based Game " Vocab Game".



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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two point that are conclusion and suggestion. The conclusion is based on the result of the research findings presented the previous chapter. Then, the suggestions are given related to further implementation of using web-based vocab game on gamestolearnenglish.com to further studies.

A. Conclusion

Based on data analysis, the researcher concluded that using web-based vocab game on gamestolearnenglish.com could improve students' vocabulary mastery. There was improvement from cycle 1 to cycle 2 from vocabulary test given by the researcher. The students who achieved above or equal the minimum score were 85% . It means that it has met the criteria of success set. Moreover, web-based vocab game on gamestolearnenglish.com could increase students participation and their memorizing ability. In other words, web-based vocab game on gamestolearnenglish.com was considered to be fun and interesting game for students to play in learning activities.

B. Suggestion

After conducting the research, the researcher proposed several recommendations for the English teacher and the future researcher as presented as follows:

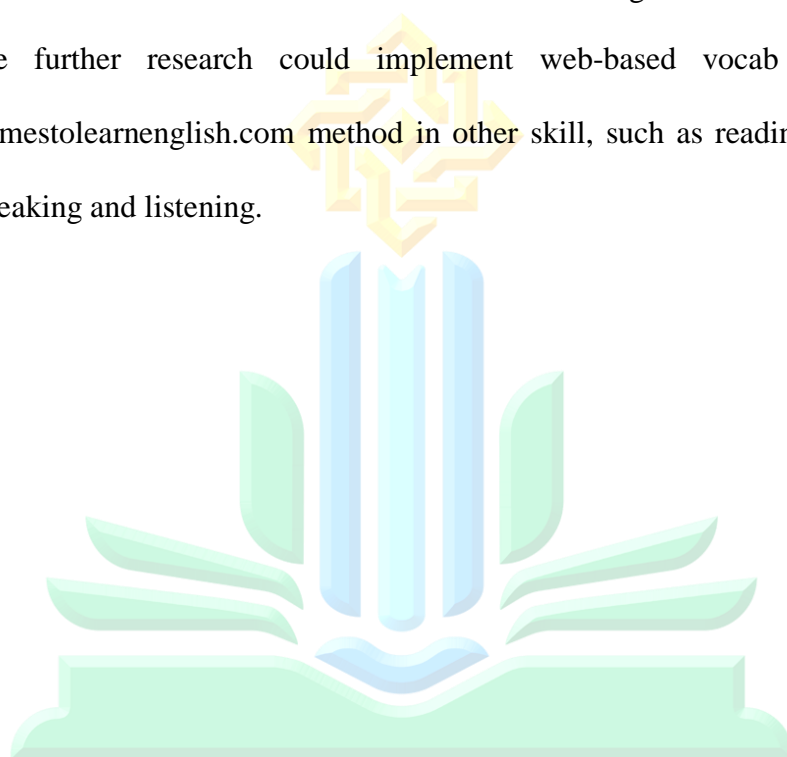
1. For the English teacher

The teacher could use web-based vocab game on gamestolearnenglish.com method to improve stduents' vocabulary in the class, because this method

could improve the students' vocabulary. This method could make the students active during the teaching and learning process.

2. For the future researcher

The researcher hopes that this research could be used as a reference for further researchers to do better method of teaching and learning English the further research could implement web-based vocab game on gamestolearnenglish.com method in other skill, such as reading, writing, speaking and listening.



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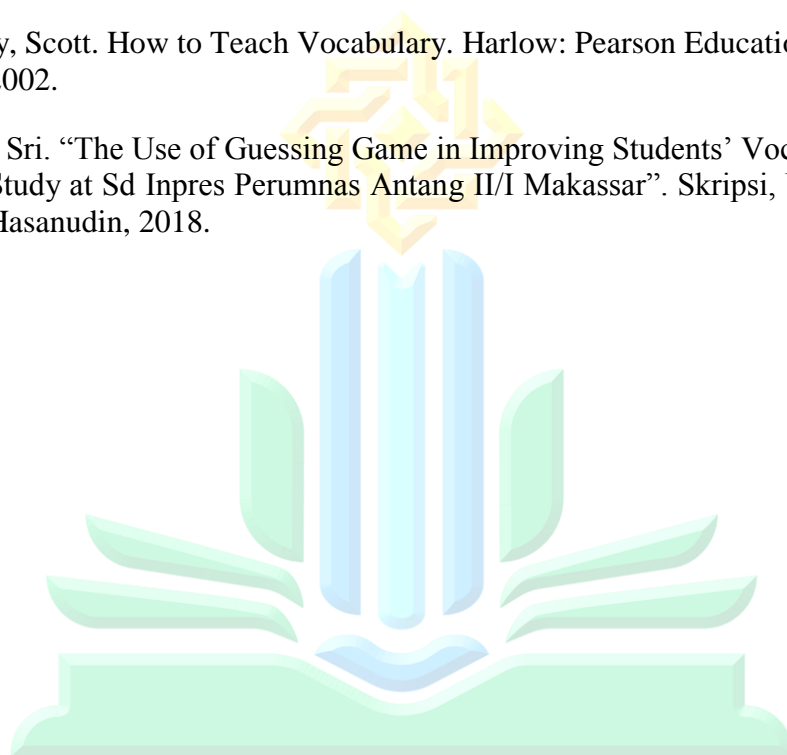
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STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : Naila Widad Nur Jihan
NIM : T20176087
Departement : English Education
Faculty : Tarbiyah and Teaching Training

States that this thesis is originally the result of the writer's research, except some certain parts which are accepted from the reference mentioned.

Jember, 1 September 2022

The witer



Naila Widad Nur Jihan
T20176087

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Appendix 1

RESEARCH MATRIX

TITLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH QUESTION
<p>Improving Students' Vocabulary Mastery Using Web- Based Vocab Game on Gamestolearn.com at Seventh Grade SMPN 2 Senduro</p>	<p>1. Vocabulary 2. Web-based vocab game on gamestolearnenglish.com</p>	<p>1. Vocabulary a. Meaning b. Word class c. Word use 2. Online game "Vocab Game" on gamestolearnenglish.com a. Identifying picture. b. Matching the picture and word. c. Guessing the word by the picture pieces.</p>	<p>1. Students' vocabulary test. 2. Documentation data 3. Interview data 4. Observation</p>	<p>1. Research design : Classroom Action and Research 2. Data collection method : a. Vocabulary test b. Observation sheet c. Interview 3. Data analysis technique the percentage of the students' who achieved the criteria of success: $S\% = \frac{\sum n1}{\sum N} \times 100 \%$ $\sum N$ N = Total of the students. $\sum n1$ = Number of students who pass the test. S % = Percentage of success.</p>	<p>How does web-based vocab game on gamestolearnenglish.com improve students' vocabulary mastery at seventh grade SMPN 2 Senduro?</p>

Appendix 2

A. Rencana Pembelajaran

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII/Ganjil

Materi Pokok : This is My World; Memberi dan Meminta Informasi Terkait Nama dan Jumlah Binatang, Benda, dan Bangunan Publik

Alokasi Waktu : 120 menit (2x pertemuan)

Kompetensi Inti :

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- **KI 4:** Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Tujuan Pembelajaran	Kompetensi Dasar
<ul style="list-style-type: none"> ➤ Mengidentifikasi benda-benda yang ada didalam ruangan kelas. 	3.4. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks
<ul style="list-style-type: none"> ➤ Mengidentifikasi ruangan atau gedung yang ada di sekolah. ➤ Mengidentifikasi benda-benda yang ada didalam tas. ➤ Mengidentifikasi bagian-bagian rumah. ➤ Mengidentifikasi benda-benda yang ada di dalam bagian-bagian rumah. ➤ Mengidentifikasi binatang dan tumbuhan yang ada di rumah dan di sekolah. 	<p>interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)</p> <p>4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4.2 Menyusun teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

Kegiatan Pembelajaran	
1. Pertemuan Pertama	
<ul style="list-style-type: none"> ▪ Pre-activity (5 minutes) - Guru memberi salam dan berdoa 	
<ul style="list-style-type: none"> - Guru memeriksa kehadiran peserta didik - Guru menyampaikan tujuan pembelajaran dan siswa memperhatikan yang disampaikan ▪ Whilst-Activity (30 minutes) ✓ Observing <ul style="list-style-type: none"> - Guru menyampaikan materi tentang nama dan jumlah binatang, badan dan bangunan publik. - Guru meminta peserta didik untuk mengamati contoh nama dan jumlah binatang, benda dan bangunan publik yang telah diberikan. - Guru melanjutkan dengan menjelaskan tentang penggunaan web-based vocab game di situs gamestolearn.com dan kegunaannya dalam pengajaran vocabulary terhadap siswa. ✓ Questioning <ul style="list-style-type: none"> - Guru bertanya kepada peserta didik apabila ada yang masih belum dipahami. - Exploring/Experimenting. - Guru memberikan contoh bagaimana penggunaan web-based vocab game di situs gamestolearnenglish.com. ✓ Associating <ul style="list-style-type: none"> - Guru membagi kelompok yang terdiri dari 2 peserta didik. - Peserta didik untuk sharing dan berdiskusi di kelas. - Peserta didik mengerjakan latihan soal vocabulary yang sudah diberikan dengan waktu yang sudah ditentukan. 	
<ul style="list-style-type: none"> ▪ Post Activity (10 minutes) - Guru memberikan penguatan dan menyimpulkan materi yang sudah dipelajari. - Guru menutup pembelajaran dengan berdoa dan salam. 	
2. Pertemuan kedua	
<ul style="list-style-type: none"> ▪ Pre-activity (5 minutes) - Guru memberi salam sembari memeriksa 	

<p>kehadiran peserta didik.</p> <ul style="list-style-type: none"> - Guru meriview kembali sekilas materi pada pembelajaran lalu. ▪ Whilst-Activity (30 minutes) ✓ Observing - Guru meminta peserta didik untuk membuka game via link https://www.gamestolearnenglish.com/vocab-game/ - Peserta didik diminta untuk memilih konten sesuai dengan arahan guru. - Peserta didik mulai memainkan 2 permainan yang telah tersedia secara bergantian. ✓ Questioning - Guru bertanya kepada peserta didik apabila ada yang masih belum dipahami tentang web-based “Vocab Game” di situs gamestolearnenglish.com. ✓ Exploring/Experimenting - Guru meminta peserta didik secara 	
<p>Bergantian memainkan dua permainan berbeda yang telah tersedia.</p> <ul style="list-style-type: none"> - Guru meminta peserta didik mengerjakan vocabulary quiz. ✓ Associating - Guru menampilkan sebuah layar memuat permainan web-based vocab game di situs gamestolearnenglish.com yang sudah dimainkan oleh peserta didik. - Guru mengajak murid untuk memainkan web-based vocab game di situs gamestolearn.com bersama. ✓ Revising and Editing - Guru mengoreksi hasil pekerjaan vocabulary quiz milik rekan kelompok. - Guru dan peserta didik kemudian melakukan pembetulan bersama-sama ▪ Post Activity (5 minutes) - Guru memberikan penguatan dan menyimpulkan materi yang sudah dipelajari. - Guru menutup pembelajaran dengan berdoa dan salam 	

Media	<ul style="list-style-type: none"> ➤ Ponsel ➤ Web-based “Vocab Game” on Gamestolearnenglish.com.
-------	---

Penilaian

Kognitif: Siswa memahami dan menghafal kosakata bahasa Inggris.

Afektif: Menjawab salam, aktif bertanya dan berdiskusi ketika memainkan “Vocab Game” di situs Gamestolearnenglish.com, menunjukkan sikap disiplin melalui kehadiran, aktif dalam berdiskusi.

Penilaian : Jika peserta didik dapat memenuhi aspek maka peserta didik mendapat skor 20, jika siswa belum memenuhi aspek maka peserta didik mendapat skor 10.

No	Aspect	Score	
		Memenuhi	Belum Memenuhi
1.	Mengartikan		
2.	Membaca		
3.	Melafalkan		
4.	Menulis		

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Appendix 3

PROGRAM PEMBELAJARAN MASA PANDEMI COVID-19

Sekolah : SMP Negeri 2 Senduro

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VII / Genap

Alokasi waktu : 2 jam pelajaran/minggu (1 jam = 40 menit)

Tahun Pelajaran : 2020 / 2021

Kompetensi Inti :

1. Kompetensi Sikap Spiritual : Menghargai dan menghayati ajaran agama yang dianutnya
2. Kompetensi Sikap Sosial : Menunjukkan perilaku *jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri*, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Kompetensi Pengetahuan : memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Kompetensi Keterampilan : mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar	Materi Pokok dan Materi Pembelajaran	Rencana Pelaksanaan pembelajaran	Penilaian	Media pembelajaran	Alokasi waktu	Sumber Belajar
<p>3.4 Mengidentifikasi fungsisosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan memintain formasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article</i> a dan <i>the</i>, <i>plural</i> dan <i>singular</i>)</p> <p>4.4.Menyusun teks</p>	<p>Mengidentifikasi dan menyebutkan berbagai macam benda, binatang dan bangunan umum di lingkungan sekitar</p> <p>Lagu 'I have a dream' West life</p>	<p>Pembelajaran secara PSB dan daring menggunakan, WA atau google classroom</p> <p>Pembelajaran secara PSB dan Daring melalui WA dan Google</p>	<ul style="list-style-type: none"> • Tes tertulis bentuk pilihan ganda, menulis, disampaikan dengan WA atau google classroom. • Tes lisan rekaman suara yang disampaikan dengan WA atau google classroom. • Penilaian Sikap:: Kesungguhan dalam mengerjakan tugas- tugas (ketepatan waktu, kerapian tulisan dsb.) • Tes tertulis bentuk pilihan ganda, menulis, disampaikan dengan WA 	<ul style="list-style-type: none"> • Video guru mengajar tentang nama benda di sekolah/ rumah, bangun publik dan binatang • Slide/ gambar nama benda di sekolah/ rumah, bangun publik dan binatang 	<p>26 Jam</p> <p>8 jam</p>	<ul style="list-style-type: none"> • Buku Bahasa Inggris When English Rings a Bell Kelas VII (Kemendikbud Ri 2016) • Internet

Kompetensi Dasar	Materi Pokok dan Materi Pembelajaran	Rencana Pelaksanaan pembelajaran	Penilaian	Media pembelajaran	Alokasi waktu	Sumber Belajar
<p>interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>3.5 SONG</p> <p>Memberi dan meminta informasi terkait makna lirik lagu</p>		form	<p>atau google classroom.</p> <ul style="list-style-type: none"> • Tes lisan rekaman suara yang disampaikan dengan WA atau google classroom. • Penilaian Sikap:: Kesungguhan dalam mengerjakan tugas- tugas (ketepatan waktu, kerapian tuisan dsb 	Vidio 'I Have a Dream"		<ul style="list-style-type: none"> • Internet youtube

Mengetahui

Kepala SMP Negeri 2 Senduro

MAMIK SETIAWATI, M.Pd
NIP. 19760418 199903 2 006

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Lumajang, 4 Januari 2021

Guru Mapel Bahasa Inggris

WIWIK HANDAYANI, M.Pd
NIP. 19730316 199903 2 008

Appendix 4

Result of Interview

Time and Place:

1. Day/date : Wednesday, 23rd March 2022
2. Place : Lobby SMPN 2 Senduro
3. Time : 08.30 – selesai

Responden

1. Informan 1

Nama : Wiwik Handayani
Status : Guru Bahasa Inggris SMPN 2 Senduro

2. Informan 2

Nama : Lika dan Doni
Status : Siswa kelas 7 SMPN 2 Senduro

The Interview Script with English Teacher

R : What are the basic difficulties of students in learning English, miss?

T : Common difficultiesnya kebanyakan dalam pronunciation dan kesulitan meghafal kosakata-kosakata. Apalagi kan ini di desa jadi anak-anak itu keinginan untuk belajar bahasa inggrisnya masih kurang.

R : Is there a way that you have used so that students can remember and understand vocabulary?

T : Saya pernah apply Spider-web untuk anak-anak. Jadi, saya biarkan dahulu mereka menulis apa saja yang mereka ingat.

R : Have you ever used games for teaching English?

T : No, belum pernah.

R : Untuk KKM Bahasa Inggris di sini berapa, miss?

T : KKM 73 mbak.

R : Apakah siswa kelas 7 sudah memenuhi KKM?

T : Banyak yang belum, mbak.

The Interview Script with Students

R : Menurut kalian bahasa inggris sulit atau engga?

S2 : Sulit banget kak.

R : Sulitnya dimana?

S2 : Gak bisa cara bacanya kak, soalnya tulisan sama bacanya gak sama.

S1 : Betul, kak. Sama gak tau artinya, sulit ngehafalannya.

R : Kan bisa pakai kamus atau google translate kalau ga tau artinya.

S2 : Iya kak tapi suka lupa. Abis lihat, ditulis, yaudah lupa.

R : Berarti harus ada cara lain biar kalian bisa mudah mengingat kosakata. Harus lebih sering berlatih dan menghafal kosakata.

S1 : Iya sih kak. Tapi masih malas.

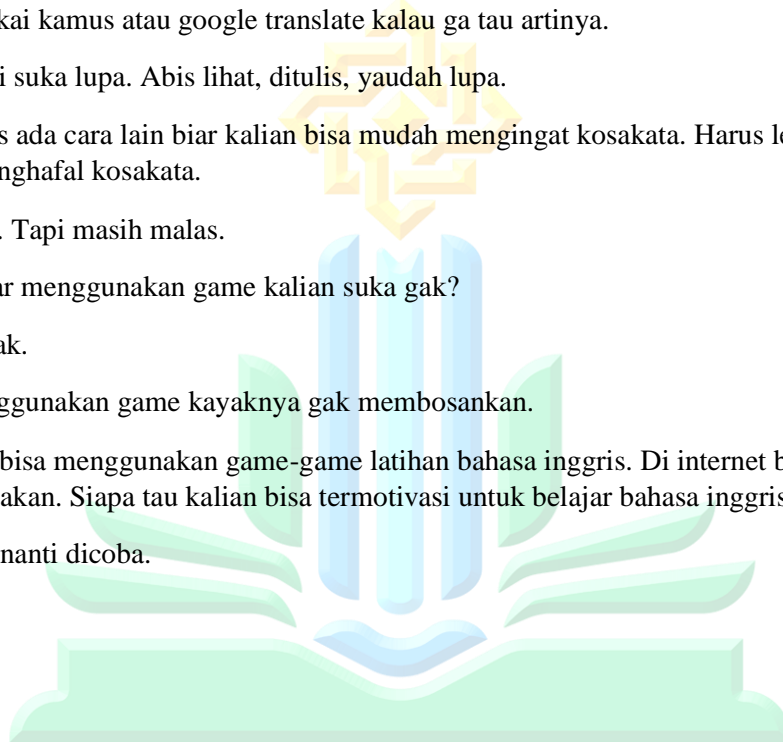
R : Kalau belajar menggunakan game kalian suka gak?

S1&2 : Suka, kak.

S1 : Kalau menggunakan game kayaknya gak membosankan.

R : Nah, kalian bisa menggunakan game-game latihan bahasa inggris. Di internet banyak game yang bisa digunakan. Siapa tau kalian bisa termotivasi untuk belajar bahasa inggris.

S1&2 : Iya kak nanti dicoba.



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Appendix 5

Observation checklist in cycle 1

No	Activities	1 st Meeting		2 nd Meeting	
		Yes	No	Yes	No
1	The students listen to the teacher's introduction before teaching process	✓		✓	
2	The students pay attention to the teacher's explanation until finish	✓		✓	
3	The students listen while the teacher tells the procedure of material	✓		✓	
4	The students understand the procedure of the material told by the teacher	✓		✓	
5	The students make a group consist of two people according to the teacher's Instructions	✓			✓
6	The students enjoy the learning process	✓		✓	
7	The students uses Indonesian and English to answer teacher's question		✓		✓
8	The students active in asking and answering session	✓		✓	
9	The students use the media given by the teacher well	✓		✓	
10	The students follow the learning process and review along with the teacher before closing	✓		✓	

Observation checklist in cycle 2

No.	Activities	Meeting 1		Meeting 2	
		Yes	No	Yes	No
1.	The students listen to the teacher's introduction before teaching process	✓		✓	
2.	The students pay attention to the teacher's explanation until finish	✓		✓	
3.	The students listen while the teacher tells the procedure of material	✓		✓	
4.	The students understand the procedure of the material told by the teacher	✓		✓	
5.	The students follow teacher's instructions to prepare mobile phone	✓		✓	
6.	The students follow the teacher instruction	✓		✓	
7.	The students pronounce the words well	✓		✓	
8.	The students uses Indonesian and English to answer teacher's question		✓		✓
9.	The students active in asking and answering session	✓		✓	
10.	The students use the media given by the teacher well	✓		✓	
11.	The students follow the learning process and review along with the teacher before closing	✓		✓	

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Appendix 6

Students' Score from English Teacher in Preliminary Research

No	Students' Code	S4.6core
1	S-1	70
2	S-2	65
3	S-3	85
4	S-4	90
5	S-4	70
6	S-5	60
7	S-6	65
8	S-7	70
9	S-8	70
10	S-9	70
11	S-11	90
12	S-12	60
13	S-13	75
14	S-14	60
15	S-15	65
16	S-16	70
17	S-17	65
18	S-18	65
19	S-19	70
20	S-20	80
	Jumlah	1415

Appendix 7

Presensi Absen Kelas 7

No	Students' Code	L/P
1	S-1	L
2	S-2	L
3	S-3	L
4	S-4	L
5	S-4	P
6	S-5	L
7	S-6	P
8	S-7	L
9	S-8	P
10	S-9	P
11	S-11	L
12	S-12	P
13	S-13	P
14	S-14	P
15	S-15	L
16	S-16	P
17	S-17	P
18	S-18	P
19	S-19	P
20	S-20	L

Appendix 8

Answer the questions below by choosing a, b, c or d!

1. The teacher write something on withboard.

In the picture below, which one is the blackboard?

a.



b.



c.



d.



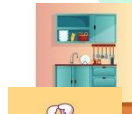
2. Mother boils waters using stove.

In the picture below, which one is the stove?

a.



b.



c.



d.



3. Which of these things are not usually found in the bedroom?

a. Fan

b. Pillow

c. Cupboard

d. Washing machine

4. To turn on the television, we usually use...

a. Chair

b. Lamp

c. Remote

d. Door

5. Mother wants to keep the vegetable. So, she have to put them in the.....

a. Fridge





b. Cupboard

c. Car

d. Desk

6. This is a big animal, it has tusks and trunk. The trunk is used to put food and water into their mouth. What animal is this?

- a. Tiger
 - b. Elephant
 - c. Bull
 - c. Cow
7. Aria saw animals on the way. The animal is small, has four legs, it is seen running and carrying walnuts. What animal did Aria see?
- a. Squirrel
 - b. Rabbit
 - c. Rat
 - d. Skunk
8. Mr. Yanto has a bird. This bird sleeps during the day and wakes up at night. It can turn his head 360° and Mr. Yanto feed his pet with white mice. What kind of bird does Mr. Yanto have?
- a. Carrot
 - b. Canary
 - c. Bee
 - d. Owl
9. Budi went to the zoo last week. He saw many animals, but Budi likes girrafe the most. In the picture below, which one is the girrafe?

- a. 
- b. 
- c. 
- d. 

10. Here are the animals that can be a pet, *except*.....

- a. Cat
- b. Dog
- c. Goat
- d. Dragon

11. Where do you live?

- a. House
- b. School
- c. Airport
- d. Hospital

12. If you feel sick, where do you go?

- a. Masjid
- b. Hospital
- c. Gas station
- d. Bridge

- 13.



What picture is this?

- a. Bridge
- c. Train station

- b. Car park
- d. Garage

14. Where do Christians usually worship?

- a. Masjid
- b. Curch
- c. Statue
- d. Factory

15.



What place is this?

- a. School
- b. Zoo
- c. House
- d. Factory



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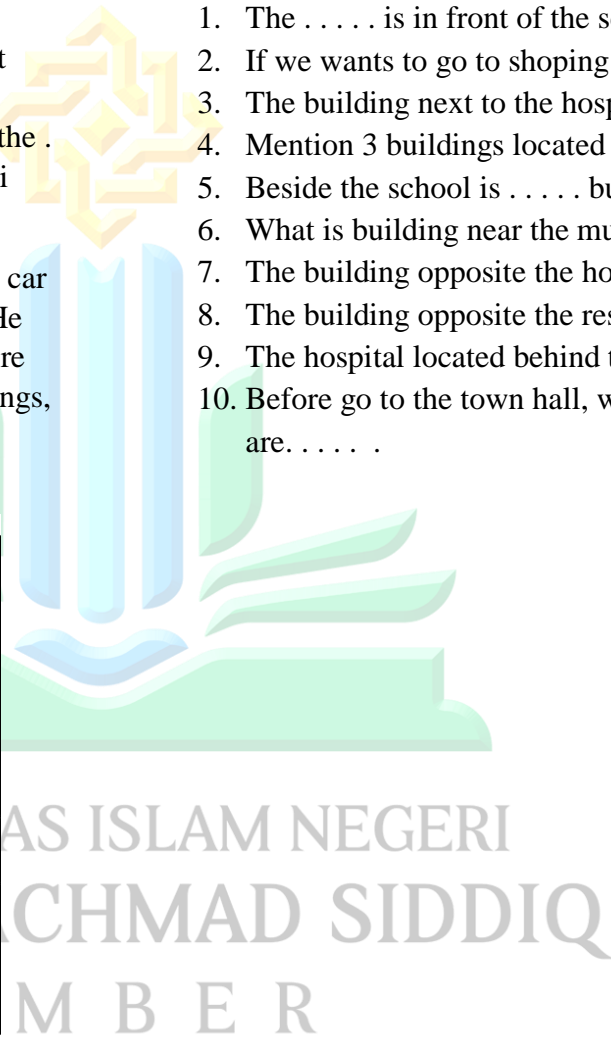
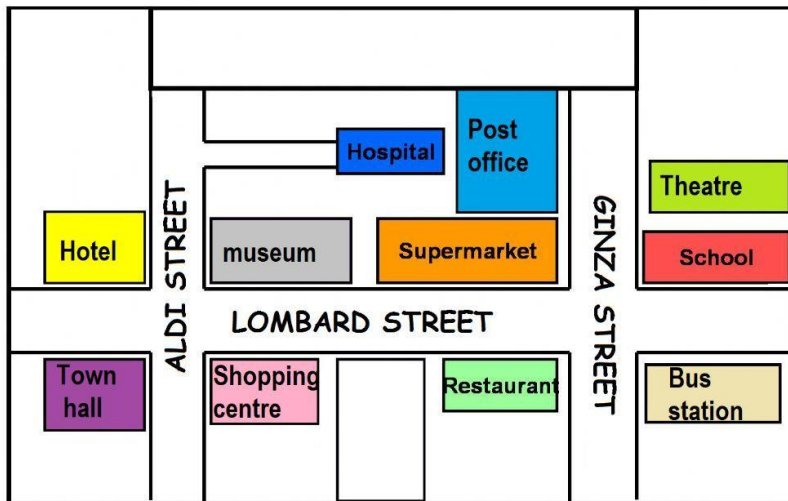
Fill in the blank!

Last week, Mr. Ferdi and his family did not go anywhere. They spend time at Mr. ferdi cleans the so that dust does not contaminate his car. Budi was playing in the garden and saw a and caught it. Mother was tending the and Aria was cleaning the in her room. Mr. ferdi has a, the bird can imitate what we say.

Mr. Ferdi wants to go to a with her wife. He took the car out of the While on the way, the car's fuel runs out. He refueled at the gas He parked the car in the before entering the store. In the store there are various kinds of things, but Mr. Fendy and her wife bought a for cooking.

1. The is in front of the school.
2. If we wants to go to shoping centre pass the
3. The building next to the hospital is
4. Mention 3 buildings located at the Lombard Street!
5. Beside the school is building.
6. What is building near the museum?
7. The building opposite the hotel is
8. The building opposite the restaurant is.
9. The hospital located behind the and
10. Before go to the town hall, we pass the building. They are.

Look at the image and answer the question!



Appendix 9

Students' Vocabulary Test Score











No	Student's Code	Students' Score		Improvement
		Cycle 1	Cycle 2	
1	S-1	93	95	Improved
2	S-2	86	95	Improved
3	S-3	73	75	Improved
4	S-4	73	85	Improved
5	S-5	86	95	Improved
6	S-6	66	75	Improved
7	S-7	86	95	Improved
8	S-8	53	75	Improved
9	S-9	93	95	Improved
10	S-10	66	80	Improved
11	S-11	66	80	Improved
12	S-12	86	90	Improved
13	S-13	73	95	Improved
14	S-14	46	55	Improved
15	S-15	86	90	Improved
16	S-16	93	95	Improved
17	S-17	86	95	Improved
18	S-18	66	75	Improved
19	S-19	46	60	Improved
20	S-20	46	50	Improved
TOTAL		1469	1650	
Mean		73,45	82,5	
Students' test score percentage that is equal or above KKM		60%	85%	



Appendix 10


STUDENTS' WORK

Dani


Answer the questions below by choosing a, b, c or d!

- The teacher write something on withboard. In the picture below, which one is the blackboard?
 - 
 - 
 - 
 - 
- Mother boils waters using stove. In the picture below, which one is the stove?
 - 
 - 
 - 
 - 
- Which of these things are not usually found in the bedroom?
 - Fan
 - Pillow
 - Cupboard
 - Washing machine
- To turn on the television, we usually use...
 - Chair
 - Lamp
 - Remote
 - Door
- Mother wants to keep the vegetable. So, she have to put them in the....
 - Fridge
 - Cupboard
 - Car
 - Desk
- This is a big animal, it has tusks and trunk. The trunk is used to put food and water into their mouth. What animal is this?
 - Tiger
 - Elephant
 - Bull
 - Cow
- Aria saw animals on the way. The animal is small, has four legs, it is seen running and carrying walnuts. What animal did Aria see?
 - Squirrel
 - Rabbit
 - Rat
 - Skunk
- Mr. Yanto has a bird. This bird sleeps during the day and wakes up at night. It can turn his head 360° and Mr. Yanto feed his pet with white mice. What kind of bird does Mr. Yanto have?
 - Carrot
 - Canary
 - Bee
 - Owl
- Budi went to the zoo last week. He saw many animals, but Budi likes girrafe the most. In the picture below, which one is the girrafe?
 - 
 - 

- 
- 

- Here are the animals that can be a pet, *except*....
 - Cat
 - Dog
 - Goat
 - Dragon
- Where do you live?
 - House
 - School
 - Airport
 - Hospital
- If you feel sick, where do you go?
 - Masjid
 - Hospital
 - Gas station
 - Bridge
- 

What picture is this?





 - Bridge
 - Car park
 - Train station
 - Garage
- Where do Christians usually worship?
 - Masjid
 - Church
 - Statue
 - Factory
- 





What place is this?

 - School
 - Zoo
 - House
 - Factory

Maurah aini puteri

Answer the questions below by choosing a, b, c or d!

1. The teacher write something on withboard.
In the picture below, which one is the blackboard?
a. 
b. 
c. 
d. 

2. Mother boils waters using stove.
In the picture below, which one is the stove?
a. 
b. 
c. 
d. 

3. Which of these things are not usually found in the bedroom?
a. Fan b. Pillow
c. Cupboard d. Washing machine



4. To turn on the television, we usually use...
a. Chair b. Lamp
c. Remote d. Door

5. Mother wants to keep the vegetable. So, she have to put them in the....
a. Fridge b. Cupboard
c. Car d. Desk

6. This is a big animal, it has tusks and trunk. The trunk is used to put food and water into their mouth. What animal is this?
a. Tiger b. Elephant
c. Bull d. Cow

7. Aria saw animals on the way. The animal is small, has four legs, it is seen running and carrying walnuts. What animal did Aria see?
a. Squirrel b. Rabbit
c. Rat d. Skunk


8. Mr. Yanto has a bird. This bird sleeps during the day and wakes up at night. It can turn his head 360° and Mr. Yanto feed his pet with white mice. What kind of bird does Mr. Yanto have?
a. Carrot b. Canary
c. Bee d. Owl

9. Budi went to the zoo last week. He saw many animals, but Budi likes girrafe the most. In the picture below, which one is the girrafe?
a. 
b. 


10. Here are the animals that can be a pet, *except*....
a. Cat b. Dog
c. Goat d. Dragon

11. Where do you live?
a. House b. School
c. Airport d. Hospital

12. If you feel sick, where do you go?
a. Masjid b. Hospital
c. Gas station d. Bridge

13.  What picture is this?
a. Bridge c. Train station
b. Car park d. Garage

14. Where do Christians usually worship?
a. Masjid b. Church
c. Statue d. Factory

15.  What place is this?
a. School b. Zoo
c. House d. Factory

NAMA: DANI SAPUTRA

Fill in the blank!

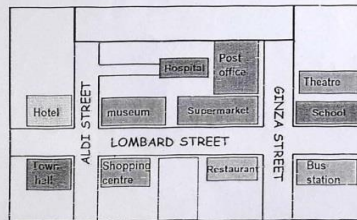
Last week, Mr. Ferdi and his family did not go anywhere. They spend time at home. Mr. ferdi cleans the ^{garage} so that dust does not contaminate his car. Budi was playing in the garden and saw a ^{bird} and caught it. Mother was tending the ^{pot} and Aria was cleaning the ^{bed} in her room. Mr. ferdi has a ^{parrot}, the bird can imitate what we say.

Mr. Ferdi wants to go to a ^{cafe} with her wife. He took the car out of the ^{garage}. While on the way, the car's fuel runs out. He refueled at the ^{gas station}. He parked the car in the ^{parking lot} before entering the store. In the store there are various kinds of things, but Mr. Fendy and her wife bought a ^{spice} for cooking.

1. The ^{bus station} is in front of the school.
2. If we want to go to shopping centre pass the ^{restaurant}
3. The building next to the hospital is ^{post office}
4. Mention 3 buildings located at the Lombard Street ^{museum}
5. Beside the school is ^{theatre} building.
6. What is building near the museum? ^{supermarket} ^{restaurant}
7. The building opposite the hotel is ^{museum}
8. The building opposite the restaurant is ^{supermarket}
9. The hospital located behind the ^{post office} and ^{post office}
10. Before go to the town hall, we ^{pass} the building. They are ^{bus station}

85

Look at the image and answer the question!



Maurah ani putri

Fill in the blank!

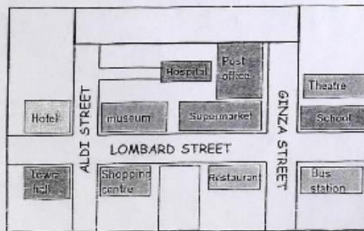
Last week, Mr. Ferdi and his family did not go anywhere. They spend time at home. Mr. ferdi cleans the ^{garage} so that dust does not contaminate his car. Budi was playing in the garden and saw a ^{bird} and caught it. Mother was tending the ^{pot} and Aria was cleaning the ^{bed} in her room. Mr. ferdi has a ^{parrot}, the bird can imitate what we say.

Mr. Ferdi wants to go to a ^{cafe} with her wife. He took the car out of the ^{garage}. While on the way, the car's fuel runs out. He refueled at the ^{gas station}. He parked the car in the ^{parking lot} before entering the store. In the store there are various kinds of things, but Mr. Fendy and her wife bought a ^{spice} for cooking.

1. The ^{bus station} is in front of the school.
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3. The building next to the hospital is ^{post office}
4. Mention 3 buildings located at the Lombard Street ^{museum} ^{supermarket} ^{restaurant}
5. Beside the school is ^{theatre} building.
6. What is building near the museum? ^{supermarket} ^{restaurant} ^{museum}
7. The building opposite the hotel is ^{town hall}
8. The building opposite the restaurant is ^{supermarket}
9. The hospital located behind the ^{post office} and ^{post office}
10. Before go to the town hall, we ^{pass} the building. They are ^{supermarket} ^{restaurant} ^{shopping centre} ^{museum}

99

Look at the image and answer the question!



Q

Appendix 11



Figure 1. The Researcher displayed and explained about vocab game.



Figure 2. The students tried to play web-based vocab game.



Figure3. The students did vocabulary test given by the researcher.



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Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-5485/In.20/3.a/PP.009/03/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 2 Senduro

jl. banaspati 45, Krajan, Kandangan, Senduro, Kabupaten Lumajang, Jawa Timur 67361

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20176087
Nama : NAILA WIDAD NUR JIHAN
Semester : Semester Sepuluh
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Improving Students' Vocabulary Mastery using Web-Based Vocab Game on Gamestolearnenglish.com at Seventh Grade SMPN 2 Senduro"; selama 7 (tujuh) hari di lingkungan lembaga wewenang Bapak/Ibu Haryono, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

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Jember, 24 Maret 2022

an. Dekan,

Wakil Dekan Bidang Akademik,

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NPSN : 20521441

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NIM : T20176087
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Program Studi : Tadris Bahasa Inggris
Universitas : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Benar-benar telah mengadakan penelitian dalam rangka menyusun skripsi dengan judul "Improving Students' Vocabulary Mastery using Web-based Vocab Game" di SMP Negeri 2 Senduro dari tanggal 28 Mei s.d 04 Juni 2022.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.



Senduro, 23 Juni 2022

Kepala Sekolah,

HARYONO, S.Pd

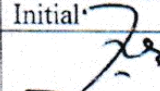

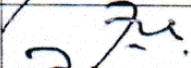
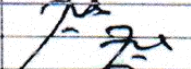

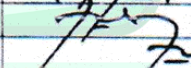
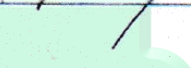
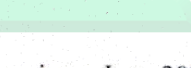

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Title : Improving Students' Vocabulary Mastery using Web-based Vocab Game on Gamestolearnenglish.com

No.	Date	Activity	Initial
1	23 rd March 2022	Interviewed with English Teacher and Students	
2	24 th March 2022	The researcher was giving research permission letter	
3	27 th May 2022	The researcher was observing the class	
4	28 th May 2022	1 st meeting cycle 1	
5	30 th May 2022	2 nd meeting cycle 1	
6	31 st May 2022	Test cycle 1	
7	2 nd June 2022	1 st meeting cycle 2	
8	3 rd June 2022	2 nd meeting cycle 2	
9	4 th June 2022	Test cycle 2	

Lumajang, June 2022

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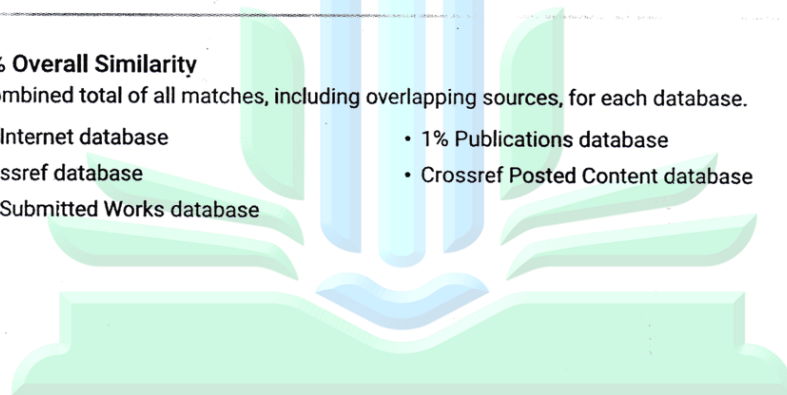
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CURRICULUM VITAE



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Departement : English Education Departement
Faculty : Education and Teacher Training Faculty
Email : nailawnj@gmail.com

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SMA	MAN Lumajang	2014-2017
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