THE IMPLEMENTATION OF TEACHING VOCABULARIES USING SENTENCE RACE GAME AT BUSTANUL ULUM ENGLISH CENTER
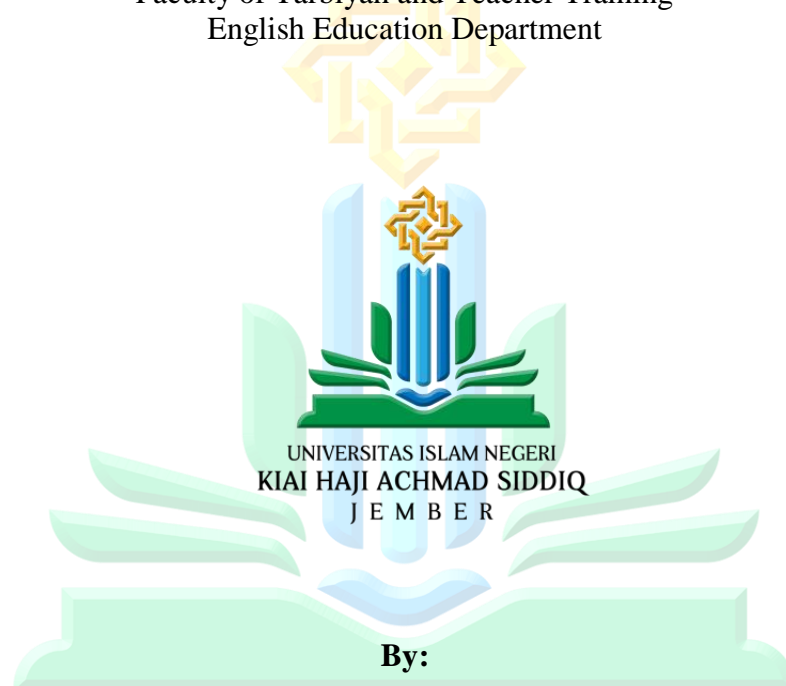
THESIS

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

By:

NIA SAFIRA
SRN: T20196111

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
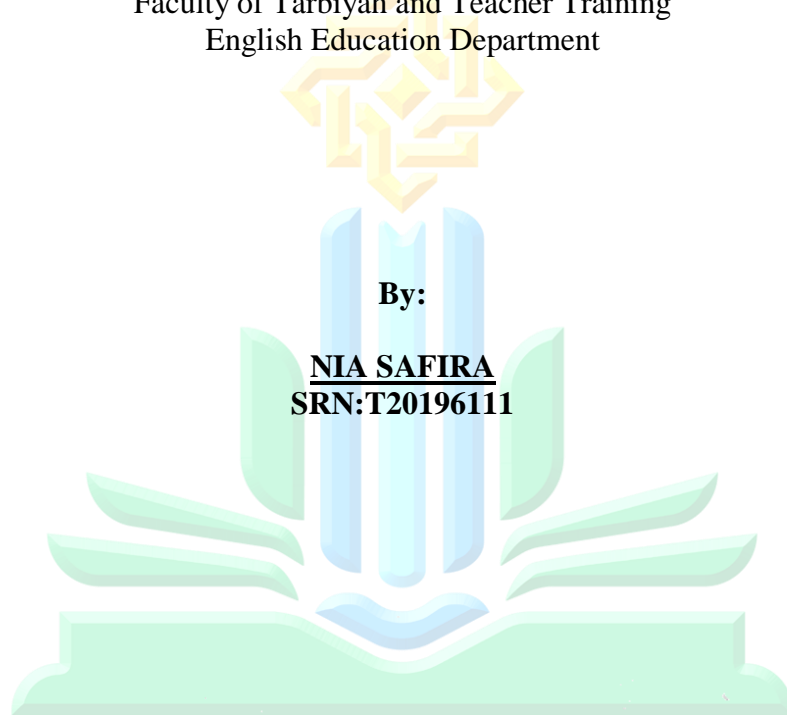FACULTY OF TARBIYAH AND TEACHER TRAINING
OCTOBER 2023**

i

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ii

THE IMPLEMENTATION OF TEACHING VOCABULARIES USING SENTENCE RACE GAME AT BUSTANUL ULUM ENGLISH CENTER

THESIS

Has been examined and approved in partial
Fulfilment of the requirements of Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Program

Thesis Examination
Day: Thursday
Date: 05th October 2023

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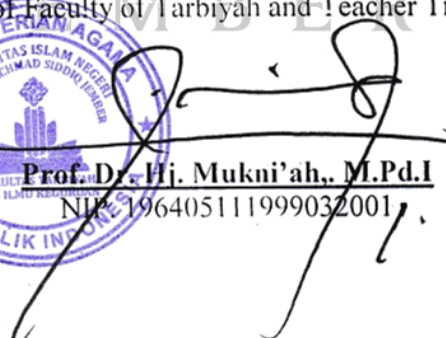
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MOTTO

<div dir="rtl">

وُسْعَهَاإِلَّا نَفْسًااللَّهُ يُكَلِّفُ لَا .....﴿٢٨٦﴾

</div>

Allah does not burden a person beyond his capacity. (Al – Baqaroh: 286)[1]

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[1] Qur'an in translation accessed in 7TH 2023 https://quran.com/2?startingVerse=286

DEDICATION

I proudly dedication this thesis for

1. My beloved parents, Mr. Supriyadi, as my father and Mrs. Poniah, as my mother who have supported me and pray for me in all day. I am so glad to have you in my life.

2. My big Family who have motivated and supported me until I could accomplish my thesis

3. All of my best friend "Alfiatul Mukaromah, Rafida Aini, and Nurul Istiqomah" in the university who have supported and helped me to complete of my thesis. Thanks friend wish you luck.

4. All my teachers who are still alive and who have passed away because without their knowledge I am nothing.

5. All my relatives, friend and every body whom I cannot mentioned that always color my life become very bright. My God bless them all.

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In the name of Allah, the most gracious and mercifull. Firstly, all praises due to Allah SWT for giving me mercy and blessing, health, opportunity and inspiration to finish my thesis. Secondly, Sholawatand Salam always be given to my big prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity to the cleverness.

The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, I would like to say thank you to the following people:

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May Allah SWT recompense all of the compassion of those who assisted me in finishing my thesis. I feel this thesis has certain weaknesses, but I hope will be valuable to readers and other researcher that require it.

Jember, 09th October 2023
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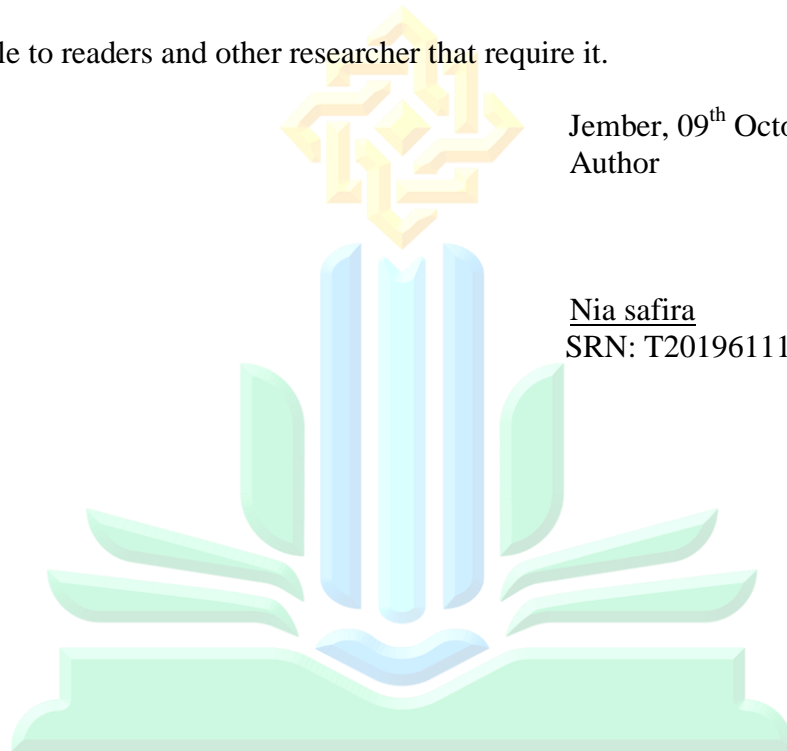
ABSTRACT

Nia Safira, 2023: The Implementation of Teaching Vocabularies Using Sentence Race game at Bustanul Ulum English Center

Keywords: Sentence Race Game, Vocabulary

Learning and understanding a language requires a lot of vocabulary. People can express their opinions through the vocabulary they have pronoun well. Without vocabulary they will not be able to express their opinions. Therefore, it is important to teach vocabulary with the right method. One of the methods is using games that can make students become interested in learning. A suitable game to teach vocabulary is sentence race game which can help students to acquire and understand vocabulary.

The research question was: 1) How is the implementation of teaching vocabularies using Sentence Race Game at Bustanul Ulum English Center? 2) How is the advantagesof teaching vocabularies using sentence race game at Bustanul Ulum English Center? The objectives of this research was to describe the implementation of teaching vocabularies using sentence race game at Bustanul Ulum English Center and to figure out the advantages of teaching vocabularies using sentence race game at Bustanul Ulum English Center.

This research used qualitative research, with a research design in the form of descriptive qualitative because the researcher describe conditions, situations which is adapted from Miles and Huberman, namely data condensation, data presentation and conclusion drawing. The researcher obtained data from observations, interviews and document review.

The results of this result showed that: 1) The implementation of vocabulary teaching using sentence race game at Bustanul Ulum English Center is carried out in two stages, the first stage is the explanation of the material, the second is the application of sentence race game and student assessment. At this stage it has a positive impact on students in increasing vocabulary. It also makes students more active and enthusiastic in participating in the English learning process. 2) The advantages of using sentence race game is that students find vocabulary more easily, are more enthusiastic in learning, and easily understand the material.

TABLE OF CONTENT

x

LIST OF TABLES

LIST OF APPENDICES

Appendix

CHAPTER 1

INTRODUCTION

A. Research Background

Indonesian government is to realize the importance of learning languanges, especially English. Languange is tool of social communication that is needed in this era globalization so that, we are not left behind from other countries. Language and humans cannot be separated because it helps human in communicating. With the help of language, human get a better understanding of human relationships. They use language to express their thought or ideas. Although the language it self can survive and develop. Because human use it as a tool in communicating, express their opinion or ideas.

Whoever and wherever they are, the language is always with them to build good relations within the country and abroad. In addition, language is needed to do things such as communicate with people to conduct business, plan meals, plan vacations, work, discuss problems and gossip. In this modern era, Indonesia's government is starting to realize the important of learning English language.

English is an international language. In other words, English is one of language for communication between one country and another country.

English is very important, not only in the aspects of education, But in the aspects of technology, business, politics, and culture.[2]

The importance of learning a language has been regulated in the Republic of Indonesia Law number 23 of 2013 concerning an explanation of changes to government regulation number 19 of 2005 concerning national education standards article 771 paragraph 1 sub c point 3 explains that foreign languages, especially English, are international languages that have aimportant in terms of globalization. Based on this article, the government has determined that English is considered a foreign language (EFL) which is important to learn as a means of communication between other countries.[3] English language in Indonesia has been included in the education curriculum which has been mentioned based on Government Decree No. 060/U/1993 dated 25 February 1993. The decision stated that English lessons are local subjects in elementary schools.[4] It can be seen that English is one of the requirements to pass the national exam. It has shown that English has an important role in the international community, including Indonesia.

Learning English has become a common thing or an activity that is often interested in all circles. Parents also give their children a lot to be able to speak English either by watching TV, videos, or music in English. So,

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[2] Jeremy harmer, *The Practice of English Languange Teaching* (England: Person Education Limited, 2001), 13

[3] Sekretariat Negara Republik Indonesia, Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Pasal 771 Ayat (1) HurufePoin 3, 7.

[4] Sekretariat Negara Republik Indonesia. Keputusan Menteri Pendidikan dan Kebudayaan.Undang-undang Nomor 60 tahun 1993 tentang kurikulum pendidikan dasar 9 tahun, (Jakarta:Menteri Pendidikan dan kebudayaan RI,193).

teachers began to train students to better understand learning English. In the learning process students must start from increasing vocabulary. Therefore, students are given vocabulary lessons to easily understand learning well and increase students' interest in learning.

Learning foreign languages has been a daily activity for decades. The ability to speak two languages has become a way of life. Everyone is influenced in some way to cross the boundaries of their native language, into a new language, a new culture, a new way of thinking, feeling and acting. Sending and receiving messages in another language requires full commitment and interest in learning. Therefore, students can easily understand learning correctly, good vocabulary and also it can increase student's learning interest.

Vocabulary is a part of English subject that must be exist. According to Richard and Rennadya, vocabulary is the most important part of language proficiency and provides many of the foundations for how well students learn to speaking, listening, reading and writing.[5] It means that without having many of vocabulary, everyone will get difficulties in speaking, listening, reading, and writing. According to Thornburry, he added that without having grammar, many people are still able to convey their idea, while without having a vocabulary, human will not be able to convey their idea.[6]

Acquiring a lot of vocabulary is the biggest challenge in learning a language because, without a lot of vocabulary, they cannot use the language

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[5] Jack C Ricard,Willy A. Rennadya, *Methodolgy in language teaching* (New York: Cambridge University Press,202), 255
[6] Scott Thornburry, *How to Teach Vocabulary*. (Middlesex: Longman, Pearson Education Limited, 1993), p. 13

properly. Vocabulary acquisition can get by reading books, or novels, watching movie or videos, or joining a community. Vocabulary is a fundamental skill that must be taught in lessons. Knowing many languages is good because the greater our chances to understand. Therefore, the goals of learning English is to acquire student's vocabulary that is useful for life and education.

This statement has been proven in Surah Al-Baqarah verse 31:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمْ صَـٰدِقِينَ ۞

"And he taught adam all the names (of everything), then he showed them to the angels and said. "Tell me these names, if you are right". Those names are you (Al-Baqarah: 31).[7]

From the verse above, Allah has shown us that we must learn vocabulary or deepen vocabulary. As we know that some students have problems in the process of learning vocabulary. Even though, we know that learning vocabulary is an important component for students. But it turns out that there are still many students who still lack in vocabulary. Based on observations and interviewed with the tutor of Bustanul Ulum English Center, the researcher know that there are some problems in the learning of process especially in vocabulary. One of the problem that acquire is the student are lazy to remember and memorize vocabulary. So, when the teacher explain the material the student tend in misunderstanding the material. There are some

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[7] Muhammad Taqi-Ud Din Al-Halali and Muhammad Muhsin Khan, The nobel Qiran English Translation of the meanings and commenetary, terj (Medina: Dar-us Salam Publications, 1996),8.

students who have a lot of vocabulary, but they can't to speak English well. Most of the reasons are because they are afraid of makingwrong in pronouncing the vocab and didn't confident. Therefore, the teacher must be creative in determining learning media so that student can be more interested in learning vocabulary.

There are several learning media that can be used to teach vocabulary by using picture, video, songs, power point, and also games. Games often used as learning media besides making it easy for student to understandthe material and student enjoy in learning. Silsupur argue that using game media makes student more interested in participating in learning. When students have fun the words or vocabulary they get will last longer. When playing games they will really enjoy the material and also will not be afraid of being wrong. In addition, games can help student socialize with their friend. So that, student who are insecure and shy also participate in playing game.[8] Games also don't have to be done when they are just filling in the free time. However, the game must be a learning media which includes the material to be taught. Thus the teacher must be needed in carrying out the game.[9]

The are several kinds of games that can be used as learning media in vocabulary material example : scrabble, hangman, miming game, sentence race game and etc. Sentence race game is sentence race game is a game in which each player from both teams must race to make sentences containing

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[8] BeyzaSilsupur, "Does Using Languange Games Affect Vocabulary Learning in EFL Classes?" Journal of Foreign Language Education and Technology, vol. 2, no. 1 (2017), 84.
[9] Gulin Yolageldili and Arda Arikan, " Effectivness of using Games in Teaching Grammar to young Learners", Elementary Education Online, vol. 10, no. 1 (2011), 220.

certain words given by the teacher in a short time and the sentences must be clear and correct. According to adam, sentence race game sentence race game can be used by teachers to assess students' vocabulary and grammar.[10] In this game there are several processes. First, the teacher gives two equal sets of words, consisting of nouns, verbs, adjectives and adverbs. Next, the teacher gives one set of words to each team, so that each player gets one or two words. In addition, Adam stated that the goal of the game was for each team member to write a sentence containing a specific word.[11] The game can also make students interested in learning vocabulary and very challenging as teams have to compete to make sentences in a limited time to win the game.Students feel happy learning vocabulary by playing this game because it is a very entertaining activity that can provide a new experience in learning vocabulary.

The researcher also found several previous studies related to the research conducted by Edi Rofianto entitled "The Influence of Using Sentence race of Word Brick Game Towards Student Simple Present Tense Mastery at the Second Semester of the Eighth Grade of SMPN 8 Pesawaran in the Academic Year of 2018/2019. The title was taken because the researcher found that there were several students who had difficulty in mastering the simple present tense. Students find it difficult to memorize simple patterns and make correct sentences. Then the researcher used sentence race of word bricks

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[10] Paul Adam, "Words to Sentence Games," accessed January 20, 2023, https://www.teach-this.com/esl-games/sentence-race-games.

[11] Paul Adam, "Words to Sentence Games" accessed January 20, 2023, https://www.teach-this.com/esl-games/sentence-race-games.

game as a learning method. In order to be able to improve the mastery of simple present tense.

Other research was conducted by Awalia, Nur, et. al entitled "The Effectivness of Board Race Method to Improve Student Vocabulary Mastery" in the Academic Year of 2019/2020. The researcher found that some students find it difficult to engage in vocabulary. There are several reasons such as lack of vocabulary and practice by interacting with others. However, here the researcher tried to find a solution by using the board race game method.

The last research was conducted by Nurul Miftah " The effectiveness of Using Run to the Board Game in Teaching Vocabulary (an Experimental research at the Eighth Grade of SMP Muhammadiyah Palopo) in the Academic Year of 2020". One of the reasons why the researcher conducted this study because some students lack the ability to speak and write. Students do not get enough vocabulary in the lesson. From these problems, researcher try to find ways so that students' speaking and writing skills can improve by using run to the board game.

From some of the previous studies above, it can be concluded that sentence race games can not only be used to teach vocabulary but can also be used to teach speaking, writing and grammar. Based on the previous explanation before, the researcher conducted research with the title **"The Implementation of Teaching Vocabularies Using Sentence Race Game at Bustanul Ulum English Center "**

B. Research Question

Based on the background describe above, the focus of the research are as follow:

1. How is the implementation of teaching vocabularies using sentence race game at Bustanul Ulum English Center?

2. How is the advantages of teaching vocabularies using sentence race game at Bustanul Ulum English Center?

C. Research Objective

Based on the research question above, the research objectives for this research are:

1. To describe the implementationof teaching vocabularies using sentence race game at Bustanul Ulum English Center

2. To figure out the advantages of teaching vocabularies using sentence race game at Bustanul Ulum English Center

D. Research Significances

The researcher hopes that this research could give kinds of significances in this research: Theoretical significance and practical significance.

1. Theoretical Significance

After conducting the research, the researcher hopes that the result can contribute to a theory about teaching vocabularies using the sentence race game.

2. Practical Significance

a. For the tutor

The result of this research can help tutor to know how to teach vocabulary with effective media through the sentence race game.

b. For the members

The result of this research can help student learning vocabulary and solving difficulties member.

c. For the other researcher

The result of this research can be a reference and provide new knowledge for future researcher.

E. Definition of Key Term

The researcher explains some of the terms in the research, to avoid misunderstandings:

1. Vocabulary

Vocabulary is a group word that have different meanings. and vocabulary is usually used by people to exchange opinions, the more words they know. Then it will be more many ideas that can be conveyed to others.In this research, the researcher will focus on aspect vocabulary, namely verb, pronoun, and adverb

2. Sentence Race Game

Sentence is a set of language in which it is a series of words that can give a complete meaning and can stand alone. In this research, the

researcher used verbal sentences. Verbal sentence is a sentence that consists of the word verb as its predicate

Race game is a game where players have to compete to race. This game often triggers adrenaline for its players. Because, the players must focus on playing in order to win in the game.

Sentence race game is a game where each player composes a sentence from the words given by the teacher with a limited time. The sentence must be correct and clear. This game used two section, the first section is for taking vocabulary and the second section is for making sentence and translating sentences.
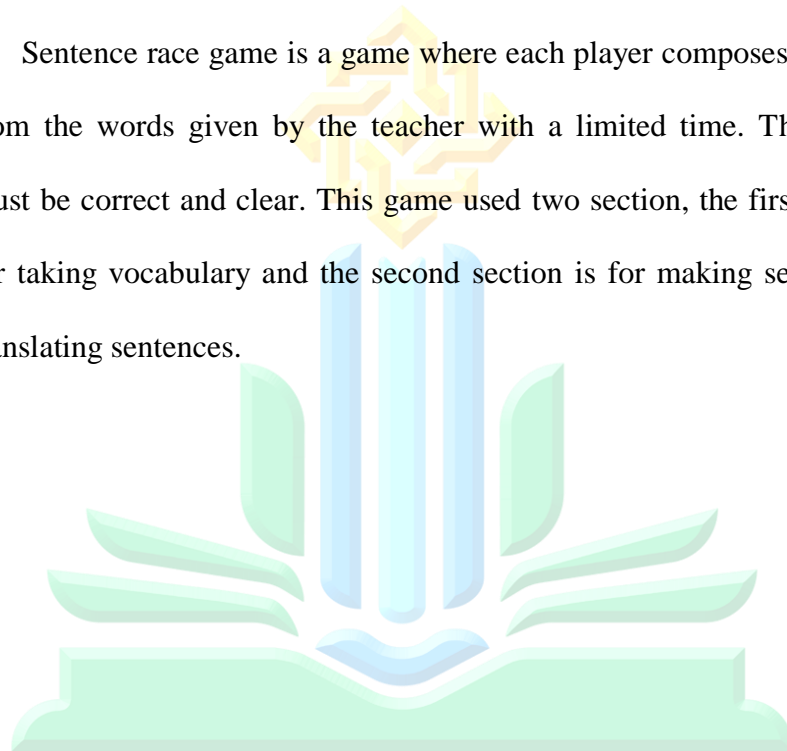
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In this section, the researcher summarizes several previous studies that are relevant to the topic of the research being conducted

1. The first research is thesis was conducted by Edi Rofianto entitled " The Influence of Using Sentence Race of Word Brick Game Towards Student Simple Present Tense Mastery at the Second Semester of the Eighth Grade of SMPN 8 Pesawaran in the Academic Year of 2018/2019. The objective of this research is to find out weter there is a significant effect of using brick word game sentence competetition on student's mastery of simple present tense. This research used quasi-experimental. This research used two classes, the experimental class and the control class. The experimental class is 8B while the control class is 8A, each consisting of 28 students. Based on the results of the study it was found that there was a significant effect of using brick word game sentence contests on students' mastery of simple present tense. This can be seen from the significant influence on Sig.(2-tailed) which means Ho is rejected and Ha is accepted.

The different between this research and Edi Rofianto research has several differences including location, research methods and research focus. This research was conducted at a course called Bustanul Ulum English Center. Meanwhile, Edi Rofianto research was conducted at SMPN 8 Pesawaran. This research used qualitative research while Edi

Rofianto research used Quasi Experimental research. The last difference in the research focus that this research focus on vocabulary while Edi Rofianto reseach on Grammar especially in Simple Present Tense[12]

2. The second research is thesis was conducted by Awalia, Nur. et. al entitled "The Effectivness of Board Race Method to Improve Student Vocabulary Mastery" in the Academic Year of 2019/2020. The objective of this study was to find out whether the board race nethod was effective in increasing the vocabulary mastery of students in class VIII SMP Jaya Negara, in terms of nouns and verbs. This research used quantitative research. The Researcher collected data using a pre-experimental design with pre test-post test. The sample used was one class, namely VIII A which consisted of 20 students. Based on the results of the study found board competitions to be very effective in increasing students' vocabulary mastery in terms of nouns and verbs. The average value before applying the race board was 60% after applying the race board it increased to 84.56%.

The different between this research and Awalia, Nur.et. al research has several differences including location and research methods. This research was conducted at a course called Bustanul Ulum English Center. Meanwhile, Awalia, Nur.et. al research was conducted at SMP Jaya Negara. This research used qualitative research while Awalia, Nur. et. al

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[12]Edi Rofianto, " The Influence of Using Sentence Race of Word Brick Game Towards Student Simple Present Tense Mastery at The Second Semester of The Eighth Grade of SMPN 8 Pesawaran in The Academic Year of 2018/2019" (Thesis, Universitas Islam Negeri Raden Intan Lampung, 2019), 64

research used quantitative reseach. The similarity between this research and Awalia, Nur.et. al research is both of them focus on vocabulary.[13]

3. The third research is thesis was conducted by Nurul Miftah entitled " The Effectiveness of Using Run to The Board Game in Teaching Vocabulary (an Experimental Research at the Eighth Grade of SMP Muhammadiyah Palopo) in the Academic Year of 2020. The objective of this research is to find out wheter run to the board game improve the student's vocabulary at the eighth grade students of SMP Muhammadiyah Palopo. This research used experimental research. This study only used one class, namely VIII A which consisted of 30 students. Based on the results of the study it can be found that there is a significant effect of using run to the board in increasing the vocabulary of class VIII students of SMP Muhammadiyah Palopo. This is evidenced by an increase in the average pre-test and post-test scores of students, which means that H0 is rejected while H1 is accepted.

The different between this research and Nurul Miftah research has several differences including location and research methods. This research was conductedat a course called Bustanul Ulum English Center. Meanwhile, Nurul Miftah research was conducted at SMP Muhammadiyah Palopo. This research used qualitative research while Nurul Miftah research used Experimental reseach. The similarity between

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[13]Awalia, Nur, et. al, "The Effectivness of Board Race Method to Improve Student Vocabulary Mastery" in then 2020 Academic Year", Jurnal Keguruan dan Ilmu Pendidikan (JKIP) ISSN: 2356-0347, Volume 7 No. 2 (Desember 2020): 207-208 .

this research and Nurul Miftah research is both of them focus on teaching vocabulary.[14]

4. The fourth research is from journal written by Femy, Abidin et. alentitled "The Use of Board Race Games Toward The Improvent of Students Vocabulary's Memorization at The First Year Students of English Education Department At UIN Alauddin Makassar" in the Academic Year of 2020/2021. In this research used quasi Experimental research. Based on the results of the study it was found that the use of board racing games was successfully used to increase memorization. As evidenced by the average test scores for the control class and the experimental class were 81.8 and 72.7.

   The different between this research and Femy, Abidin et. al research has several differences including location and research methods. This research was conducted at a course called Bustanul Ulum English Center. Meanwhile, Femy, Abidin et. al research was conducted at the First year students of English Education Department At UIN Alauddin Makassar. This research used qualitative research while Femy, Abidin et. al research used quasi Experimental reseach. The similarity between this research and Femy, Abidin et. al research is both of them focus on vocabulary.[15]

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[14] Nurul Miftah " The Effectiveness of Using Run to The Board Game in Teaching Vocabulary (an Experimental Research at The Eighth Grade of SMP Muhammadiyah Palopo)", (Thesis, Institut Agama Islam Negeri Palopo), 64-65.

[15] Femy, adibidin et. al,"The Use of Board Race Games Toward the Improvent of Students Vocabulary's Memorization at the First Year Students of English Education Department At UIN Alauddin Makassar", Jurnal Ilmu Budaya ISSN:2621-5101, Vol 9, No 1 (June 2021:209-210).

5. The fifth research is from journal written by Chusnul and Tauricha entitled "Improving Students' Vocabulary Knowledge Through Race to The Board Game Foresp (English for Specific Purposes) in the Academic Year of 2022. The objective of this research was to increase students' vocabulary knowledge by using the race to the board game. This research used classroom action research (CAR). This reseach choose participants from eleventh grade accounting student at SMK Hutama consist of 32. After conducting research, it was found that run to the board language games for ESP were very effective and useful in providing facilities for teaching or learning English vocabulary for students.As evidenced by an increase in the average value of student scores from 65 in cycle one to 83 in cycle two.

The different between this research and Chusnuland Tauricha research has several differences including location and research methods. This research was conducted at a course called Bustanul Ulum English Center. Meanwhile, Chusnul and Tauricha research was conducted at SMK Hutama. This research used qualitative research while Chusnul and Tauricha research used Classroom Action Reseach (CAR). The similarity between this research and Chusnul and Tauricha research is both of them focus on vocabulary.[16]

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[16]Chusnul Chotimah and Tauricha Astiyanda, "Improving students' vocabulary knowledge through race to the board game Foresp (English for Specific Purposes) ", Lingua ISSN: 1829-7952, Volume-18 No-2 (Desember 2022: 249).

Table 2.1
The similarities and differences between previous Research
and current research

No.	Name and thesis Title	Similarities	Difference
1	2	3	4
1.	Edi Rofianto entitled " The Influence of Using Sentence Race of Word Brick Game Towards Student Simple Present Tense Mastery at the Second Semester of the Eighth Grade of SMPN 8 Pesawaran in the Academic Year of 2018/2019.	Both used Sentence Race Game	• This research was conducted at a course called Bustanul Ulum English Center. Meanwhile, Edi Rofianto research was conducted at SMPN 8 Pesawaran. • This research used qualitative research while Edi Rofianto research used Quasi Experimental reseach. • This research focus on vocabulary while Edi Rofianto focus on Grammar especially in Simple Present Tense.
2.	Awalia, Nur et. al entitled "The Effectivness of Board Race Method to Improve Student Vocabulary Mastery"in the Academic Year of 2019/2020	Both focus on vocabulary	• This research was conducted at a course called Bustanul Ulum English Center. Meanwhile, Awalia, Nur et. al research was conducted at SMP Jaya Negara. • This research used qualitative research while Awalia, Nur et. al research used quantitative reseach.
3.	Nurul Miftah entitled " The Effectiveness of Using Run to The Board Game in Teaching Vocabulary (an Experimental Research at The Eighth Grade of SMP	Both focus on teaching vocabulary	• This research was conducted at a course called Bustanul Ulum English Center. Meanwhile, Nurul Miftah research was conducted at SMP Muhammadiyah

No.	Name and thesis Title	Similarities	Difference
1	2	3	4
	Muhammadiyah Palopo) in the Academic Year of 2020.		Palopo • This research used qualitative research while Nurul Miftah research used Experimental reseach.
4.	Fenry, Abidin et. al entitled "The Use of Board Race Games Toward The Improvent of Students Vocabulary's Memorization at The First Year Students of English Education Department At UIN Alauddin Makassar" in the Academic Year of 2020/2021.	Both focus on vocabulary	• This research was conducted at a course called Bustanul Ulum English Center. Meanwhile, Fenry, Abidin et. al research was conducted at the First year students of English Education Department At UIN Alauddin Makassar. • This research used qualitative research while Fenry, Abidin et. al research used quasi Experimental reseach.
5.	Chusnul and Tauricha with entitled "Improving Students' vocabulary knowledge through race to the board game Foresp (English for Specific Purposes)in the Academic Year of 2022.	Both focus on Vocabulary	• This research was conducted at a course called Bustanul Ulum English Center. Meanwhile, Chusnul and Tauricha research was conducted at SMK Hutama. • This research used qualitative research while Chusnul and Tauricha research used Classroom Action Reseach (CAR).

Based on the explanation above, it can be concluded that there are similarities and differences in this research with previous research. The research found a gap of the research. Some previous research used

sentence race game as method and the research just ask student to mention about the vocabulary while this research will use sentence race game as method and ask the student to make a sentence based on the vocabulary on the paper. In this research, the researcher only focuses on verb, pronoun, and adverb.

B. Theoretical Framework

1. Vocabulary

a. The Definition of Vocabulary

Vocabulary is the most important part in learning English. Because vocabulary becomes basic knowledge in learning the four skills in English, namely speaking, writing, listening and reading. According to Alizadeh, vocabulary is knowledge that explains words and their meanings.[17] In addition, according to Rahman says that vocabulary is a group of words that are combined to form a language and arranged according to the definition or meaning in a dictionary or glossary.[18] Without having a large vocabulary, it will not be easy for someone to express his opinion in communicating both orally and in writing. A growing vocabulary is the most important part of language development.

Therefore, in learning vocabulary, various aspects of the English language must be considered, namely pronunciation, spelling

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[17] Alizadeh, " Vocabulary Teaching Techniques: A Review of Common Practice." International Journal of research in English education (November 2016), 22.

[18] Rahman, Firman. An Analysis of Students" in Vocabulary Mastery: A Survey Study at Second Grade Studets" of SMP 19 Mataram in Academic Year 2015/2016. Pontianak: Unpublished.(2016).

and structure. Vocabulary is usually defined by a word that is received by someone by chance. For example when we listen to other people's conversations or when we watch television and read newspapers. Then surely there will be words that we never know that will make us find out the meaning of these words. This will increase our vocabulary. Given that vocabulary is important, according to Aisyah states that vocabulary is one of the most important factors in giving a big effect in communication.[19]

From the definitions above, the researcher can conclude that vocabulary is one of the aspects that must be learned in English to know the meaning of words. So that, it can help students in communicating with others.

b. **The Aspect of Vocabulary**

There are several aspects that mustbe learned by students in learning vocabulary. According to Brown there are 5 aspects of vocabulary that students need to learns as follow:[20]

1) Meaning

Meaning is one aspect that needs to be learned by students. Because meaning determines how words convey meaning to language use. Often a word can have more than one meaning when used in different uses or it can be called a homograph. For

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[19] Aisyah, D. N. (2017). The Vocabulary Teaching and Vocabulary Learning Reception, Strategies and Influences on Students' Vocabulary Mastery. Jurnal Bahasa Lingua Scientica, Vol 9, No. 2.
[20] H. Douglas Brown, *Languange Assesment: Priciples and Classroom Practice* (Hobokenn, NJ: Pearson Education, 2019), 19.

example, the word of park as a noun can also be define as a verb. Therefore, students must understand the meaning of the word so that, it is not wrong to use it. The meaning of word can also find out the positive and negative meaning of the word.

2) Spelling

Spelling is describing the sounds of language (words, sentence or other) in writing and how to use punctuation marks. The use of letters, writing words and punctuation cannot be ignored because they can cause error in meaning. When students encounter words for the first time, they need to know how to spell it. And when students already know how to spell words and sentence, they can spell words through writing such as books, magazine, comics, and etc. therefore, knowing how to spell is very important for students.

3) Pronounciation

Pronounciation is a person's way of pronouncing words or sentences from a language. When students learn vocabulary, they also need to know how the word sounds good for people. This will help students understand the words spoken by other, if the words sounded wrong, it would be difficult for someone to understand what was being said. For example the word " read" which pronounciation /ri:d/ and /red/. Pronounciation is very important for students because to know how to pronounce the words

correctly. This avoids misunderstanding in communicating either in person or on the telephone.

4) Word Class

Word class is a group of words in a language based on the form, function and meaning categories of the grammatical system. Group of the words depend on their fuction in communicating. To form good and correct sentences, you must use the correct sentence patterns, language users must know in advance the types and functions of parts of speech so that mistakes do not occur

5) Word use

Word use is how the word is used in a language. This aspect is a complementary aspect of the other aspect. When a person is able to know and pronounce the meaning of vocabulary but is not necessarily able to arrange the vocabulary into a proper sentence. So the vocabulary can still be said to be lacking.

From the explanation of the aspects of vocabulary above, it can be concluded that all aspects are the most important part and complement each other in learning vocabulary. Than, in this research necessary aspects are word class, meaning and pronounciation.

c. Kinds of Vocabulary

According to Mawardin vocabulary is divided into 2 types, namely active vocabulary and passive vocabulary.[21]

1) Active Vocabulary

Active Vocabulary is a collection of words that is often used in expressing his opinion orally in writing. Usually these words are words that are familiar. According to al Qahtaniactive vocabulary usually called a word that is understood by students, pronounced and used correctly.[22]

2) Passive Vocabulary

Passive vocabulary is a collection of words that students get from reading or listening. This words is understood and recognized by students but rarely used. Because students can not use the word correctly.

According to al Qahtani, passive vocabulary is a word that is obtained or recognized when learning, but they can not use it.[23]

In sentence there must be a part of speech are types of words that are grouped based on their fuction, form and meaning in

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[21] Mawardani M.Said, *English Vocabulary* (Bandung: CV Media Sains Indonesia, 2021), chap.4, no.9.

[22] Mofareh Al-Qahtani, "The Importance of Vocabulary in Language Learning and How to be Taught," *International Journal of Teaching and Education*, no.26 (2015)

[23] Mofareh Al-Qahtani, "The Importance of Vocabulary in Language Learning and How to be Taught," *International Journal of Teaching and Education*, no.26 (2015)

sentences. According to Selviana there are 8 types of part of speech namely:[24]

a) Noun

Noun is words that are used to name people, animals, things, place and ideas. Nouns are divided into four types

(1) Countable noun

Countable noun is noun that can be counted even through there are many words. For example:

- I have <u>one cat</u>

- Sarah need <u>two magazines</u>

If the noun is more than one (plural) it usually begins with a, an, the. If the noun is singular begins with –s or –es.

(2) Uncountable noun

Uncountable noun is noun that cannot be counted with numbers. For example:

- You have a long <u>hair</u>

- My favorit drink is <u>milk</u>

(3) Proper noun

Proper noun is noun that describe the name of person, place, thing or idea. Proper noun can consist of one or two words and must always begin with a capital letter.

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[24] Selviana Napitulu, Fenty D. Napitulu and Kisno, *The Eight Words:Part of Speech* (Inggris: Deepublish, 2019) 1.

Usually this noun is used for the name of organization, or an institution. For example:

- I live in <u>Jember</u>

- Rudy work at the Empire State Building in <u>New York City</u>

(4) Collective Noun

Collective noun is noun that describes a group of people (Individuals), animals or noun. For Example:

- <u>A Family</u> gives me a bucket of white flower

- <u>My mother</u> give a bundle of rice to me

b) Pronoun

Pronoun is word that are used to replace noun. For Example

- <u>It</u>'s a beautiful dress

- <u>He</u> watches Tv

(1) Verb

Verbs is a word that is used to describe an action or state directly or indirectly. For Example:

- My boss always <u>comes</u> on time

- Farah is <u>working</u>

(2) Adjective

Adjective is a word used to describe a noun. Adjectives are usually placed after noun. For Example:

- He is <u>clever</u>

- The flower is very <u>beautiful</u>

(3) Adverb

Adverb is additional words that explain about verbs, adjectives or other adverbs more clearly and detail. For example:

- Fahrul watch the news <u>almost every day</u>

- She <u>usually</u> wake up at 05.00 am

(4) Preposition

Preposition is a word usually used before a noun or pronoun, than shows the relationship between two words and other words in sentence. It can describe a place, time, how something is done, and etc. For example:

- She goes to school <u>by</u> bike

- The children loves the gifts <u>from</u> their parents

(5) Conjuction

Conjuction is word whose fuction to connect words, phrases or sentence. For Example:

- I will go camping, <u>or</u> I will go shopping

- Kholid <u>and</u> Safir will visit their grandmother next month

(6) Interjection

Interjection is word that suddenly appears to express a feeling or thought. This word usually used to describe feelings of angry or annoyance, and is used when someone sad orhappy, agree with something, apologizes or feel guilty. For Example:

- Oops I didn't mean it

- Wow! Your hair is so long and beautiful

Based on the explanation above, this research used passive vocabulary which is consiston verbs, pronouns and adverb.

2. **Importance of Vocabulary**

Vocabulary is essential for those who will learn a language throughout their lives. As explained above, vocabulary consists of all words. Then Yokubjonova states that in order to gain word knowledge, vocabulary teaching must be improved. Knowing vocabulary is the most important thing in language acquisition. The first way to improve and expand vocabulary that everyone should know is to learn new vocabulary regularly. This is very effective in achieving this goal. In fact, words allow us to convey our thoughts, feelings, and even our desired attitudes. The more vocabulary we learn, the better we can communicate, which shows

the value of vocabulary. Learners of any language, whether English or any other language, should realize its important role in the learning process.[25]

For centuries, many students have had problems with language learning. Most of these problems are related to a lack of vocabulary knowledge. Word knowledge and understanding of word structure are core language skills. Many researchers have used various approaches, such as multimedia, encyclopedias, and websites, although no one method really works to teach vocabulary to students with 100% success. But each student will need a different method or approach. It really depends on the student, especially the age, education level, and type of student. Before starting to teach vocabulary, teachers or learners should identify all these things with the students or themselves. The most important thing is that they realize how important learning vocabulary is to achieve their academic goals.

3. **Technique in Teaching Vocabulary**

Teaching is the process of imparting knowledge to students. An English teacher teaches vocabulary by introducing new words to their students to improve their vocabulary knowledge. According to Furneaux in Fatimah and Masduqi, the purpose of vocabulary teaching is to help students recognize and understand many new vocabulary words,

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[25] Sh. Yokubjonova, "The Importance of Teaching Vocabulary," International Journal of Academic Pedagogical Research (IJAPR), vol. 4, no. 12, 2020, 68.

understand the meaning of new words, and communicate effectively with others.[26]

As a foreign language, vocabulary teaching is often taught in English teaching. Teachers will overcome any problems during the learning process. They work together to teach students in order to achieve the desired results. In order for students to understand the material taught, teachers must be able to explain it, and students must also understand the teacher's personality. Teachers must also use effective techniques and appropriate materials so that language learning goals can be achieved.

According to Richards and Renandya, students often achieve results that are below their expectations and may not take advantage of opportunities for language learning, such as listening to foreign words, reading foreign texts, studying English-language materials, and other similar activities, if they do not get effective methods for acquiring new vocabulary.[27]

Utilizing games to teach vocabulary is one of the only techniques available to us. As taught by Ramadhaniarti, playing games is the single most popular form of modern teaching in Junior High School.[28] Yu added that vocabulary can be taught through games to generate student interest.[29]

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[26] Fatimah and Harits Masduqi, "Learning Vocabulary through Games: A Critical Review", Education of English as Foreign Language Journal (EDUCAFL), vol. 4, no. 2, 2021, 64.

[27] Jack C. Richards and Willy A. Renandya, "Methodology in Language Teaching: An Anthology of Current Practice", 255.

[28] Tri Ramadhaniarti, "Teaching English Vocabulary through Game: Views from the Students", in Proceeding of the Fourth International Seminar on English Language and Teaching (ISELT-4), (University of Bengkulu, 2016), 383.

[29] Xiaomei Yu, "English Vocabulary Teaching Techniques at Junior Middle Schools", English Language Teaching, vol. 13, no. 11, 2020, 14.

According to some research by Jannah et al, there are several games that can help learners in managing their vocabulary, including games such as hangaroo games hangman games, mime games, and other. According to Jannah et al, games allow learners to learn, practice and review the target language in a fun environment.[30] Thus, it is clear from this statement that vocabulary teaching is important and playing games is the only appropriate and useful technique for students with fun and exciting activities. The sentence race game is one type of game that can be used by teachers in teaching vocabulary.

4. **Concept of Teaching and Learning by Game**

Games are activities that have rules and aim to make people have fun. Developing communication skills is the main goal of games. Games are used at all stages of the lesson and help students to understand and remember vocabulary in several topics. The relaxed and fun atmosphere fostered by games has proven to be an effective method for teaching vocabulary. This is supported by Wallace in Haryanti, in a game there is an additional purpose to make the lesson more fun, relaxed, and entertaining. [31] This shows that games are a very important component to make the teacher's equipment, because it has a therapeutic effect and helps students learn language. Games can be used at any stage of the classroom

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[30] Ida Miftahul Jannah et.al."Exploring the Effects of Using Game on Students' Vocabulary Mastery: A Case Study in Instructional Material and Media Development Class", in Proceeding of International Conference on English Language Teaching (ICONELT), (State Islamic University of Sunan Ampel, 2019), 184.

[31] Immas Haryanti, The Influence of Using Hangman Game Towards Students' Vocabulary Mastery at The Eighth Class of The Second Semester of Mts Negeri Gunung Rejo Way LimaPesawaran in 2011/2012 Academic Year, (IAIN Raden Intan, Bandar Lampung, 2012), 10.

to take the boredom out of classroom activities and make them fun and challenging. Also make their mood happy and cheerful about their English class.

However, using games to learn English vocabulary has a very important role for both educators and students. Firstly, as students, they are very excited and dependent on English. Second, because they learn while playing, they easily accept English games that have currently developed in Indonesia. Third, games can help teachers in the process of teaching and learning English vocabulary. Finally, they can use games to teach and learn about English vocabulary.

Based on the above statements, it can be concluded that games are fun and can create a relaxed atmosphere when used in the teaching-learning process. Using games can be an interesting technique because all students will act in class and participate in fun activities, which means the teaching-learning process will be run effectively.

5. **Sentence Race Game**

   a. **Definition of Sentence Race Game**

   According to Adam, sentence race game is a game where players will make sentences from given words with a limited time. The players must compete to make more sentences in order to win in the game. Sentences must be clear and correct.[32] And in this game, the teacher has a role to check carefully in the vocabulary. The vocabulary

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[32] Paul Adam, "Words to Sentence Games," accessed January 20, 2023.

used by students is the same as the use of the vocabulary or is it wrong. If the vocabulary is correct then the meaning of the sentence will also be correct. What's unique about this game is using a spoon to pick up the vocabulary in post one until you take it to post two as well as using a spoon. This makes the students very excited and they have to be careful so that when they run they don't let the paper fall. If the paper falls it will start again from the beginning.

This Sentence race game has several very different names but the aim, rules and game play are almost the same. This game can also be called Board race, Run to the board, Board Scrabble. This game has been used in several cases, students are asked to give examples of nouns during the game, and are asked to write sentences from these words then read them at the end of the game. In this game students are asked to work together with their team to have many ideas. The purpose of this game is for students to use words well. And make students know words that they have never known which can add to students' vocabulary.

b. Steps of Sentence race game

There are several steps in learning vocabulary using the sentence race game:[33]

1) The teacher prepares the vocabulary list to be given to the students

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[33]Thomas D. J-B, "Sentence Race," *The internet TESL Journal*, 2005, http://iteslj.org/games/9874.html

2) The teacher writes each word on two small pieces of paper. This means writing the word once on each paper. Arrange the pieces, like a bundle, two bundles, or two sets of the same word

3) The teacher divides the class into two teams and tells the students to choose a creative team name

4) The teacher distributes each vocabulary word to the two teams. Each team member must have one paper

5) When the teacher mentions a word, 2 students representing the two teams should stand up and then run to the blackboard and compete to write a sentence using their own words.

The winner is the team that has the correct and clearly written sentence.

c. **Advantages of Sentence Race Game**

In learning using the sentence race game as a media, it has the following advantages:

Advantages:

1) Making students enthusiastic in the vocabulary learning process

2) Gives students motivation in learning vocabulary

3) Make students challenged in doing the game

4) Make students think quickly

5) Make the rest can work together with the team.[34]

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[34] Mistriyati, "The Effectiveness of Sentence Race Game as a Technique for Teaching Vocabulary at Eighth Grade of SMP 1 Kalibogor in Acadamic Year of 2015/2016", (Thesis, Universitas Muhammadiyah Purwokerto), 32.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a qualitative descriptive research design. This helped researcher get information about the process of teaching vocabulary by implementing a play as a method in the learning process. The researcher used a qualitative approach which is often called descriptive qualitative because in this research, the researcher described conditions and situations with words and language. Sumadi Suryabrata said, descriptive research aims to compile systematic, factual, and accurate findings about facts and populations in an area.[35] According to Sugiyono stated that qualitative research is research based on the philosophy of post positivism. [36] Qualitative research is used to examine the natural condition of objects. While the researcher as the key instrument in this research.

The validity of the data was usetriangulation source and triangulation method. The data analysis is interview, observation, and document review. According to Donal Ary stated that "qualitative research is research that seeks to understand a phenomenon by focusing on the overall picture rather than breaking it down into variables.[37] The purpose of qualitative research is a holistic picture and depth of understanding rather than numerical analysis of

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[35]Sumardi Suraybrata, *Metodologi Penelitian* (Jakarta: PT Raja GrafindoPersada, 2009), 75.
[36]Sugiyono, *Metode Penelitian Kuantitatif, kualitatif, dan RnD* (Bandung: Alfabeta, 2018), 9.
[37]Donal Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education*, 8th Edition (Belmont USA: Wadsworth, 2010), 242.

the data. That is, the data in this research are analyzed in the form of descriptions based on facts in the teaching and learning process.

B. Research Location

This research was conducted in course, especially at the Bustanul Ulum English Center which is located on Jalan KH. Abdullah Yaqien No. 1-5, Krajan Timur, Mlokorejo, Kec. Puger, Jember Regency, EastJava. The researcher choose this course because the English teacher had ever applied sentence race game in the teaching process of vocabulary, strategic situations and locations, and made it possible for them to obtain permission to conducted research.

C. Research Subject

The subjects in this research was step two members at Bustanul Ulum English Center, totaling 24 members. In this course, step is used as the name of the class. In addition, the English teacher in this course usually played a game to mademembers more interested in learning called sentence race game. Therefore, the researcher want to know how to teach vocabulary using sentence race game to the step two members of Bustanul Ulum English Center. The informants who helped in this research amounted to 4 people, namely Iftitah riska as Director of BEC, Rosita dewi ivanka as tutor, Maria mufida and Maura delva as member.

In this research , the researcher used a purposive sampling to select students as data sources.[38] Purposive sampling is a technique that selects data sources with various considerations with the aim that the data source is appropriate. Among the considerations are people/subjects who are considered to know best what we expect which can make it easier for researchers to study the subject/social situation under study. Therefore, the researcher choose the step two member because of enthusiasm and active learning. They also understand the steps of sentence race game in learning because the teacher had implemented this game in the learning process

D. **Technique of Data Collection**

In this research, data were collected in several ways are observation, interviews and analysis of documents or artifacts[39]

1. Observation

Observation is the process of collecting data by observing the incident situation. The researcher must be on location to observe the room, place, people, activity, time, event and purpose. According to Lodico explained that observation is a research tool that requires a systematic study of phenomena and must be careful in studying it. [40] There are two type of observational roles, namely a participant observer and a non-participant observer. In this research, the researcher used non-participant observer.

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[38] John C. Creswell, Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research 4th edition (Boston: Pearson Education, 2012), 205.

[39] Donal ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh, Introduction to Research in education (Belmon USA: Wadsworth, 2020), 431.

[40] Marguerite G. Lodico, Dean T Spaulding and Katherine N. Voegtl, *Method in Educational Reseach, 2nd Edition: From theory to Practice* (San Fransisco: Jossey Bass, 2010), 114.

This means that researcher only observer activities carried out by teachers and students in class without teaching or being students or as independent observers.

Specific information obtained with the technique is:

a. Gheographical location of Bustanul Ulum English Center

b. Implementation of the sentence race game in whole activities

c. Advantages of the sentence race game at Bustanul Ulum English Center

2. Interview

Interview is a technique of collecting data by conducting conversations between interviewer and informants. The question that was be asked by the interviewer to obtain information from the results of the interview. According to Arikunto there are three types of interviews namely structured interviews, unstructured interviews and semi-structured interviews.[41] In this research, the researcher used semi structured interview. Semi-structured interviews are interviews that are conducted naturally to review questions to informants without disturbing their comfort during the interview.

In this interview, the researcher included some information to be asked in the interview. The following are the findings of researchers who useinterview method::

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[41] Arikunto. S. Prosedur Penelitian: Suatu Pendekatan Praktik. (Yogyakarta: Rineka Cipta, 2006). 227

a. The implementation of teaching vocabularies using sentence race game

b. The advantages of teaching vocabularies using sentence race game

3. Document Review

Document review is a technique for collecting data by examining written objects. Document reviews are taken from variable or transcript objects, photographs, recordings or tapes, books, inscriptions, and others. The data obtained in the document review are as follows:

a. Vision and mission of Bustanul Ulum English Center

b. Organization structure of Bustanul Ulum Engish Center

c. Photograph during the sentence race game

E. **Technique of Data Analysis**

In this research, researcher used data analysis from Miles, Huberman, and Saldana. They stated that there are three steps in conducting the data analysis process in qualitative research. These stages are as follows:[42]

1. Data Condensation

Data Codensation is the process of choosing to focus, simplify, abstract, and transform the data that appears into field notes or written transcriptions. In the data transformation process, researchers carry out activities to summarize, select and focus on data that has been obtained from informants.

From the explanation above, researchers must process data and information from observation notes, interview transcripts and review

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[42] Matthew B Miles and A. Michael Huberman, Qualitative Data Analysis: A Method Source book (London: Sage, 2014), 10.

documents to obtain important information related to the research being conducted.

2. Data Display

Presentation of data in qualitative is done in various forms such as brief descriptions, charts, tables, graphs, relationships between categories and the like.

From the explanation above, researchers are needed to compile relevant data so that the information obtained can be concluded and has a certain meaning. Then the data be presented in the form of descriptions, tables and photos.

3. Conclusion Drawing

Drawing conclusions is the final step in analyzing the qualitative data that has been prepared and verified. At this stage the researcher will make conclusions and verify the results of the data obtained by comparing observation data, interview data and reviewing data documents.

When the conclusions presented at an early stage are supported by strong evidence and in accordance with the conditions found in the field. Then the conclusions obtained can be called reasonable or credible conclusions.

F. Validity of Data

There are several techniques that be used to increase data validity in qualitative research. Research validity is very important in research. The researcher used triangulation as a form of technical data validity. According to

William Wiersma in Sugiyono explained that triangulation is a qualitative cross-validation. It evaluates the adequacy of data based on the convergence of multiple data sources or multiple processes.[43]

In measuring the validity of data, the researcher used triangulation. Triangulation is a technique for collecting data by combining various techniques and data source that have been obtained. [44] In this research, the researcher used source triangulation and method triangulation. Source triangulation is triangulation that is used to test the quality of information which can be done by examining the information available from various sources. Source triangulation can be done at this stage by comparing several sources. All information cannot be measured, but described in terms of which are the same, which are different and which are more specific from the three sources. While method triangulation is triangulation that used several methods to study a situation or phenomenon that occurs. The aim of method triangulation is to reduce the loss or prejudice resulting from just one method. Then the data analyzed by the researcher can provide a conclusion that through member checks with these three data sources. In fact, the triangulation method can be carried out by collecting the same data using different methods or data collection methods in the form of observation, interviews and reviewing documents.

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[43]Sugiono, *Metode Penelitian Kuantitatif, kualitatif*, *dan RnD*, 273.
[44]Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* (Bandung: Alfabeta, 2017), 241

G. Reseach Procedure

At this stage the researcher carried out research planning, starting from the research background, research design, actual research, and report writing[45] The steps in this research are as follows:

1. Pre-field research stage.

At this stage there are several activities that must be carried out by researchers. This stage requires an understanding of research ethics and considerations for the fields of activity described below:

a. Preparing a research plan

b. Selection of research areas

c. Arranging permits

d. Exploring and assessing the field

Field assessments and research carried out appropriately. If the researchers have read the previous literature and know the situation or conditions in the research area by interviewing the surrounding community, the researcher also hopes to adapt to the conditions in the research area.Selecting and using informants.

e. Prepare research equipment

2. Stage of fieldwork

After all the preparations are considered mature, the next step is to do research. At this stage the researcher collects the necessary data using

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[45]Sugiono, *Kuantitatif, Kualitatif* dan R&D, 274.

various methods including: observation, interviews and reviewing documents.

3. Data analysis phase

After all the data has been collected, an analysis of the entire data is carried out which is described in the form of a report and discussed with the supervisor. This activity is still carried out by the researcher until the supervisor reports that the results of this study are ready to be tested.
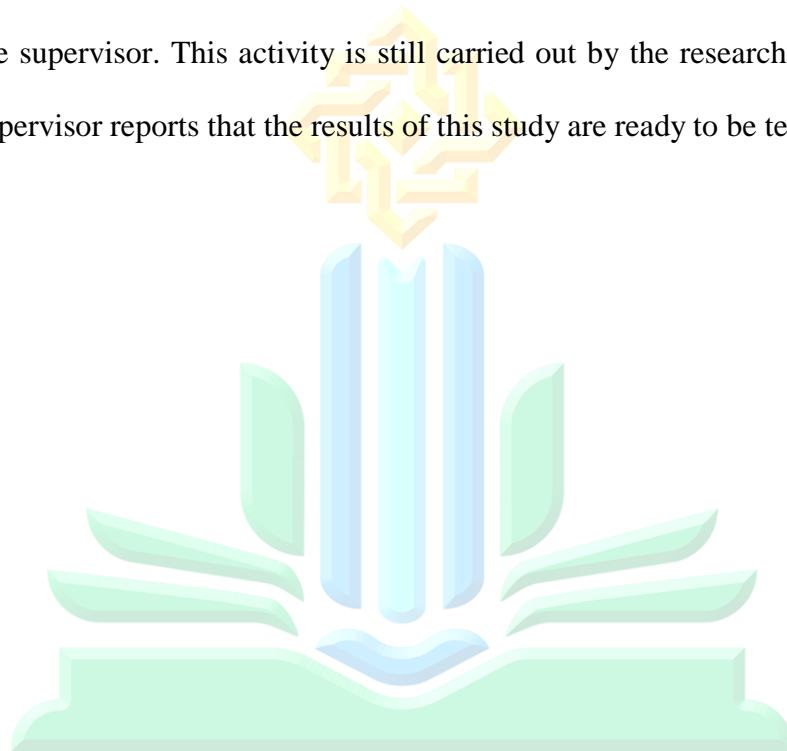
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter present the research findings and research discussion. The findings is the result of existing research in the field. While the discussion is the process of drawing conclusion from the topic of this research. The purpose of this chapter to answer the research questions posed in the first chapter.

A. Description of the Research Object

1. The Geographic Location of Bustanul Ulum English Center

    The geographical location of Bustanul Ulum English Center is within Kyai Syamsul Arifin islamic boarding school, especially in Dalem Barat. While the location of the islamic boarding school is located in East Krajan, Mlokorejo, Puger, Jember.

    The location of this area is between residential areas and rice fields, also still surrounded by the houses of relatives of the founders of the pesantren.

2. Organization Structure of Bustanul Ulum English Center

    Here are the structure of Bustanul Ulum English Center

Table 4.1
Organization Structure of Bustanul Ulum English Center

No.	Name	Position
1.	Iftitah Rizka	Director
2.	Faiqotun Nikmah	Assistant Director
3.	Siti Nur Haliza	Secretary
4.	Siti Hamidah	Treasurer
5.	Nasihatul Mahmudah	Homeroom Teacher of Step One
6.	Rosita Dewi Ivanka	Homeroom Teacher of Step Two

7.	Wardatul Maghfiroh	Homeroom Teacher of Step Three
8.	Amelatul Mufida	Tutor
9.	Choirin Najah	Tutor
10.	Vika Mei Wulandari	Tutor
11.	Inayatur Rohmah	Tutor
12.	Elvira Khoirunnisa'	Tutor
13.	Nur Halimah	Tutor
14.	Atika Naila Izzati	Tutor
15.	Wildatun Hasanah	Tutor

3. Vision and Mission of Bustanul Ulum English Center

a. Vision

To become an excellent, Islamic, innovative and competitive English language course institution.

b. Mision

- Creating a comfortable and enjoyable English learning atmosphere.

- Organizing an effective and efficient teaching and learning process according to specific needs.

B. FINDINGS

The researcher collected data that has been collected using 3 methods, namely interviews, observation and document review. Based on the results obtained, data regarding the implementation of vocabulary learning using the sentence race game at Bustanul Ulum English Center are as follows:

1. **The Implementation of Teaching Vocabularies Using Sentence Race Game at Bustanul Ulum English Center**

Implementation of learning is a process between teachers and students in producing and processing information that aims to achieve

learning objectives and important components in the process of implementing learning.

At this stage, the implementation of teaching vocabulary using a sentence racegame is carried out in step two as a class. In this research, direct interview were made to see some of the steps in implementing the sentence race game.

Mss. Rosita, the homeroom teacher of step two stated that:

Saya melakukan pembelajaran sesuai dengan modul ajar yang telah disusun sebelumnya. Setiap melakukan proses pembelajaran Saya biasanya membukanya dengan menyampaikan salam serta berdoa bersama sama kemudian memberikan stimulasi berupa menyanyikan yel-yel BEC selanjutnya memberikan apersepsi dengan mengulangi kosa kata yang telah saya berikan pada pertemuan sebelumnya lalu memberikan arahan dan intruksi.
Kemudian meminta siswa untuk berdiri dan membagi siswa dalam beberapa kelompok dengan cara berhitung mulai dari 1-4 dan jumlah satu kelompok berisi 5 orang.Permainan di awal dimainkan oleh 2 grup kemudian disusul dengan grup lainnya.Ada dua bagian yang akan dilalui oleh para siswa. Bagian kesatu untuk mengambil kosa kata yang telah disediakan. Bagian kedua untuk membuat kalimat dan menterjemahkan kalimat. Setiap bagian akan ada guru yang menjaga. Para siswa harus berlari dari bagian satu ke bagian dua dan harus hati –hati agar tidak menjatuhkan kertas yang ada di sendok. Tim yang paling cepat dalam membuat dan menerjemahkan kalimat maka dianggap sebagai pemenang [46]

Maura Delva, one of the members of step two Bustanul Ulum English Center reinforced the statement:

Mss. Rosita itu biasanya ketika mengajar selalu mengawali pembelajaran dengan membaca doa bersama sama, baru setelah itu memberikan stimulasi dan apersepsi yang membuat saya dan anak lain-lainya semangat dalam melakukan pembelajaran. Kemudian sebelum melakukan kegiatan permainan sentence race Mss. Rosita memberikan intruksi dan langkah-langkah dari

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[46]Mss.Rosita, Interview, March 21, 2023

permainan yang akan dilakukan, kemudian melakukan sentence race game.
Pada akhir pembelajaran Mss. Rosita akan memberikan kesempatan untuk bertanya hal yang menyulitkan siswa dalam melakukan permainan tadi, serta memberikan jawaban dari pendapat siswa beserta kesimpulannya. Juga memberikan motivasi belajar. Baru setelah itu Mss. Rosita akan menutup pembelajaran dengan berdoa bersama-sama.[47]

Based on the interview above regarding the implementation of vocabulary learning using the sentence race game in the Bustanul Ulum English Center, there is a learning process that occurs as there are 3 stages of learning activities, namely preliminary activities, core activities and closing activities.

Table 4.2
Learning Activities

Activities	Description of activities
Preliminary Activities	• Tutor opens the lesson with greetings and continued with reading prayers together • Tutor provides apperception/stimulation to the members in the form of BEC yell and repeat vocabulary that has been obtained in previous learning • Tutor relates the previous material with the material to be learned
Core Activities	The tutor provides instructions and steps in doing the sentence race game: • Tutor asks members to stand up • Tutor divides students by counting from 1-4. One group consists of 5 people • In this game played by 2 groups in one game • There are two parts that must be passed by the player. The first part is to take the vocabulary that has been provided. The second part is to make and translate sentences. Each section will have a supervising teacher

	• Players must run from the first section to the second section and must be careful not to drop the paper they are carrying. • The fastest player in making and translating sentences will be considered the winner. The sentences must be precise and correct both in terms of pronunciation and meaning
Closing Activities	• Tutor askmembers to ask about any difficulties in the game. • The tutor provides answers and conclusions to the member's questions • Tutor motivates the students to be enthusiastic in learning. • Tutor closed the lesson by praying together

From the results of the researchers' observations in the field, the implementation of vocabulary learning using sentence racing games at Bustanul Ulum English Center conducted by Mss. Rosita is in accordance with the teaching lesson plan that has been designed before and during the activity and the methods used are also appropriate. The lesson plan causes the learning process to be systematic which make it easier for teachers to direct students in achieving learning objectives.[48]

Maria Mufidah, one of the members of step two Bustanul Ulum English Center stated that:

Ketika melakukan kegiatan pembelajaran dengan menggunakan permainan sentence race menjadi lebih efektif dari pada menggunakan metode ceramah. Karena saya merasa lebih mudah dalam memahami materi yang disampaikan oleh guru. Ketika menggunakan permainan sentence race ini saya juga bisa mengingat kosa kata lama dan mendapatkan kosa kata baru.[49]

Mss. Rosita, the homeroom teacher of Step Two reinforced the statement:

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[48] Observation, Jember, March 17, 2023
[49] Maria Mufidah, Interview, March 23, 2023

Setelah melakukan pembelajaran dengan menggunakan metode permainan sentence race ini siswa kebanyakan mulai semangat lagi dalam melakukan pembelajaran yang lainnya.Banyak juga siswa yang mengatakan bahwa pembelajaran ini sangat efektif dalam memahami dan menambahkan kosa kata.Karena kegiatan yang seru itu menjadi lebih mudah memahami materi dan siswa tidak merasa dalam melakukan pembelajaran. Beda saat melakukan pembelajaran dengan metode ceramah siswa bosan dan tidak tertarik dalam menerima materi yang akan disampaikan. Sehingga membuat materinya tidak dapat dipahami.[50]

From the interview above, it can be concluded that after applying the sentence race game in vocabulary learning has a positive impact on students. Which makes their learning process effective and smooth.

The statement above is further strengthened by the existence of documentation review in the form of photos taken by researcher when the vocabulary learning activities using the sentence race game ongoing.

Picture 4.1
Opening the lesson

Before starting the lesson, the tutorinvites members to pray together. This is done to expedite the learning process and make it easier for members to understand the lesson explained by the tutor.

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[50] Mss.Rosita, Interview, March 21, 2023

Picture 4.2
The Tutor Provides Stimulation/Ice Breaking

After that, the tutors always give stimulation yell- yell from BEC.The stimulation can make the members more enthusiastic before learning process.

Picture 4.3
The Tutor Asks The Members to Repeat The Vocabulary

Before the tutor applied the sentence race game, she asks membersto repeat the vocabularythat mentioned. So, the members can understand the meaning and get pronounce well.

Picture 4.4
The tutor provides directions and instructions

In the picture above, the tutor is gives explans the steps of sentence race game.The tutors also make sure that the members understand well the step and rules of sentence race game.

Picture 4.5
The member applys sentence race game

From the picture, the tutors asks the member to take the vocabulary using a spoon.

Picture 4.6
Tutor gives conclusion and suggestion

The members play the sentence race game, then the tutor takes over the class and gives conclusions from the games that have been implemented. The tutor gives the punishment for those who lose. The penalty gives in another meeting. The tutors provide suggestions and motivation that can build enthusiasm for student learning and enthusiasm in the learning process.

Picture 4.7
Closing the lesson

The tutor ask the members to pray together.Then the teacher given greets for members.

So, it can be conclude that the results of observations, interviews and documentation carried out by researcher in the process of implementing vocabulary learning using the sentence race game through the following steps: (1) Asking students to stand 2) Dividing students into several groups by counting starting from 1-4 and the number of one group contains 5 people. 3) In this game, only 2 group are played at the beginning and then followed by other group. 4) There are two sectionthat will be passed by the players. Section one to take the vocabulary that has been provided. The section two is for making sentences and translating sentences. Each section will have a teacher guarding 5) The players must run from section one to section two and must be careful not to drop the paper in the spoon 6) The fastest player in making and translating sentence will be considered the winner. The sentences must be correct and precise.

2. **The Advantages of Teaching Vocabularies Using Sentence Race Game at Bustanul Ulum English Center**

All methods used in the learning process must have some advantages and disadvantages. This method can be effective depending on certain circumstances and vice versa. Therefore, teachers must be careful and wise in choosing learning methods based on criteria that are appropriate to the circumstances of their students. In the process of learning vocabulary using the sentence race game at the Bustanul ulum English Center has several advantages and disadvantages.

Mss. Rosita, the homeroom teacher of Step Twostated that:

Dengan menggunakan metode permainan sentence race para member lebih gampang dalam memahami materi yang disampaikan, memudahkan member dalam mengingat kosa kata yang diperoleh dan mendapatkan kosa kata yang baru. Selain itu, permainan sentence race ini seru dan menyenangkan sehingga membuat member lebih semangat dalam mengikuti proses pembelajaran yang sedang berlangsung. Metode permainan ini juga sangat cocok dilakukan karena dapat merangsang member dalam segi emosional, intelektual dan psikologis.[51]

Maura Delva, one of the step two member reinforced the statement:

Permainan sentence race ini membuat saya dan teman-teman lebih gampang dalam mengingat dan memperoleh kosa kata baru. Juga membuat kita aktif dalam melakukan pembelajaran.Biasanya ketika menggunakan metode ceramah hanya orang yang pintar saja yang aktif dan lainnnya hanya mendengarkan saja. Tetapi setelah melakukan metode ini semua siswa aktif dan saliang bekerja sama dengan timnya.[52]

Based on the interview above, it was found that using sentence race games in vocabulary learning has advantages including: a) make it easier for students to remember and acquire new vocabulary b) give new enthusiasm to students c) make students not confused in understanding the material explained d) stimulate students intellectually, emotionally and psychologicall.

The interview above, also supported by field observations made by the researcher at Bustanul Ulum English Center. In the first and second meetings, the researcher observed learning that applied the sentence race game method. The interviews that have been conducted are relevant to the real circumstances that exist in learning activities. In the first meeting the

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[51] Maura Delva, Interview, March 31, 2023
[52] Mss.Rosita, Interview, March 28, 2023

tutor delivered the material. In the second meeting the tutor applied steps of sentence race game. In this second meeting, students were more active in participating in the learning process.[53]

The results of the interview are reinforced by the results of the documentation.

Picture 4.8
The student make sentence from teacher's vocabulary

Based on the result of the interviews, observations, and document review above, it can be concluded that the process of learning vocabulary using the sentence race game method at bustanul ulum English center has advantages. The advantages in this sentence race game are as follow: a) makes it easier for students to remember and acquire vocabulary b) makes it easier for students to understand the material c) gives new enthusiasm to student d) make students active and able to work together with the team.

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[53] Observation, Jember, March 17, 2023

Table 4.3
The Result of Research Findings

Research Focus	Research Findings
1	2
1. How is the implementation of teaching vocabularies using Sentence Race Game at Bustanul Ulum English Center?	The steps for learning vocabulary using the sentence race game are as follows: a) Asking members to stand b) Dividing members into several groups by counting from 1-4 and the number of one group contains 5 people c) In this game, the one who plays at the beginning only 2 group then followed by another group d) There are two section that will be skipped by the players. Section one to take the vocabulary that has been provided. Section two is for making sentences and translating sentences. Each section have teacher accompany e) The players must run from section one to section two and must be careful not to drop the paper on the spoon. f) The fastest player in making and translating sentences will be considered the winner. The sentences must be precise and correct both in terms of pronunciation and meaning
2. Howisadvantages and disadvantages of teaching vocabularies using Sentence Race Game at Bustanul Ulum English Center?	The advantages using sentence race game are as follows: (a) make it easier for students to remember and acquire new vocabulary (b) give new enthusiasm to students (c) make students not confused in understanding the material explained (d) stimulate students intellectually, emotionally and psychologicall.

C. Discussion

At this stage, the researcher describes the data obtained by the researcher from the field and has previously been presented in the form of presentation information. The following data are discussed in detail and

related to the formulation of the problems in the research. Following are discussions.

1. **The Implementation of Teaching Vocabularies Using Sentence Race Game at Bustanul Ulum English Center**

   The implementation of vocabulary learning using the sentence race game at the bustanul ulum English center is the stage where the tutor applied the learning process by applying the previously designed learning design. The results of these findings are then analyzed with the implementation of learning theory found in the implementation of learning books, namely:

   Trianto stated that thematic learning must be carried out using three stages of activity. Preliminary activities are around 35 minutes, core activities are 45 minutes and closing activities are around 35 minutes.[54]

   In the theory above, it has been explained that in the learning process there are three stages, namely preliminary activities, core activities and closing activities. Based on the results of research in the field, before the teacher starts learning, he always opens by praying together. Then, they gave stimulation of Bustanul Ulum English Center chants as well as apperception, giving instructions and the purpose of the material to be delivered. After that the teacher applied the sentence race game to members.

   In the core research activities, Mss. Rosita using the sentence race game method. This game requires students to think creatively and agile,

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[54] Lailatul Usriyah, Perencanaan pembelajaran (Jawa Barat: Penerbit Adab, 2021),50

especially in processing the vocabulary that has been given by the teacher. In closing activities, Mss. Rosita provides conclusions and opportunities for students to ask questions before closing with a prayer.

The results of the field analysis above, when compared with Andi Prastowo's theory, have similarities because in theory it states that the steps in carrying out thematic learning I are divided into three things, namely initial activities, core activities and final or closing activities.[55]

Based on the above theory, the implementation of vocabulary learning using sentence race game at Bustanul Ulum English Center is in accordance with the theory described above and in accordance with the learning implementation plan that has been prepared previously, namely preliminary activities, core activities and closing activities.

2. **The Advantages of Teaching Vocabularies Using Sentence Race Game at Bustanul Ulum English Center**

Each learning method definitely has advantages in learning activities. Based on these findings, in this research the researcher found that the sentence race game method has the advantage that the teacher provides new vocabulary or has been encountered by students using an interesting method. In addition, the teacher also asks students to make the vocabulary into sentences which must consist of verbs, adverbs and prepositions.

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[55] Andi Prastowo, Analisis Pembelajaran Tematik Terpadu, (Jakarta: Kencana, 2019), 216

According to Mistriyati, through this method, students can memorize vocabulary that has been studied for a longer time so that vocabulary is easy to remember and this game makes students enjoy the learning process and they are interested in learning to understand vocabulary. [56] This theory is in accordance with the facts in the bustanul ulum english center which makes it easier for members to understand the material, makes it easier for students to remember the vocabulary that has been studied as well as getting new vocabulary and instilling enthusiasm for student learning in learning vocabulary.

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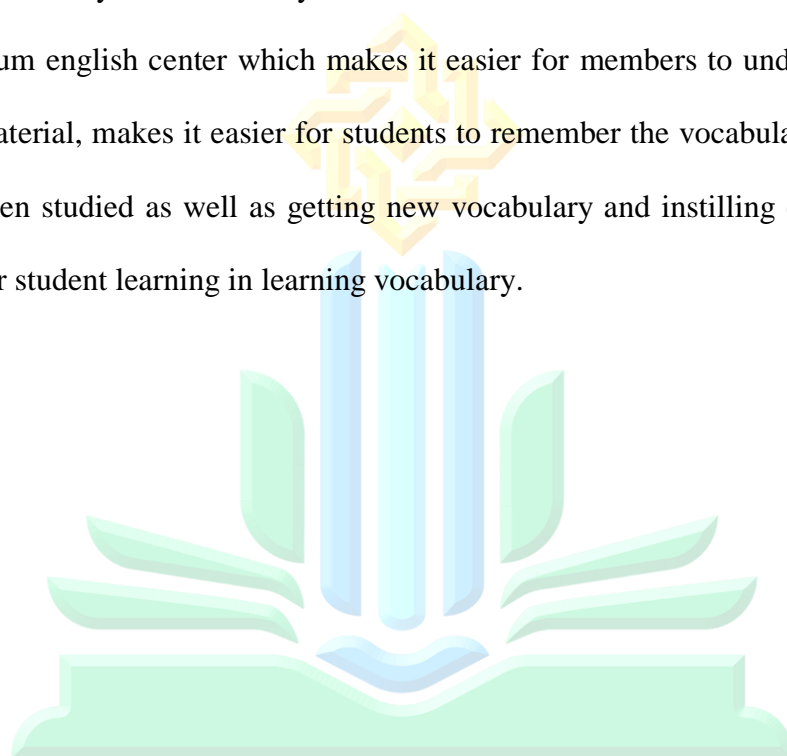
[56] Mistriyati, "The Effectiveness of Sentence Race Game as a Technique for Teaching Vocabulary at Eighth Grade of SMPN 1 Kalibogor in Academic Year of 2015/2016"(Thesis, Universitas Muhammadiyah Purwokerto, 2016), 15-16

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusions and suggestions related to the research that has been carried out with the title " The Implementation of Teaching Vocabularies Using Sentence Race Game at Bustanul Ulum English Center ".

A. Conclusion

From the result of the research that has been discussed in chapter IV, the researcher can be conclude that:

1. The Implementation of Teaching Vocabularies Using Sentence Race Game at Bustanul Ulum English Center

   The implementation of teaching vocabulary using sentence race game at Bustanul Ulum English Center was carried out in two meetings on one material. In the first meeting the teacher explained about the part of speech material. In the second meeting, the sentence race game was applied and the students were assessed. After the implementation and assessment of students' knowledge, students' vocabulary increased and students became more active.

2. The Advantages of Teaching Vocabularies Using Sentence Race Game.

   The researcher found several advantages of using sentence race games. The advantages are making it easier for students to get vocabulary, students are more enthusiastic about learning and making it easier to understand the material presented.

B. Suggestion

1. Director of BEC

   The researcher hopes that the facilities and learning places provided by the school can be more complete and strategic. So, the learning process can be carried out optimally.

2. For the next reseacher

   The researcher hopes that the results of this research can be use as a reference for further research that aims to create better teaching and learning methods in English. Future research can implement this game using other skills.
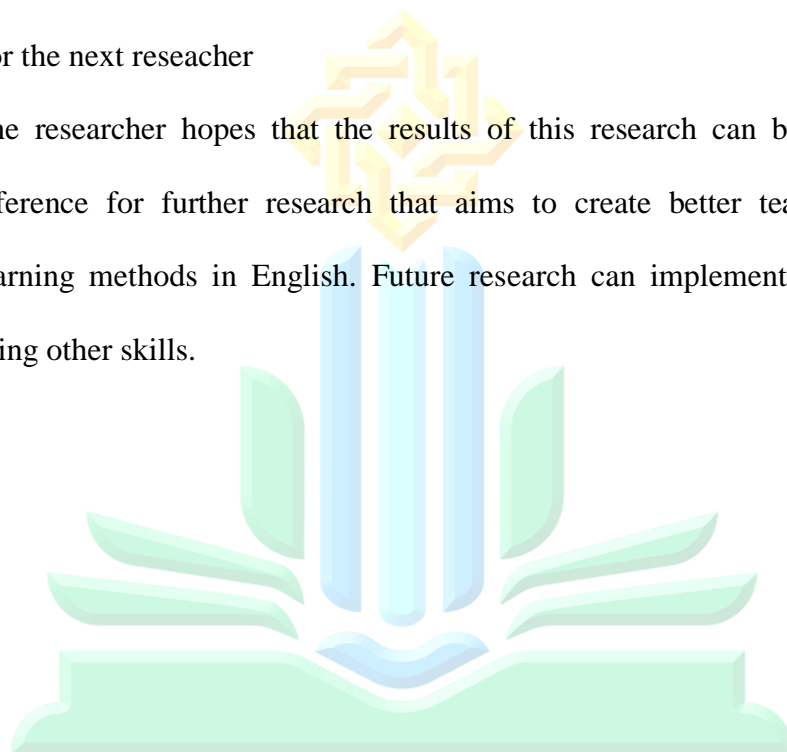
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APPENDIX I

DECLARATION OF AUTHENTICITY

The undersigned below:

Name   : Nia Safira

Nim   : T20196111

Faculty   : Education and Teacher Training

Program   : English Education

Declare that thesis entitled **"The Implementation of Teaching Vocabularies Using Sentence Race game at Bustanul Ulum English Center"** is truly my original work from the result of conducting research at Bustanul Ulum English Center Mlokorejo, except some resource which are accepted from references mentioned.

Jember, 7 September 2023

Nia Safira
SRN:T20916111

APPENDIX II

MATRIX

Title	Variable	Indicator	Source of data	Research method	Research focus
The implementation of teaching vocabularies using sentence race game at Bustanul Ulum English Center	Sentence race game	1. Implementation of Sentence Race Game 2. Advantages of Sentence Race Game	1. Bustanul Ulum English Center of teacher's 2. Bustanul Ulum English Center of student's 3. The student's data of Bustanul Ulum English Center 4. Photograph during sentence race game	1. **Research approach:** Qualitative 2. **Data Collection Method:** a.Observation b.Interview c.Documentation	1. How is the implementation of teaching vocabularies using sentence race game at Bustanul Ulum English Center?
	Vocabularies	1. Word Class: a. Verb b. Pronoun c. Adverb 2. Meaning 3. Pronounciation		3. **Data Analysis Method:** Descriptive Qualitative 4. **Validation of Data:** • Triangulation of source • Triangulation of methods	2. How is the advantages of teaching vocabularies using sentence race game at Bustanul Ulum English Center?

APPENDIX III

RESEARCH INSTRUMENT

Instrument of Interview

1. **Director of Bustanul Ulum English Center**
   - What is the vision and mission of Bustanul Ulum English Center
   - What is the book and media commonly used by the teacher of Bustanul Ulum English Center in learning?
   - What is the program at Bustanul Ulum English Center?

2. **Tutor of Step Two at Bustanul Ulum English Center**
   - How is the implementation of teaching vocabularies using sentence race game at BustanulUlum English Center?
   - How do students respond after using the sentence race game in teaching vocabularies?
   - How is the advantages and disadvantages of teaching vocabularies using sentence race game at Bustanul Ulum English Center?

3. **Member of Step Two at Bustanul Ulum English Center**
   - Do you like and enjoy studying at the Bustanul Ulum English Center? Give the reason
   - Has there ever been learning using games?
   - What games have you used?
   - Have you ever heard of the sentence race game?
   - Has your tutor used this sentence race game in learning?
   - Do you think this game is effective for adding vocabulary?
   - How is the implementation of teaching vocabularies using sentence race game at BustanulUlum English Center?
   - How is the advantages of teaching vocabularies using sentence race game at Bustanul Ulum English Center?
   - How do you respond after using the sentence race game in teaching vocabularies?

APPENDIX IV

OBSERVATION GUIDELINES

In conducting research, researcher also used observation guidelines that have been prepared to facilitate conducting research at the Bustanul Ulum English Center as follows:

1. Gheographical location of Bustanul Ulum English Center
2. Organization structure of Bustanul Ulum English Center
3. Implementation of sentence race game in whole activities
4. Advantages of sentence race game

No	Observation Activities	Day/Date
1	2	3
1	Gheographical location of Bustanul Ulum English Center	Friday, 17 March 2023
2	Organization structure of Bustanul Ulum English Center	Friday. 17 March 2023
3	Implementation of sentence race game in whole activities	Friday, 17 March 2023
4	Advantages of sentence race game	Friday, 24 March 2023

Transcription of interview

Interview 1

Mss. Rosita Dwi Ivanka (Tutor)

Researcher: Good morning Mss

Tutor: Good morning

Researcher : Kemaren saya sudah melakukan observasi ngeh. Lalu sekarang saya ingin mewawancarai Mss terkait permainan sentence race game. Apakah Mss bersedia?

Tutor: Ya saya bersedia. Silahkan

Researcher: Penelitian ini kan tentang permainan sentence race game ya Mss. What do you think about sentence race game?

Tutor : Permainan sentence race game itu permainan yang mengubah vocabulary menjadi kalimat secara cepat. Maksutnya harus dilakukan dengan cepet-cepetan.

Researcher : Baik mss. Lalu How is the implementation of teaching vocabularies using sentence race game at Bustanul Ulum English Center?

Tutor: Saya melakukan pembelajaran sesuai dengan modul ajar yang telah disusun sebelumnya. Setiap melakukan proses pembelajaranSaya biasanya membuka pembelajaran dengan menyampaikan salam serta berdoa bersama sama kemudian memberikan stimulasi berupa menyanyikan yel-yel bec selanjutnya memberikan apersepsi dengan mengulangi kosa kata yang saya sebutkan lalu memberikan arahan dan intruksi. Kemudian meminta siswa untuk berdiri dan memperkenalkan, Membagi siswa dalam beberapa kelompok dengan cara berhitung mulai dari 1-4 dan jumlah satu kelompok berisi 5 orang. Permainan di awal dimainkan oleh 2 grub kemudian disusul dengan grub lainnya. Ada dua bagian yang akan dilalui oleh para siswa. Bagian kesatu untuk mengambil kosa kata yang telah disediakan.Bagian kedua untuk membuat kalimat dan menterjemahkan kalimat. Setiap bagian akan ada guru yang menjaga. Para siswa harus berlari dari bagian satu ke bagian dua dan harus hati –hati agar tidak menjatuhkan kertas yang ada di

sendok. Tim yang paling cepat dalam membuat dan menerjemahkan kalimat maka akan dianggap sebagai pemenang.

Researcher : Jadi pengimplementasiannya seperti itu ngeh Mss?

Tutor: Ya seperti itu

Researcher: Setelah di implementasikan bagaimana sih respon member or How do members respond after using the sentence race game in teaching vocabularies?

Tutor: Setelah melakukan pembelajaran dengan menggunakan metode permainan sentence race ini member kebanyakan mulai semangat lagi dalam melakukan pembelajaran yang lainnya. Banyak juga member yang mengatakan bahwa pembelajaran ini sangat efektif dalam memahami dan menambahkan kosa kata.Karena kegiatan yang seru itu menjadi lebih mudah memahami materi dan siswa tidak merasa dalam melakukan pembelajaran. Beda saat melakukan pembelajaran dengan metode ceramah member bosan dan tidak tertarik dalam menerima materi yang akan disampaikan. Sehingga membuat materinya tidak dapat dipahami.

Researcher: Jadi member lebih senang ketika melakukan pembelajaran menggunakan permainan sentence race game ngeh mss dari pada metode ceramah?

Tutor: Iya karena kan kalau metode ceramah itu mereka cuma mendengarkan saja jadi pasti bosan

Researcher: How is the advantages of teaching vocabularies using sentence race game at Bustanul Ulum English Center?

Tutor: Klw untuk advantages nya itu member lebih gampang dalam memahami materi yang disampaikan, memudahkan member dalam mengingat kosa kata yang diperoleh dan mendapatkan kosa kata yang baru. Selain itu, permainan sentence race ini seru dan menyenangkan sehingga membuat siswa lebih semangat dalam mengikuti proses pembelajaran yang sedang berlangsung. Metode permainan ini juga sangat cocok dilakukan karena dapat merangsang siswa dalam segi emosional, intelektual dan psikologis.

Researcher: Permainan ini dilakukan setiap hari atau ada hari khusus untuk menerapkannya?

Tutor: Ada hari khususnya di hari jumat. Jadi setiap hari jumat itu penerapan permainan sentence race game dilakukan. Tapi juga bergantian ya dengan permainan atau program lainnya

Researcher: Baik Mss. Saya rasa sudah cukup untuk data wawancara yang akan saya gunakan. Terimakasih untuk waktunyaa Mss

Tutor: Iya sama– sama

Interview 2

Iftitah Riska (Director)

Researcher: Good Morning Mss

Director: Good Morning

Researcher: Saya kan disini untuk penelitian ngeh Mss jadi ada beberapa data atau informasi yang saya ingin tanyakan terkait visi misi dan pertanyaan lainnya. Apakah Mss bersedia? Sebelumnya dengan Mss siapa ngeh?

Director : Boleh, saya Iftitah Riska

Researcher: Berperan sebagai apa Mss di BEC?

Director: Saya sebagai direktur BEC

Researcher: Baik Mss. What is the vision and mission of Bustanul Ulum English Center?

Director: The Vision is to become an excellent, Islamic, innovative and competitive English language course institution. Then the Mision is creating a comfortable and enjoyable English learning atmosphere and Organizing an effective and efficient teaching and learning process according to specific needs.

Researcher: Lalu buku dan media apa sih Mss yang digunakan oleh guru di BEC

Director: Untuk buku nya itu ada dua mbg English Skills Booster and Gratifying English Grammar. Tapi keseringan menggunakan English Skills Booster.Medianya yang sering digunakan itu kadang pakek proyektor untuk menayangkan video, film, music atau gambar dan menggunakan buku yang saya sebutkan tadi itu.

Researcher: Lumayan banyak ngeh Mss media yang digunakan

Director: Iya banyak mbg tapi jarang digunakan tergantung dengan materi yang diajarkan

Researcher: Apa saja program yang ada di BEC?

Director : Programnya itu banyak ya mbak ada program harian, mingguan dan bulanan. Klw harian itu ada yang namnya night club dan heward class.Mingguan itu ada Morning Class, Confident Show, Large Class and Elective Class. Sedangkan bulanan itu ada meeting sama study club.

Researcher :Berarti klw sentence race game itu termasuk di program yang mana ngeh?

Director: Di program bulanan atau sering disebut English Ice Breaking (Games)

Researcher: Baik Mss. Saya rasa Sudah cukup untuk data informasinya terimakasih

Director: Sama-sama

Interview 3

Maura Delva (Member)

Researcher: Hai salam kenal ya, Sebelumnya perkenalkan nama saya nia safira salah satu mahasiswa UIN yang melakukan penelitian tentang sentence race game. What is your name?

Member: My name is Maura delva

Researcher: What class are you? Kamu kelas berapa?

Member: First grade of senior high school

Researcher: Apakah kamu suka atau senang belajar di BEC?Berikan alasanya?

Member: Saya suka dan senang belajar di BEC. Karena sistem pembelajarannya yang efektif dan efesien.

Researcher: Apakah pernah ada pembelajaran yang menggunakan permainan disini?

Member: Bukan pernah tapi sering ada pembelajaran permainan disini

Researcher: Permainan apa saja yang pernah digunakan?

Member: Banana dance and badminton game

Researcher: Apakah kamu pernah mendengar dengan permainan sentence race ?

Member: Saya pernah mendengar mbg

Researcher: Apakah tutor mu menggunakan permainan sentence race ini dalam pembelajaran ?

Member: Iya mbg pakek permainan itu

Researcher: Terus pengimplementasi permainan sentence race itu gimana atau langkah-langkah dalam menggunakan permainan sentence race?

Member: Mss. Rosita itu biasanya ketika mengajar selalu mengawali pembelajaran dengan membaca doa bersama sama, baru setelah itu memberikan stimulasi dan apersepsi yang membuat saya dan anak lain-lainya semangat dalam melakukan pembelajaran. Kemudian sebelum melakukan kegiatan permainan sentence race Mss. Rosita memberikan intruksi dan tujuan dari materi yang akan disampaikan, kemudian melakukan sentence race game. Pada akhir pembelajaran Mss. Rosita akan memberikan kesempatan untuk bertanya hal yang menyulitkan siswa dalam melakukan permainan tadi, serta memberikan jawaban dari pendapat siswa beserta kesimpulannya. Baru setelah itu Mss. Rosita akan menutup pembelajaran dengan berdoa bersama-sama.

Researcher: Menurutmu permainan ini efektif untuk menambahkan kosa kata?

Member: Iya sangat efektif karena menyenangkan dan membuat saya dan teman-teman lebih mudah dalam memahami materi pembelajaran. Dan gampang mengingat kosa kata yang diperoleh tadi mbg.

Researcher: Berarti kamu lebih paham ya dalam memahami materi

Member: iya mbak

Researcher: lalu apa saja kelebihan yang kamu rasakan selain itu?

Member: Permainan sentence race ini membuat saya dan teman-teman lebih gampang dalam mengingat dan memperoleh kosa kata baru. Juga membuat kita aktif dalam melakukan pembelajaran.Biasanya ketika menggunakan metode ceramah hanya orang yang pintar saja yang aktif dan lainnnya hanya

mendengarkan saja. Tetapi setelah melakukan metode ini semua siswa aktif dan saliang bekerja sama dengan timnya

Researcher: mmmm I see. okey terimakasih atas waktunya ya

Member: Iya mbak sama sama

Interview 4

Maria Mufidah (Member)

Researcher: Hai salam kenal ya, Sebelumnya perkenalkan nama saya nia safira salah satu mahasiswa UIN yang melakukan penelitian tentang sentence race game. What is your name?

Member: My name is Maria mufidah

Researcher: What class are you? Kamu kelas berapa?

Member : First grade of senior high school

Researcher: Apakah kamu suka atau senang belajar di BEC?berikan alasanya?

Member: Saya senang karena di BEC ini sangat banyak program yang menarik dan seru

Researcher: Apakah pernah ada pembelajaran yang menggunakan permainan disini?

Member: Pernah, permainan malah sering dilakukan mbg

Researcher: Permainan apa saja yang pernah digunakan?

Member: Seinget saya itu cuma sentence race game, say a sentence and banana dance

Reseacher : Berarti gurumu pernah ya melakukan permainan sentence race ini?

Member : Sering mbak sentence race game ini dilakukan malah setiap hari jumat tapi juga bergantian dengan program lainnya

Researcher: Lalu bagaimana sih pengimplementasiannya atau langkah-langkahnya?

Member : Langkah langkah nya itu dibagi beberpa kelompok kemudian teman-teman disuruh membuat kalimat dari vocab yang sudah disediakan. Itu harus cepet- cepetan mbak biar jadi pemenang.Kalimatnya juga harus terdiri dari kata kerja, kata ganti dan kata penghubung.

Researcher: Menurutmu permainan ini efektif atau tidak untuk menambahkan kosa kata?

Member: Ketika melakukan kegiatan pembelajaran dengan menggunakan permainan sentence race menjadi lebih efektif dari pada menggunakan metode ceramah. Karena saya merasa lebih mudah dalam memahami materi yang disampaikan oleh guru.Ketika menggunakan permainan sentence race ini saya juga bisa mengingat kosa kata lama dan mendapatkan kosa kata baru.

Researcher: Itu termasuk kelebihannya ya. Lalu apakah ada lagi kelebihan dan kekurangan yang ada di permainan sentence race ini?

Researcher : Seperti itu ngeh, baik. Terimakasih sudah meluangkan waktu untuk di interview ya

Member : Iya mbak sama-sama. Saya senang juga membantu
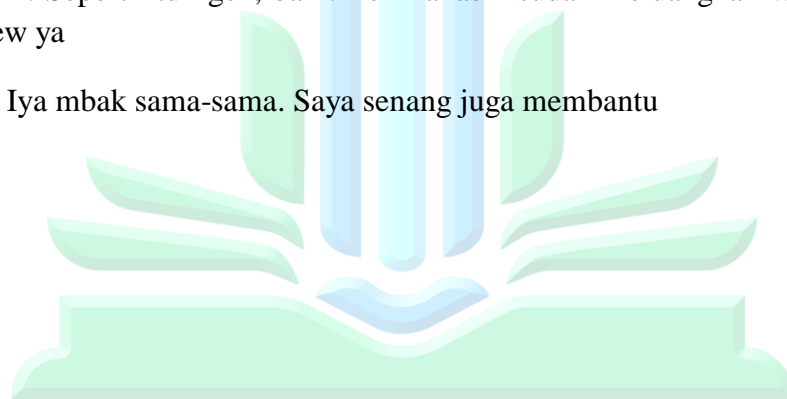
APPENDIX VI

RENCANA PELAKSANAAN SENTENCE RACE GAME

Satuan Pendidikan   : Bustanul Ulum English Center

Kelas   : Step Two

Pelajaran   : Vocabulary

Materi   : Part of Speech

Alokasi waktu   : 2 Pertemuan

A. Standar Kompetensi
   1. Mampu memahami dan merangkai kalimat sesuai dengan tata bahasa inggris (Grammar)

B. Kompetensi Dasar
   1.1 Member dapat menjelaskan tentang part of speech
   1.2 Member dapat menyusun kalimat yang terdiri dari verb, pronoun and adverb

C. Kompetensi Inti
   1.1 Member dapat menjelaskan pengertian part of speech
   1.2 Member dapat menyusun dan menterjemahkan kalimat yang terdiri dari verb, pronoun and adverb
   1.3 Member dapat mengucapkan pengucapan yang benar dan jelas

D. Indiktor
   1. Memahami dan mengenal part of speech khususnya verb, pronoun and adverb

E. Tujuan Pembelajaran
   1. Member dapat menjelaskan dan memahami pengertian part of speech dan jenis-jenisnya
   2. Member dapat menyusun dan menterjemahkan kalimat yang terdiri dari verb, pronoun and adverb
   3. Member dapat mengucapkan pengucapan yang benar dan jelas

F. Karakter Member
   1. Disiplin   3. Tanggung Jawab

2. Rasa Hormat   4. Ketelitian

G. Media Pembelajaran
1. Papan Tulis   5. Nampan
2. Buku   6. Sendok
3. Spidol
4. Kertas

H. Metode Pembelajaran
Dalam pembelajaran part of speech ini menggunakan metode sentence race game

I. Kegiatan Pembelajaran

PERTEMUAN KE-1		
Kegiatan	**Deskripsi Kegiatan**	**Alokasi Waktu**
Pendahuluan	1. Tutor membuka pembelajaran dengan salam dan dilanjut dengan memabaca doa bersama-sama 2. Tutor memberikan apersepsi/stimulasi kepada member berupa yel-yel BEC dan mengulang kosa kata yang telah di dapatkan dalam pembelajaran sebelumnya 3. Tutor memberikan gambaran tentang materi yang akan dipelajari	10 Menit
Kegiatan Inti	1. Tutor menjelaskan materi di buku English Skills Booster pada bab Part of Speech dengan menggunakan sentence race game a. Pengertian Part of speech b. Jenis-jenis Part of speech c. Contoh Part of Speech 2. Member melakukan refleksi dengan bertanya mengenai materi yang telah disampaikan	40 Menit
Kegiatan Penutup	1. Tutor memberikan pertanyaan kepada member sebagai penilaian pemahaman member 2. Tutor menunjuk salah satu member untuk menjelaskan definisi, jenis-	10 Menit

	jenis dan satu contoh dari part of speech	
	3. Tutor memberikan motivasi kepada siswa agar semangat dalam pembelajaran	
	4. Tutor menjelaskan materi yang akan dipelajari pertemuan selanjutnya	
	5. Tutor menutup pembelajaran dengan berdoa bersama	

PERTEMUAN KE-2		
Kegiatan	**Deskripsi Kegiatan**	**Alokasi Waktu**
Pendahuluan	1. Tutor membuka pembelajaran dengan salam dan dilanjut dengan membaca doa bersama-sama 2. Tutor memberikan apersepsi/stimulasi kepada member berupa yel-yel BEC dan mengulang kosa kata yang telah di dapatkan dalam pembelajaran sebelumnya 3. Tutor mengaitkan materi sebelumnya dengan materi yang akan dipelajari	10 Menit

Kegiatan Inti	1. Tutor memberikan intruksi dan langkah-langkah dalam melakukan permainan sentence race :
	  a) Tutor meminta member untuk berdiri
	  b) Tutor membagi siswa dengan cara berhitung mulai dari 1-4. Satu kelompok berjumlah 5 orang
	  c) Dalam permainan ini dimainkan oleh 2 grup dalam satu kali main
	  d) Ada dua bagian yang harus dilewati oleh pemain. Bagian pertama untuk mengambil kosa kata yang telah disediakan. Bagian kedua untuk membuat dan menterjemahkan kalimat. Setiap bagian aka nada guru yang menjaga
	  e) Pemain harus berlari dari bagian pertama ke bagian kedua dan harus hati hati agar kertas yang dibawa tidak terjatuh
		40 Menit

	f) Pemain tercepat dalam membuat dan menerjemahkan kalimat akandianggap sebagai pemenang. Kalimat harus tepat dan benar baik dari segi pengucapan maupun makna	
Kegiatan Penutup	1. Tutor meminta member untuk menanyakan kesulitan dalam permainan tadi 2. Tutor memberikan jawaban dan kesimpulan dari pertanyaan member 3. Tutor memberikan motivasi kepada siswa agar semangat dalam pembelajaran 4. Tutor menutup pembelajaran dengan berdoa bersama	10 Menit

J. Penilaian Pengetahuan

No	Nama	Kriteria Penilaian												Skor Perolehan
		A				B				C				
		1	2	3	4	1	2	3	4	1	2	3	4	

Kriteria Penilaian:

A. Menjelaskan pengertian part of speech
B. Menyebutkan pengucapan dengan jelas
C. Menyusun dan menterjemahkan kalimat yang terdiri dari verb, adverb and adjective

Skor Penilaian:

4 : Sangat Jelas
3 : Jelas
2 : Cukup
1 : Kurang

APPENDIX VII

LANGKAH-LANGKAH PERMAINAN SENTENCE RACE

(1) Meminta siswa untuk berdiri dan berbaris

(2) Membagi siswa menjadi beberapa kelompok dengan cara berhitung mulai dari 1-4 dan jumlah satu kelompok terdiri dari 5 orang.

(3) Dalam permainan ini, hanya 2 grup yang dimainkan di awal dan kemudian diikuti oleh grup lainnya.

(4) Ada dua bagian yang akan dilewati oleh para pemain. Bagian satu untuk mengambil kosakata yang telah disediakan. Bagian kedua untuk membuat kalimat dan menerjemahkan kalimat. Setiap bagian akan ada guru yang mendampingi

(5) Para pemain harus berlari dari bagian satu ke bagian dua dan harus berhati-hati agar tidak menjatuhkan kertas yang ada di atas sendok

6) Pemain yang tercepat dalam membuat dan menerjemahkan kalimat akan dianggap sebagai pemenang. Kalimat yang dibuat harus tepat dan benar baik dalam segi ucapan maupun arti

STEPS OF SENTENCE RACE GAME

(1) Asking students to stand and line up

(2) Dividing students into several groups by counting starting from 1-4 and the number of one group contains 5 people.

(3) In this game, only 2 group are played at the beginning and then followed by other groups.

(4) There are two section that will be passed by the players. Section one to take the vocabulary that has been provided. Section two is for making sentences and translating sentences. Each section have a teacher accompany

(5) The players must run from section one to section two and must be careful not to drop the paper on the spoon

6) The fastest player in making and translating sentences will be considered the winner. The sentences must be precise and correct both in terms of pronunciation and meaning.

APPENDIX VIII

Journal of the research

Research Journal's Activities

Name   : Nia Safira

Nim   : T20196111

Location   : Bustanul Ulum English Center Mlokorejo

Title   : The Implementation of Teaching Vocabularies Using Sentence Race Game at Bustanul Ulum English Center

NO.	Day, Date	Activity	Note, Informan	TTD
1.	Friday, 17th of March	Observation	Mss. Rosita	
2.	Monday, 20th of March	Interview Director	Mss. Iftitah	
3.	Tuesday, 21st of March	Interview Tutor	Mss. Rosita	
4.	Wednesday, 22nd of March	Interview Member	Maura Delva	
5.	Thursday, 23rd of March	Interview Member	Maria Mufidah	
6.	Friday, 24th of March	Observation	Mss. Rosita	
7.	Tuesday, 28th of March	Interview Tutor	Mss. Rosita	
8.	Thursday, 30th of March	Interview Member	Maria Mufidah	
9.	Friday, 31st of March	Interview Member	Maura Delva	

Jember, 31st March 2023

Director of BEC

Iftitah Riska

APPENDIX IX

Nomor : B-1306/In.20/3.a/PP.009/03/2023
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Bustanul Ulum English Center
Jl. KH. Abdullah Yaqien No.1-5, Krajan Timur, Mlokorejo, Kec. Puger, Kabupaten Jember, Jawa

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

NIM	:	T20196111
Nama	:	NIA SAFIRA
Semester	:	Semester delapan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Teaching Vocabularies Using Sentence Race Game at Bustanul Ulum English Center " selama 15 (lima belas) hari di lingkungan lembaga wewenang Bapak/Ibu Ms.Iftitah Rizka

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

        Jember, 17 Maret 2023
        an. Dekan,
        Wakil Dekan Bidang Akademik,

        MASHUDI

APPENDIX X

Bustanul Ulum English Center (BEC)

Pondok Pesantren Bustanul Ulum Mlokorejo

Jl. KH. Abdullah Yaqien No. 1-5 Mlokorejo, Puger, Jember

SURAT KETERANGAN

Nomor: 120/BEC.PPBU/D.I/3/2023

Yang bertanda tangan di bawah ini :

Nama   : Iftitah Riska

Jabatan   : Direktur Markas Bahasa Inggris PP. Bustanul Ulum Mlokorejo

Dengan ini menerangkan bahwa mahasiswa di bawah ini:

Nama   : Nia Safira

NIM   : T20196111

Fakultas/Prodi : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Telah melakukan penelitian di Markas Bahasa Inggris Pondok Pesantren Bustanul Ulum Mlokorejo-Puger-Jember dengan Judul "The Implementation of Teaching Vocabularies Using Sentence Race Game at Bustanul Ulum English Center" selama 15 hari di lingkungan lembaga wewenang Bapak/Ibu KH. Syamsul Arifin di Markas Bahasa Inggris Pondok pesantren Bustanul Ulum Mlokorejo Jember. Yang dilaksanakan mulai tanggal 17 maret sampai 31 maret 2023.

Demikian surat ini kami buat untuk digunakan sebagaimana mestinya.

Jember, 31 Maret 2023

Direktur BEC

Iftitah Riska

APPENDIX XI

CURRICULUM VITAE

Personal Information

Name   : Nia Safira

SRN   : T20196111

Place, date of birth   : Jember, 13 June 2001

Gender   : Female

Address   : Sambileren Gumukmas Jember

Faculty   : Tarbiyah and Teacher Training

Major   : English Education

Email   : niasafira878@gmail.com

Education Background

2007 – 2013   : SDN Purwoasri 02

2013 – 2016   : SMP Plus Bustanul Ulum Mlokorejo

2016 – 2019   : SMA Plus Bustanul Ulum Mlokorejo