



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

THE INFLUENCE OF USING Pictionary GAME ON IMPROVING STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH VOCABULARY AT THE SEVENTH GRADE STUDENTS OF *SMPN 1 DAWUAN MAJALENGKA*

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher Training Faculty,
SyekhNurjati State Islamic Institute Cirebon In Partial Fulfillment of The Requirements of
Undergraduate Degree



By:

WAWAN WAHIDIN
Reg. Number :1410130156

**ENGLISH LANGUAGE TEACHING DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
SYEKH NURJATI STATE ISLAMIC INSTITUTE
CIREBON
2017**



ABSTRACT

Wawan Wahidin. 1410130156. *The Influence of Using Pictionary Game On Improving Students' Achievement In Learning English Vocabulary At The Seventh Grade Students of Smpn 1 Dawuan Majalengka.*

In learning vocabulary need some effort to become successfully in learning English. It is include to some possible ways to introduce the vocabulary of foreign language for students. The purpose is to increase students' motivation to learn vocabulary, especially for young learners (Junior High School) teacher should use varying technique and strategies based on the appropriately with the students need and capability. Components include to some poin t,such as:vocabulary, structure, pronunciation, and spelling are taught integrated with language skills which were demand the students to focus of learning and also the teacher suggested in present the materials must suitable by what learner needed.With the problem ecountered in Smpn 1 Dawuan Majalengka, the researcher will try to element the strategy using Pictionary game on improving student' achievement in leraning english vocabulary. A game is an activity with rules, a goal and element fun. One of the most important reason for using game is simply that they are immensely enjoyable for both tteacher and student (Jill Hadfield, 1984:5). This research method is a quantitative is designed as pre-experimental one group pre-test and post test design. The sample is class VII A. The technique of collecting data is test. The researcher use form multiple choice test that from the result try out instrument consist of 60 items after the calculating anates4V there are 30 items were considered valid and other items is not valid.The average of students' score in comprehending descriptive text before using Pictionary Game strategy is 48.91. While after using Pictionary Game Strategy, the average of students' score is 65.09. From the calculation, t_{count} is 3.95, while t_{table} is 1.685($t_{0.05}$). From the output of SPSS, Sig. (2-tailed) is $0.000 < 0.05$. $T_{count} > t_{table}$. The significance value $< \alpha$, it means that H_0 is rejected and H_a is accepted. So, the researcher concludes that hypothesis null (H_0) is rejected and hypothesis alternative (H_a) is accepted. It means that there is positive and significant influence of Pictionary Game Strategy on improving students' achievement in learning English vocabulary at the seventh grade student of SMPN 1 Dawuan Majalengka.It is recomended for teachers to use Pictionary game on students' achievement in learning English vocabulary. This game also can become one way to make students more interest and active in learning activity.







Keyword : *Pictionary game strategy, Vocabulary, Students' achievement, Descriptive text*



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

RATIFICATION

This thesis which is entitled **“The Influence Of Using Pictionary Game On Improving Students’ Achievement In Learning English Vocabulary At The Seventh Grade Students’ Of Smpn 1 Dawuan Majalengka”** written by Wawan Wahidin, student number 1410130156 has been examined on February 13th 2017. It has been accepted by the examiners. It has been recognized as one of requirement for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty *Syekh Nurjati* State Islamic Institute Cirebon.

	Date	Signature
The Head of English Language Teaching Department <u>Sumadi, SS, M.Hum</u> NIP. 19701005 20003 1 002	_____	
The Secretary of English Language Teaching Department <u>Dra. Hj. Amroh Umaemah, M.Pd</u> NIP. 19661214 199303 2 003	_____	
Examiner 1 <u>Dr. Hj. Huriyah Saleh, M.Pd</u> NIP. 19610112 198903 2 005	_____	
Examiner 2 <u>Dr. Asep Kurniawan, M.Ag</u> NIP.19710801 200312 1 001	_____	
Supervisor 1 <u>Sumadi, SS, M.Hum</u> NIP. 19701005 200003 1 002	_____	
Supervisor 2 <u>NurAntoni, E.T. SS, M.Hum</u> NIP. 19720717 200912 1 001	_____	

Acknowledged by the Dean of *Tarbiyah* and Teacher Training Faculty
Syekh Nurjati State Islamic Institute Cirebon



Dr. Ilman Nafi'a, M.Ag
 NIP. 19721220 199803 1 004



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

TABLE OF CONTENT

TITLE	i
ABSTRACT	ii
APPROVAL	iii
OFFICIAL NOTE	iv
LETTER OF AUTHENTICITY	v
RATIFICATION	vi
CURRICULUM VITAE	vii
DEDICATION	viii
MOTTO	ix
ACKNOWLEDGEMENT	x
PREFACE	xii
TABLE OF CONTENT	xiii
LIST OF TABLE	xvi
LIST OF FIGURE	xvi
LIST OF APPENDICES	xvii

CHAPTER I INTRODUCTION

1.1 Background of the Research.....	1
1.2 The Formulation of the Problem	5
1.2.1 The Identification of the Problem	5
1.2.1.1 The Research Area	5
1.2.1.2 The Approach of the Research	6
1.2.1.3 The Main Problem	6
1.2.2 The limitation of the Problem	6
1.2.2.1 Pictionary Game	6
1.2.2.2 Improving Students' Achievement	6
1.2.2.3 Unit of the Research	7
1.2.2.4 The Respondent of the Research	7



1.2.2.5 Sub Subject	7
1.2.3 The Questions of the Research	8
1.2.4 The Aims of the Research.....	8
1.3 The Usefulness of the Research	8

CHAPTER II THEORETICAL FOUNDATION

2.1 The Description of Pictionary Game.....	10
2.1.1 Definition of Pictionary Game	10
2.1.2 The Strength And Weakness of Pictionary Game.....	11
2.12.1 The Strength	11
2.12.2 The Weakness	11
2.2 The Definition of Games	11
2.2.1 The Types of Games	13
2.2.2 The Function of Games	14
2.2.3 The Purpose of Using Games	17
2.2.4 The Strength And Weakness of Games.....	18
2.2.5 Characteristic of Games In Language Teaching And Learning	18
2.2.6 Role of Games In Vocabulary Retention	19
2.3 The Definition of Vocabulary.....	22
2.3.1 Vocabulary	22
2.3.2 The Important of Vocabulary	23
2.3.3 The Kinds of Vocabulary	24
2.3.4 Techniques In Presenting Vocabulary.....	25
2.3.5 Teaching Strategy For Improving Students' Achievement In Learning English Vocabulary	28
2.3.6 The Difficulties In Teaching Vocabulary.....	30
2.4 The Students' Achievement In Learning English Vocabulary.....	32
2.4.1 Achievement Definition	32
2.4.2 The Factor Influencing The Achievement	32
2.5 The Influence of Using Pictionary Game on Improving Students' Achievement In Learning English Vocabulary	36
2.6 Sub Subject.....	38



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

2.6.1	Descriptive Text	38
2.6.2	Generic Structure of Descriptive Text	39
2.6.3	Language Features of Descriptive Text	39
2.7	The Previous Study	41
2.8	Frame of Thinking	43
2.9	The Hypothesis of The Research.....	45

CHAPTER III METHODOLOGY OF THE RESEARCH

3.1	The Place And Time of The Research.....	46
3.2	The Method of The Research	47
3.3	Research Design	47
3.4	The Variable of The Research.....	48
3.5	The Population And Sample of The Research	49
3.5.1	Population.....	48
3.5.2	Sample	50
3.6	The Technique of Instrument Data.....	50
3.6.1	Test	50
3.6.1.1	Valadity of The Test.....	53
3.6.1.2	Reliability of The Test.....	54
3.6.1.3	The Difficulty Index	55
3.6.1.4	The Discrimination Index.....	57
3.7	The Technique of Analysis Data	60
3.7.1	Quantitative Data Analysis	60
3.7.2	Normal Distribution Test.....	61
3.7.3	Homogeneity Test	62
3.8	The Statistic Hypothesis	62

CHAPTER IV THE RESEARCH FINDINGS AND DISCUSSIONS

4.1	The Research Findings	64
4.1.1	The Students' Score Before Using Pictionary Game Strategy	64
4.1.2	The Students' Score After Using Pictionary Game Strategy.....	66



4.1.3 The Influence of Using Pictionary Game on The Students' Achievement in Learning English Vocabulary.....	69
4.1.3.1 Normality Distribution Test.....	69
4.1.3.2 Homogeneity Test.....	70
4.1.3.3 The Influence of Using Pictionary Game on The Students' Achievement in Learning English Vocabulary.....	71
4.2 Discussion	77
4.3 The Limitedness of The Research	78

CHAPTER V CONCLUSION, SUGGESTION AND IMPLICATION

5.1 Conclusion	79
5.2 Suggestion.....	80
5.3 The Implication.....	81
BIBLIOGRAPHY	82
APPENDIX	86

LIST OF TABLE AND FIGURE

1. List of Table

Table 3.1	46
Table 3.2	49
Table 3.3	51
Table 3.4	54
Table 3.5	56
Table 3.6	56
Table 3.7	58
Table 3.8	59
Table 3.9	59

2. List of Figure

Figure 2.1	45
Figure 3.1	63

CHAPTER I INTRODUCTION

This chapter presents the introduction which consist the background of the problem, the identification of the problem, the limitation, the questions of the problem, the aims of the research and the last is about the use of the research. In other words this chapter talks about why the researcher does this research and why the researcher took the method of teaching as the study of region.

1.1 Background of The Problem

Language has significant function in spreading students' skill, social, emotion and one of tool to get successful in every learning process. Teaching and learning English process is hopped helping students to know their selves, own or other culture, showing their ideas and feeling, and also able to have active participation in English community, in this case is in the school area. English is divided into four skills, such as: listening, speaking, reading, and writing.

In other hand, there is one of the parts that support toward all of English skill that is Vocabulary. Because vocabulary is the basic thing to learn all of the skill, especially when we learning English as foreign language in Indonesia. So to known the role of vocabulary that support to learning language especially to be master vocabulary the students have to increase their vocabulary by practice use some strategies that appropriate with students' necessary.

From the outline above, we can conclude that the in learning vocabulary need some effort to become successfully in learning English. It is include to some possible ways to introduce the vocabulary of foreign language for students. The purpose is to increase students' motivation to learn vocabulary, especially for young learners (Junior High School), teacher should use varying technique and strategies based on the appropriately with the students need and capability. Components include to some poin t, such as:vocabulary, structure, pronunciation, and spelling





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

are taught integrated with language skills which were demand the students to focus of learning and also the teacher suggested in present the materials must suitable by what learner needed.

With the problem ecoutered in Smpn 1 Dawuan Majalengka, the researcher will try to element the strategy using Pictionary game on improving student' achievement in leraning english vocabulary. A game is an activity with rules, a goal and element fun. One of the most important reason for using game is simply that they are immensely enjoyable for both tteacher and student (Jill Hadfield, 1984:5).

One of the reason is the student in the class are not appropriate or suitable in teaching and learning. In the class, students only have a nice sitting, listening the teacher's explanation seriously and obey all of the content of material's explanation. They thing that, learning english it so difficult and they also have common perception lack of english vocabulary. And another reason, most of the student find the the difficulties in grammatical roles. They feel anxious about their grammar ability. The students feel difficult in speaking or writing the sentence because they think about the structure. In this case the student needs to motivate through new atmosphere that makes students more interested in learning english especially in vocabulary and more enjoyable to practice and action, etc.

Accoding to Amy rider et al (2003:14), drawing is see if students can draw the menaing of a word, using the word itself. Have them open their minds to all kinds of possibilities. Another idea is to assign a specific vocabulary word to each student. Then ask students to draw a picture that somehow illustrates their word, but without using the word itself in the illustration. (For example, a student might illustrate "gawk"by drawing someone with her eyeballs bulging.) The class as a whole then tries to guess which vocabulary word is illustrated by each picture.

Effective vocabulary instruction includes exposing students to words multiple times using various methods. Students draw pictures as clues to the vocabulary word for team members to correctly identifythe



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

term. Draw It is similar to the popular game *Pictionary* where drawings represent ideas or terms (June Preszler, 2006:16) she say that the pictionary game can be applied to the students in learning English vocabulary. The teacher can improve the students achievement of english vocabulary. Generally learning English vocabulary process have strong intention to improve students' ability to communicate using English well, in speaking, wrting, listening, and reading.

The existence of learning and teaching in the national education system often ambiguous because it less consistent in interpreting. From the practically it is do not differentiate instruction word to using the word. In the teaching activity indicate that to require knowledge and professional skill because as the teacher they have to teach the material by using some strategies and technique both of in the classroom or outclass. So to going on the learning the teacher should be making decision about what the data or source that should be select and organize appropriately with the teaching material, communicate with the students, learning style, effective approach, manage time. All of them should be design by scientific thinking. The professional teachers in teaching appear that the teacher has two aspect that is scientific aspect and moral aspect. Also how the appropriate treatment for student, the approach, and the technique and strategies to organize the teaching material be successfully in learning process. The teacher' ability will affect to students achievement include to choosing strategies or instructional media that can help students to understand material quickly and comprehensively. In connection with learning English process, the teacher should be creative, innovative to choose approach, technique, method, strategy that appropriate for students needed. It is can make sure the clearer learning outcomes and goal of learning process. In here, there is one thing that is learning strategy consider as common pattern to create an effective learning process. In the instructional strategies teachers should choose the correct learning models, appropriate teaching methods and learning techniques that support the learning method. In making the right decisions about instructional



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

strategies, teachers must account for the purpose, the characterization of the students, teaching materials successfully.

Based on assumption above, there is application of vocabulary teaching through the strategy of the game can be used as an alternative to increasing the motivation and student learning outcomes. Accordance most people' assumption that playing and learning is something that is the opposite. Not a few people think that a lot of play will reduce the time to learn. While most students consider the learning process make they boring if there is innovation from the teacher. So the teacher should apply the game. But play the game sometimes equated with a more playful underestimated, not serious and is considered as an act. Actually, there are many aspects contained in the play even more play that has an element of education. One is through the use of the game strategy that is pictionary game. This strategy will be memorable to students because they not only listen to the teacher, but also activate themselves in the learning process. Regarding this, Thornbury (2002:102) says that "the usefulness of game encourage learners to recall words and preferably." Moreover, games encourage the curiosity of students in learning, to think, to imagine, to listen, create, and express their ideas. Games can also be happy and make the class interesting. In Indonesian Big Dictionary (1995: 614) "is playing on the play, act play". It is can be conclude that the game is an activity that causes pleasure playing for participants.

On observations in Junior High School SMPN 1 Dawuan Majalengka, found problems in learning process, that's the process of learning walk in theoretical and focused on teacher learning in the absence of an active response from the students. Students only receive and record the material presented by the teacher in learning process and teacher does not know the students already to understands or not with the lesson. This can be seen when teacher was explaining the material, sometimes the students does pay attention to the explanation given by the teacher, the spirit of the students to acquire the material very difficult. Completeness of



students learning out comes is influence by many factor, such as the selection of appropriate learning method.

So the researchers will try to implement using the interest strategy and expected to improving student's achievement in learning English vocabulary. The goals of teaching and learning process will be meaningful if teacher could make situation of the class alive such as to choose interesting learning strategy. The teacher will help students to improve achievement in learning English Vocabulary and the researchers try to make a research about "The Influence Of Using Pictionary Game on Improving Students' Achievement In Learning English Vocabulary At The Seventh Grade Students of SMPN 1 Dawuan Majalengka".

Based on the description of the background of the problems above, this research focuses on the study "The Influence Of Using Pictionary Game on Improving Students' Achievement In Learning English Vocabulary At The Seventh Grade Students of SMPN 1 Dawuan Majalengka".

1.2 The Formulation of The Problem

1.2.1 The Identification of The Problem

The main problem is that the students are hard to learn English. So the researcher will try to know the influence using Pictionary Game on improving students achievement in learning English vocabulary.

1.2.1.1 The Research Area

The research is entitled. " The influence of using Pictionary Game on Improving Students' Achievement in Learning English Vocabulary At The Seventh Grade Student of *Smpn 1 Dawuan Majalengka*". The are or field of this research is vocabulary.



1.2.1.2 The Approach of The Research

The method of the research is quantitative. According to Fraenkel et al (2012: 426) Quantitative method Data reduced to numerical scores. Much attention to assessing and improving reliability of scores obtained from instruments. It means that the researcher does the research by using the formula of statistic, especially by using the formula of product moment correlation by Pearson and T-test.

1.2.1.3 The Main Problem

The main problem of this research can be identified as follow :

1. The students had little interest in learning English in the class.
2. The students had lack of vocabulary.
3. The students had not interested with the method in learning English.

1.2.2 The Limitation of The Problem

1.2.2.1 Pictionary Game

June Preszler (2006:16), “effective vocabulary instruction includes exposing students to words multiple times using various methods. Students draw pictures as clues to the vocabulary word for team members to correctly identify the term. Draw It is similar to the popular game *Pictionary* where drawings represent ideas or terms”.

So Pictionary game is can be applied to the students in learning English vocabulary. Because this game is really significancy in order to develop the students ability to achievement and understanding learning English vocabulary.

1.2.2.2 Improving Students’ Achievement In Learning English Vocabulary

The word achievement according to Hornby as (2000:10) “achievement is thing done successfully notably by skill and



effort”. The word achievement is often followed by the word test which is achievement test. The achievement test is widely used. So learning achievement is the result of learning.

1.2.2.3 Unit of The Research

The place of the research in SMPN 1 Dawuan Majalengka, it is located at jalan Desa Salawana Kec. Dawuan Kab. Majalengka. The researcher chooses the seventh Grade students of SMPN 1 Dawuan Majalengka.

1.2.2.4 The Respondent of The Research

The respondent of this research was one English teacher and students’. For the ethnic purpose, the code of the teacher was A. In this research of the students of the seventh class of SMPN 1Dawuan - Majalengka. The students who become population consist 22 students.

1.2.2.5 Sub Subject

In this research, the researcher has limited the topic only “The Influence of Using Pictionary Game on Improving Students’ Achievement In Learning English Vocabulary At The Seventh Grade Students of SMPN 1 Dawuan-Majalengka”. The researcher choose it the topic because many students want to improving their achievement in learning English vocabulary.

So the researcher choose the Pictionary Game in learning process, it is one of the way to improve the student’s achievement in learning English vocabulary, from four aspect in learning English such as speaking, writing, listening, and reading and researcher just choose one skill that is about vocabulary skill for example the researcher in using Pictionary Game to learning process, especially for sub subject about ”descriptive text” from vocabulary skill at the seventh grade Student of SMPN 1 Dawuan-Majalengka and than to get data how far the students can improve their achievement in learning English vocabulary.



1.2.3 The Questions of The Research

The question of the research in writing this thesis are as follow :

1. How is students' achievement in learning English vocabulary before using Pictionary Game?
2. How is students' achievement in learning English vocabulary after using Pictionary Game?
3. Are there any positive and significant influence of using Pictionary Game on the students' achievement in learning English vocabulary?

1.2.4 The Aims of The Research

Based on the background of the problem and the formulation above, the writer would like to take the aims of the study at investigation as about :

1. To find out the students' achievement of English vocabulary before using Pictionary Game.
2. To find out the students' achievement of English vocabulary after using Pictionary Game.
3. To find out the positive and significant influence of using Pictionary Game on students achievement in learning English vocabulary.

1.3 The Usefulness of The Research

1. For students

The students are expected can to be motivated to improved their ability in English learning especially in vocabulary learning.

2. For teachers

The researcher expected that the present of this research could gives insight in choosing appropriate strategy to teach vocabulary learning effectively in the classroom overcome the discrepancy of ideal situation in teaching and learning English with the real condition in the school.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

3. For the institution

The result of this study is expected to give contribution to the field of institution especially in teaching vocabulary and the use of Games strategy. It can improve student achievement in learning English vocabulary

4. For next research

The researcher expected that this research can give inspiration to make the next research. After knowing the result of the action research i will develop others material from curriculum (listening, speaking, writing, and reading), using game in order to make students master in English.



BIBLIOGRAPHY

- Abraham, B. Hurwitz and Arthur Goddard, 1973. *Games to Improve Your Child's English*
- Aebersold, Jo Ann and Lee Field, Mary, 1973. *From Reader to Reading teacher*, (United State of America: cambridge University Press)
- Ali, Mohammad. 1995. *Pedoman Penilaian Prosentase*. (Online). <http://alimohammad09320036.wordpress.com/2011/11/05/komponen-dan-kriteriapenilaian-proses-dan-hasil-pembelajaran/>.
- Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning* Cambridge : University Press 2006
- Arikunto, Suharsimi. 2009. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT. RinekaCipta.
- . 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : PT. Rineka Cipta.
- Ary, Donald, et al. 2010. *Introduction to Research In Education (8th ed)*. United States: Wadsworth.
- Brown, J.D. 1988. *Understanding Research in Second Language Learning*. New York: Cambridge University Press.
- Brown, H. Douglas. 2000. *Teaching by Principle*. California: Longman.
- C. Richards, Jack and A Renandya, Willy, 2002. *Methodology in Language Teaching, an Anthology of Current Practice*, New York : Cambridge University Press.
- De Porter, Bobbi dan Mike Henakli. 2000. *Quantum Learning*. Bandung : Kaifa.
- Djalinus and Azimarenong, 1982. *Tata Bahasa Inggris Modern*, Jakarta: CV. MISWAR.
- Dobson, Julio, 1970. *Try One of My Games*. Washington. D.C
- Doff, Adrian, 1988. *Teach English a Training Course for teachers*, Cambridge : University Press.
- Dryden, Gordon, VosJeannet. 2000. *The Learning Revolution*, Bandung, Kaifa.
- E. Weed, Gretchen, 1975. *Using games in teaching children*, (Tokyo)



- Fraenkel, Jack R 2012. *How to Design and Evaluate Research in Education* (8Ed.).NewYork: McGraw-Hill.
- French Allen, Virginia, 1983. *Techniques in Teaching Vocabulary*, (Oxford University Press)
- Hadfield, Jill, 1987. *Advanced Communication Games*, (Longman)
- Hadfield , Jill. 1984. *Elementary Communication games*. Hong Kong: Thomas Nelson Ltd.
- Hamalik, Oemar. 1999. *Prestasi Siswa Dalam Belajar*. Jakarta: Raja Grafindo Persada.
- Harmer, Jeremy. 1991.*The Practice Of English Language Teaching, New Edition*,New York: Longman.
- Harmer, Jeremy. 1995.*The Practice Of English Language Teaching*. New York: Longman.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. Longman.
- . 2002.*The Practice of English Language Teaching*. Longman.
- . 2010. *How To Teach English*. New York: Pearson Education Limited.
- Herman J. Peters, Collins W. Burnett, Gail F. Farwell.1963. *Introduction to Teaching*, New York: The Macmillan Company.
- Hornby, A.S. 2000. *Oxford Advanced Learner's Dictionary Of Current English*. London: Oxford University Press.
- H.Manser, Martin, 2003. *Oxford Learner's Pocket Dictionary, New Edition*.London : Oxford University Press.
- Janet, Allen. 2006. *Word, Word, Word, Teaching Vocabulary in Grades*. Portland, Maine: Stenhouse Publisher.
- Jain, Preveen M & Patel M.F. 2008.*English Language Teaching*.Rajpur: Sunrise.
- Jenifer Larson, Hall, 2010. *A Guide to Doing Statistics in Second Language Research Using SPSS*, (University of North Texas)
- Lines, Caroline, T. 2005.*Practical English Language Teaching: young learners*. America: MCgraw-Hill.
- Mark Anderson and Kathy Anderson. 1998. *Text Types in English*.Perth: Macmillan Education Australia.



- Morris, William, 1981. *The American Heritage Onary of the English Language*, Boston: American Heritage Publishing Co. Inc.
- Nababan, P.W.J. 1991. The Communicative Approach to Date in TEFL in Jurnal Volume IV Numb-1 March>1991.p9.1-10.
- Nababan, Sri Utari Subyakto. 1993. *Metodologi Pembelajaran bahasa*. Jakarta :Gramedia Pustaka Utama.
- Nunan, David. 1992. *Research Methods in Language Learning*. USA:Cambridge University Press.
- Preszler, June. 2006. *On Target: Strategies to Build Student Vocabularies* :Black Hills Special Services Cooperative (BHSSC)1925 Plaza Boulevard, Rapid City, SD 57702
- Richards, JC, and Rodgers, T.S, 2001. *approach and methods in language teaching*. Cambridge University Press.
- Rider, Amy et al 2003. *AbraVocabra The Amazinly Sensible Approach to Teaaching Vocabulary*. Fort Collin Colorado. Cottonwood press. Inc
- Sudijono, Anas. 2008. *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo.
- Sujarweni, V Wiratna.2014. *SPSS Untuk Penelitian*. Yogyakarta: PustakaBaru Press.
- _____. 2008. *Metode Penelitian Kuantitative Kualitative dan R&D*. Bandung: Alfabeta.
- Sugiyono. 2012. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- _____. 2013. *Metode Penelitian Pendidikan*. Bandung: ALBETA.
- Stevick, Earl W. 1976. *Memory Meaning and Method; Some Psychological Perspectives on Language Learning* (Rowley : Newbury House).
- Thornburg, scott, 2002. *How to Teach Vocabulary*, (Person Education Limited)
- Walter,1971. *Educational Research; Intriduction*. New York: David Mckay Company.
- Widayanto. 2005. “*Mengembangkan Listening Skill Melalui Running Dictation Game*”. MAN 3. Malang.
- William, Farncis, Mackey. 1965.*Language Teaching Analysis*. London : Longman.



Zaenuri, AM. 2002. *Vocabulary 1*, Jakarta: UIN Jakarta Press.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.