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THE INFLUENCE OF USING TALK FAST GAME ON IMPROVING STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH VOCABULARY AT THE SEVENTH GRADE OF SMPN 1 MUNDU CIREBON

A THESIS

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



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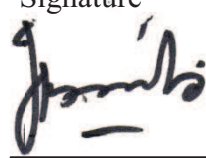

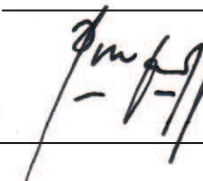
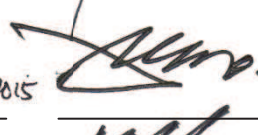
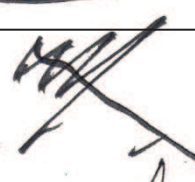

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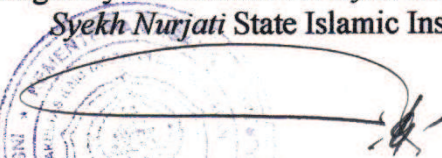
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RATIFICATION

This thesis entitled “**The Influence of Using Talk Fast Game on Improving Students’ Achievement in Learning English Vocabulary At The Seventh Grade of Smpn 1 Mundu Cirebon**” written by Zaenuri, registration number 1410130158 has been examined on August 28th 2015. 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.

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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

English nowadays has entered the era of globalization so that learning English is an obligation that inevitably have to be understood and controlled. In Indonesia, English is a foreign language taught in schools or ranging from basic primary school level to college level. The need for competence in English is higher considering the development and globalization of the world today. The curriculum used nowadays competence-oriented, meaning that students are required to have certain competencies or skills as a result of the learning process in schools. Competency based education emphasizes the ability to be possessed by graduates of an education. Competence is often referred to as a standard of competence is the ability to generally be mastered graduates. There are four competencies required of an English language learners are: Listening, Speaking, Reading and Writing.

Vocabulary is one of the important aspects that must be obtained by the students for learning English as a foreign language in Indonesia. How important is whether the vocabulary in a language? Vocabulary plays an important role in learning a language. It is known that if the mastery of vocabulary is limited, it will limit the students to use skills-skills and language components, students must have more vocabulary.

In Indonesian Big Dictionary (2002: 597) stated that the vocabulary is vocabulary. Shinmura in Dahidi and Sudjianto (2004: 97) vocabulary can also be considered as a whole word in regard to a language or a particular field in it.

Accordance with the 2004 curriculum, language components such as vocabulary, structure, pronunciation, and spelling are taught integrated with language skills. Therefore, it becomes important for teachers to teach vocabulary in context.





Students not only need to know and understand the meaning of the word clearly, but also can use the vocabulary in a sentence.

To meet the good language skills should have a good vocabulary as well as expressed Tarigan (1993: 2-3) "quality of one's language skills is clearly dependent on the quality and quantity. Increasingly rich vocabulary possessed the greater the likelihood of skilled language. That is to say that the quality and quantity, extent and depth of vocabulary someone is the best personal index for mental development ".

Learning vocabulary requires a lot of effort. There are several possible ways to introduce the vocabulary of a foreign language to students. To attract the student's motivation to learn vocabulary, especially younger learners (junior high school students), teachers should use varying techniques.

At the core of teaching vocabulary are taught how to master the vocabulary with their meanings. However, the vocabulary not only in the sense capable of understanding the meaning of vocabulary, but also can put them in sentences with vocabulary appropriate.

Tarigan (1984: 24) vocabulary development techniques that can be done in vocabulary learning in school, which can help students improve their vocabulary mastery both qualitatively and quantitatively, for example using a dictionary and a play on words ".

In the national education system often encountered in terms of education, teaching and learning, which sometimes use is often ambiguous because it is less consistent in interpreting these three terms. The more education practitioners do not differentiate instruction word with the word education.

Teaching is an activity that requires the knowledge and professional skills, because what must be done the teacher in the classroom and outside the classroom involves various educational decisions that need to be done carefully. Learning decision making at the time of the learning process such as selecting and organizing appropriate teaching materials, communicate with children, both individually and in the classical style, define effective teaching approaches, manage time and so can't be done in an amateur but in need of scientific thinking.

Professionalism of teachers in teaching, among others, the mark that the educational decision making can be accountable to both the scientific aspects and moral aspects. Educational decision making, among others, regarding how the



treatment to the learners, the education that is in use, the organization of teaching materials, the choice of means and supporting the learning process and so on.

The ability of a teacher to implement way of teaching, will affect student achievement, but it is also supported by the skills of a teacher in choosing strategies or instructional media that if it can help students to understand lessons more quickly and comprehensively.

In connection with the process of learning English, demanded that teachers be in the English language are more creative in finding strategies or media better and more effective. The use of props make the learning process not verbalistic. This principle can be done by using some props or teaching media. The learning process is accompanied by props will get a clearer learning outcomes and not easily forgotten.

Learning strategy is a 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 strategies, teachers must account for the purpose, the characterization of the students, teaching materials and so forth, so that successful learning strategies to the fullest.

Application of vocabulary teaching through the strategy of the game can be used as an alternative to increasing the motivation and student learning outcomes. Many people assume 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 stated that the play was fun and learning is boring. Play sometimes equated with a more playful underestimated, not serious and is considered as an act which is only performed by a small child. In fact, 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 talk fast game. This strategy will be memorable to students because they not only listen to the teacher, but also activate themselves in the learning process. 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". From this statement it can be said that the game is an activity that causes pleasure playing for participants.



On observations in Junior High School SMPN 1 Mundu Cirebon, found problems in learning process, that's the process of learning work 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 understand 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 outcomes is influenced by many factors, such as the selection of appropriate learning method.

With the problems encountered in SMPN 1 Mundu Cirebon, researchers will try to implement using the interest strategy and expected to improve student's achievement in learning English vocabulary.

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 Talk Fast Game on Improving Students' Achievement In Learning English Vocabulary At The Seventh Grade SMPN 1 Mundu Cirebon".

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

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 Talk Fast Game on improving students achievement in learning English vocabulary.

1.2.1.1 The Research Area

The research area on vocabulary. "The influence of using Talk Fast Game on Improving Students' Achievement in Learning English Vocabulary At The Seventh Grade of *Smpn 1 Mundu Cirebon*".



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

1.2.2 The Limitation of The Problem

1.2.2.1 Games Strategy

Jill Hadfield (1984: 5) A game is an activity with rules, a goal and an element of fun. One of the most important reasons for using games is simply that they are immensely enjoyable for both teacher and student.

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 Mundu Cirebon, it is located at jalan Luwung No. 30. The researcher chooses the seventh Grade students of SMPN 1 Mundu Cirebon.

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 1 Mundu - Cirebon. The students who become population consist 39 students.



1.2.2.5 Sub Subject

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

So the researcher choose the Talk Fast Game in learning process, it is one of the way to improve the students’ 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 Talk Fast Game to learning process, especially for sub subject about “descriptive text” from vocabulary skill at the seventh grade in SMPN 1 Mundu-Cirebon 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 Talk Fast Game?
2. How is students’ achievement in learning English vocabulary after using Talk Fast Game?
3. Is there any positive and significant influence of using Talk Fast Game on the students’ achievement in learning English vocabulary?

1.2.4 The Aim 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 vocabulary English before using Talk Fast Game.
2. To find out the students’ achievement of vocabulary English after using Talk Fast Game.
3. To find out the positive and significant influence of using Talk Fast 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 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.

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.

4. For next research

The researcher expected that this research can give inspiratif to make the next research.

CHAPTER V

CONCLUSION, SUGGESTION AND IMPLICATION

This chapter presents the information about the conclusions and suggestions from the research and the data analysis discussed in the previous chapter. In other word this chapter is talk about all of summary in this research and also talk about suggestions hopefully will give more advantage on increasing the students' achievement in English vocabulary.

5.1 Conclusion

After collecting the data analyzing of the research finding about the influence between the using of talk fast games strategy on improving students' achievement in learning English vocabulary at the seventh grade of Smpn 1 Mundu Cirebon, finally the writer has been able to draw a conclusion as follow:

1. Students' score before using of talk fast games strategy on improving students achievement in learning English vocabulary can be considered as "enough", because there are some students who got the low score. It is based on the mean score from the total score 1941 with averrage is 49.77 and 39 students at the seventh grade of Smpn 1 Mundu Cirebon as a sample. In this pre test, the minimum score is 33. There is six students who get this score. The maximum score is 70 and there is one students who get it. Before a treatment is used, the students less of motivation and be passive to learning English vocabulary in descriptive texts.
2. Students' achievement in learning English vocabulary increase after using talk fast game strategy. The total students' score after the treatment is 2391 and the mean of their score is 61.31. The minimum score of post test is 43 and there is two student who get this score. The maximum score of post test is 76 and there is only four student who gets it. Students are more active and interest in learning English vocabulary in descriptive text. They have opportunity to think, write and discuss what they have known about the topic of the text with their teammates. It improves their vocabulary into the text and it is proven in their score that higher than before using the treatment.
3. There is significant and positive influence of using talk fast game strategy on improving students' achievement in learning English vocabulary after collecting the data that the result of the calculation of t-test formula. The result of calculating





t-count is -12.145. while t-table is -1.685. So, t-count is lower than t-table (t-count < -t-table). It means that learner training have positive and significant influence on improving students' achievement in learning English vocabulary at the seventh grade of Smpn 1 Mundu Cirebon on sub subject of descriptive text.

5.2

Suggestions

There are some suggestions according to this research. The suggestions refer to teacher, students, and further research similar with. The suggestions are:

1. For teacher, the method of teaching essential in teaching and learning process. Teacher need to activate students' background knowledge before reading activity begins and give opportunities for students to think, write and discuss what they know about the topic will be read. Moreover, it is crucial for the teachers to have and use various methods in their teaching and learning process. Therefore talk fast game strategy need to be applied in teaching English vocabulary.
2. For the students, it is important to have background knowledge in comprehending the text to engage students with the text. They have to have reading habit, especially in English text. In English course, especially in reading class they should be bring a dictionary to help them look up some unfamiliar words they found in the text.
3. For the further research need to be held to gain data and the more effective method of teaching in teaching English vocabulary. It is better to make a control class in an experimental research or compare talk fast game strategy with the recent method of teaching.
4. For the educational stakeholder, the curriculum of English subject have to be take into account in order all components of education especially students get positive effect.
5. For the parents, it is better to make good coordination with the school in educating their children so it can be run well.

5.3

The Implication of The Implications

Practically, the implication from this research is purposed to method of teaching development in vocabulary especially in English vocabulary. The students who are taught by using talk fast game strategy are better in English vocabulary, more active,



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more creative and have social skill in the second year of Smpn 1 Mundu Cirebon although in basic students at the class are active but their participation did not use properly by the teachers. Because of this method is effective, so for the students who have the same characteristic and if the teachers want to get the same result as like in this research, they can create and do the modification to follow this research.

Moreover, students when use this method become more brave to deliver their opinion but there are some weaknesses of applying this method such as the teacher need many times to teaching and learning in the class, not all students are active and participate in the class, need more expense and also need more medium in learning activity.

This method can be used for the others English text, especially descriptive text. Furthermore, this method of teaching not only applied for English teaching, but also in teaching and learning Indonesian language or mathematic. In fact, it is the teachers' duty and their responsibility to upgrade their method of teaching based on the curriculum, material, students' competence and certainly the school condition. There is no the best or the worst method in teaching but it can get the intended goal of material planned by teacher or no.



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