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

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

By:

ZAENURI

Reg. Number : 1410130158

ENGLISH LANGUAGE TEACHING DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

SYEKH NURJATI STATE ISLAMIC INSTITUTE

CIREBON

2015

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

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 LanguageTeaching Department at*Tarbiyah* and Teacher TrainingFaculty *Syekh Nurjati* State Islamic Institute Cirebon.

	Date	Signature
The Head of English Language Teaching Department Lala Bumela, M.Pd NIP. 19821231 201101 1 011	September, 9th 2015	
The Secretary of English Language Teaching Department Wakhid Nashruddin, M.Pd NIP. 19810308 2011011003	September, 9th 2015	
Examiner 1 Dr. Hj. Huriyah Saleh, M.Pd NIP. 19610112 198903 2 005	September, 8th 2015	
Examiner 2 Sumadi, SS, M.Hum NIP. 19701005 200003 1 002	September, 8th 2015	
Supervisor 1 Dr. Septi Gumiandari, M.Ag NIP. 19730906 199803 2 002	September, 8th 2015	
Supervisor 2 Dr. Tedi Rohadi, M.Pd, SE, Dipl. TEFL NIP. 19680309 200801 1 017	September, 7th 2015	

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 seizin 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
TABLE OF CONTENT xii
LIST OF TABLE xv
LIST OF FIGURE xv
LIST OF APPENDICES xvi

CHAPTER I INTRODUCTION

1.1 Background of the Research 1
1.2 The Formulation of the Problem 4
1.2.1 The Identification of the Problem 4
1.2.2 The limitation of the Problem 5
1.2.3 The Questions of the Research 6
1.2.4 The Aims of the Research 6
1.3 The Usefulness of the Research 7

CHAPTER II THEORETICAL FOUNDATION

2.1 The Description of Games 8
2.1.1 Definition of Games 8
2.1.2 The Type of Games 9
2.1.3 The Function of Game 10
2.1.4 The Purpose of Using Games 12
2.1.5 The Strength And Weakness of Games 13

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

2.1.6 Characteristics of Games In Language Teaching And Lerning 13
2.1.7 Role of Games In Vocabulary Retention 14
2.2 Talk Fast Game..... 17
2.2.1 The Strength And Weakness of Talk Fast Game 18
2.2.1.1 The Strength..... 18
2.2.1.2 The Weakness..... 18
2.3 The Definition of Vocabulary 18
2.3.1 Vocabulary 18
2.3.2 The Important of Vocabulary..... 19
2.3.3 The Kind of Vocabulary..... 20
2.3.4 Techniques In Presenting Vocabulary..... 20
2.3.5 Teaching Strategy For Improving Students' Achievement In Learning English Vocabulary 23
2.3.6 The Difficulties In Teaching Vocabulary..... 25
2.4 The Students' Achievement In Learning English Vocabulary..... 26
2.4.1 Achievement Definition 26
2.4.2 The Factor Influencing The Achievement 27
2.5 The Influence of Using Talk Fast Game on Improving Students' Achievement In Learning English Vocabulary 30
2.6 Sub Subject..... 32
2.6.1 Descriptive Text 32
2.6.2 Generic Structure of Descriptive Text..... 33
2.6.3 Language Features of Descriptive Text..... 33
2.7 The Previous Study..... 35
2.8 Frame of Thinking..... 36
2.9 The Hypothesis of The Research..... 38

CHAPTER III METHODOLOGY OF THE RESEARCH

3.1 The Place And Time of The Research..... 39
3.2 The Method of The Research 40
3.3 Research Design 40
3.4 The Variable of The Research..... 41
3.5 The Population And Sample of The Research 41
3.5.1 Population..... 41

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

3.5.2 Sample 42
3.6 The Technique of Instrument Data 42
3.6.1 Test 42
3.6.1.1 Valadity of The Test 45
3.6.1.2 Reliability of The Test 46
3.6.1.3 The Difficulty Index 48
3.6.1.4 The Discrimination Index 49
3.7 The Technique of Analysis Data 52
3.7.1 Quantitative Data Analysis 52
3.7.2 Normal Distribution Test 53
3.7.3 Homogeneity Test 54
3.8 The Statistic Hypothesis 54

CHAPTER IV THE RESEARCH FINDINGS AND DISCUSSIONS

4.1 The Research Findings 56
4.1.1 The Students' Score Before Using Talk Fast Game Strategy 56
4.1.2 The Students' Score after Using Talk Fast Game Strategy 59
4.1.3 The Influence of Using Talk Fast Game on The Students' Achievement in Learning English Vocabulary 62
4.1.3.1 Normality Distribution Test 62
4.1.3.2 Homogeneity Test 63
4.1.3.3 The Influence of Using Talk Fast Game on The Students' Achievement in Learning English Vocabulary 63
4.2 Discussion 69
4.3 The Limitedness of The Research 70

CHAPTER V CONCLUSION, SUGGESTION AND IMPLICATION

5.1 Conclusion 72
5.2 Suggestion 73
5.3 The Implication 73

BIBLIOGRAPHY 75

APPENDIX 78

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

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.

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

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

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

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.

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

On observations in Junior High School SMPN 1 Mundu Cirebon, found problems in learning process, that's the process of learning wolk in theoritical and focused on teacher learning in the absence of an active response from the students. Students only receive and record the material presenredby 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 influeced by many factor, such as the selection of appropriate learning method.

With the problems ecountered in SMPN 1 Mundu Cirebon, researchers will try to implement using the interest strategy and expected to improving student's achievment 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 influece of using Talk Fast Game on Improving Students' Achievement in Learning English Vocabulary At The Seventh Grade of *Smpn 1 Mundu Cirebon* ".

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

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

1.3 The Usefulness of The Research

1. For students

   The studets 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.

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

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

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

t-count is -12.145. while ttable 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 vocabularys.
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,

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

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.

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

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://alimohammad 09320036.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. Rineka Cipta.

_____. 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, Vos Jeannet. 2000. *The Learning Revolution*, Bandung : Kaifa.

E. Weed, Gretchen, 1975. *Using games in teaching children,* Tokyo : Nagasima

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

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

Hadfield, Jill, 1987. *Advanced Communication Games,* California : 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*. New York : Longman.

_____. 2002.*The Practice of English Language Teaching*. New York : 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.

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

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.

Sudijono, Anas. 2008. *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo.

Sujarweni, V Wiratna.2014. *SPSS Untuk Penelitian*. Yogyakarta: Pustaka Baru 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.