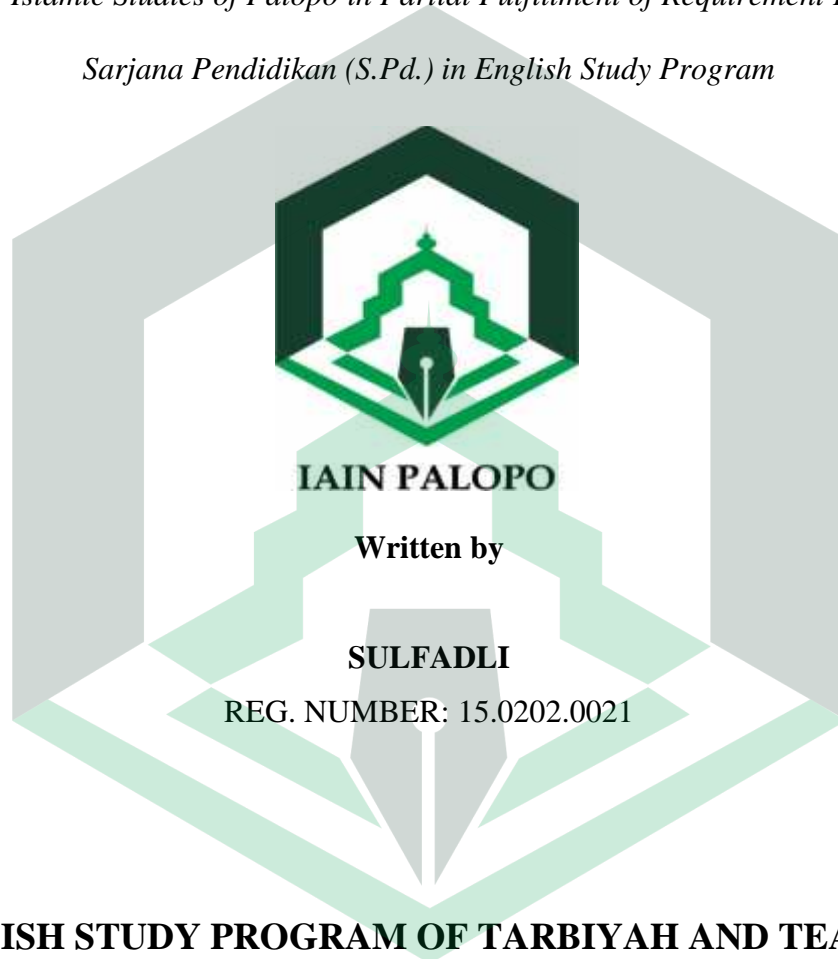


**THE USE OF CATEGORY GAME IN TEACHING ENGLISH
VOCABULARY AT THE SECOND YEAR JUNIOR HIGH SCHOOL
SATAP TO'LEMO**

Skripsi

*Submitted to the English Study Program of SI Tarbiyah and Teaching Science. Faculty of
Institute For Islamic Studies of Palopo in Partial Fulfillment of Requirement For Degree of
Sarjana Pendidikan (S.Pd.) in English Study Program*

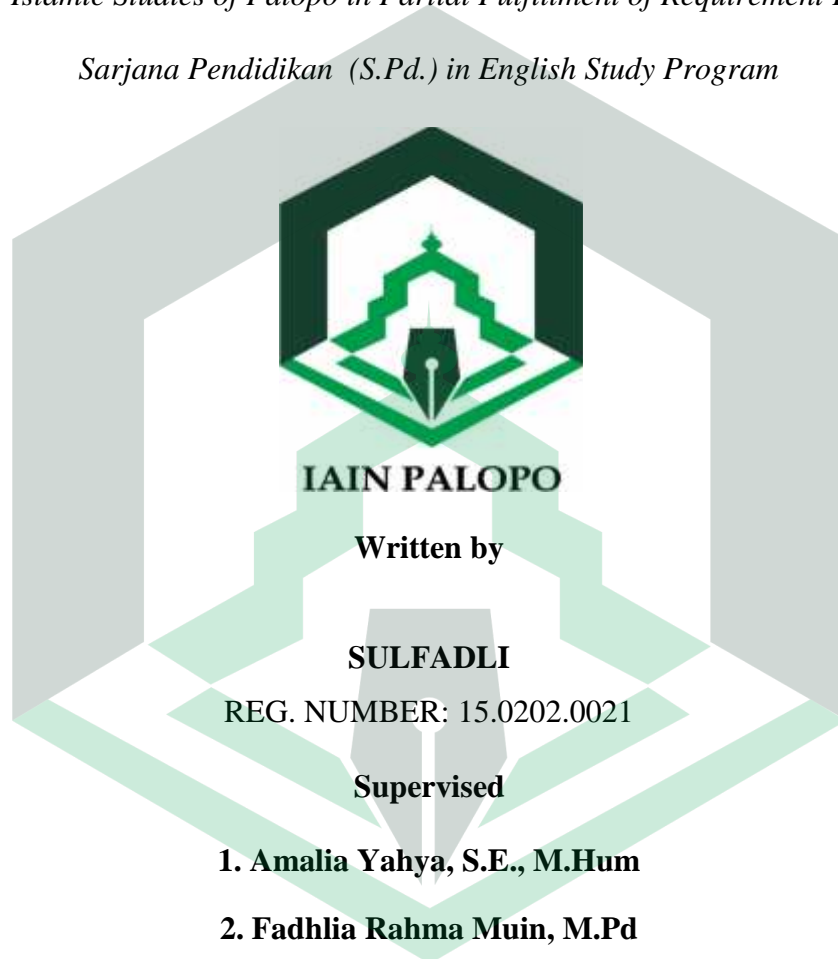


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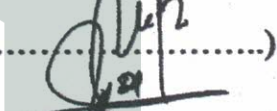

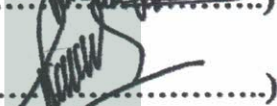

**ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER
TRAINING FACULTY THE STATE ISLAMIC INSTITUTE
(IAIN) PALOPO
2020**

THESIS APPROVAL

This thesis, entitled "The Use of Category Game in Teaching English Vocabulary at the Second Year Junior High School Satap To'lemo written by Sulfadli, Reg. Number 15.02.02.00.21, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Monday, August 31st 2020 M, coincided with Muharam 12 1442 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, August 31st, 2020 M
Muharam 12th 1439 H

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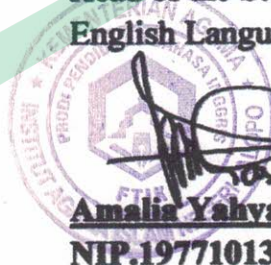
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ABSTRACT

Sulfadli, 2020. *The Use Of Category Game In Teaching English Vocabulary At The Second Year Junior High School Satap To'lemo.* Thesis English Study Program Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo. Under the supervisors (1) Amalia Yahya, S.E., M.Hum (2) Fadhlia Rahma Muin, M.Pd

This thesis dealt with the use of category game in teaching English vocabulary at the second year junior high school satap To'lemo. The problem statement of this thesis: is the use of category game can be effective in teaching English vocabulary at the SMP Satap To'lemo. The objective of the research is to find out whether category games can effective the students English vocabulary at SMP Satap To'lemo. This research used pre-experimental method with pre-test and post-test design. The pretest was given to know the students' vocabulary before given treatment. The posttest was given to know the students' improvement vocabulary after giving treatment. The population of this research was the Eighth grade students of SMP Satap To'Lemo. The number of population was 220 students. The samples of this research were Class VIII.A consisted of 20 students as pre-experimental class. The sampling technique in this research was purposive sampling. The instrument of this research was vocabulary test. The writer gave pretest and posttest to the students. The data were analyzed by using SPSS 20. The result showed that the students' mean score of pretest in pre-experimental class was lower (65, 75). While the mean score of posttest in pre-experimental class was higher (89, 75). The result of statistical analysis the pre-experimental class for level of significance 0.05 with degree of freedom (df) = 19; the probability value was higher than $0.00 < 0.05$. As a result, there is a significant difference in vocabulary between the students' who are taught by using category game and students' score in learning vocabulary at the second grade students' of SMPN Satap To'lemo. The researcher concluded that the category game to teaching students' vocabulary. Null hypothesis was accepted alternative hypothesis was rejected.

Key Word: Vocabulary and Category Game

CHAPTER I

INTRODUCTION

A. Background

Language is very important in our lives. Therefore the communication tools that people use to connect. With language they will be easy to express ideas, opinions, feelings, and so on. In expressing ideas, opinions, feeling in need of vocabulary. There are many languages in this world. English is one of the languages spoken as an international language. As an international language, English is very important and has many links with various aspects of life that are owned by humans. Many people want the vocabulary to learn English to communicate well and can abroad when they have mastered English.

English is studied as one of the general subjects for all schools in the country where the English as a second language or English as a foreign language, the student most difficult to learn it and one of the problems that student usually finds in learning English is vocabulary.

In Indonesia, English is considered a foreign language and is taught formally from elementary to university level. Vocabulary can affects one's language in expressing ideas, feelings, and opinions. Many people want to express ideas, opinions, feelings but lack vocabulary. This problem often arises in education especially in Indonesia.

Vocabulary is then an important component of learning in language learning. In this connection, the linguist David Wilkins at Thornbury (2002: 13) states it without very little grammar to convey, no vocabulary nothing can be said. The most important point of the above statement is improved vocabulary students tend to be active in learning if they can improve the vocabulary.

Vocabulary knowledge is very important if their vocabulary is limited to the second languages then we are very difficult to communicate. Therefore, the vocabulary in view is very important to learn. Schmitt (2000, p.55) emphasizes it "Lexical knowledge is essential for communicative competence and acquisition a second language.

Besides the explanation above, the researcher can give concluded that vocabulary is very important in languages. A word has meant so as to create a sentence. In other words, in communicating with other people, talking with friends, teachers, and strangers indoors or outdoors without any vocabulary just silence even though the desire to communicate. Therefore, we must improve the vocabulary.

Based on the observations, the researcher was researching the vocabulary of the students because in SMP Satap To'lemo the students often have difficulty in using English. They cannot speak for a lack of vocabulary. Students are lazy to remember the vocabulary provided by the teacher because the strategy used does not attract the students. Students often sleepy in the classroom because the learning process does not involve students playing the role, and talk with friends

so does not pay attention to the lesson. Teachers should be able to find strategies that make students more role-playing, involving all students actively in the learning process.

Teaching English to use category games is effective in improving student's vocabulary. From the above description of the researcher interested to introduce the game that is the category game to improve the vocabulary of the students because the students are usually interested to learn when the method of teaching games. Students can learn vocabulary with category games when the student learning by practice using those words. A category game is an effective technique for students to get to practice the need while are learning new vocabulary words. The category game is made some group people and the name of each group with different categories. Each group mention the words relate to the group name. Moreover, category game is used as a technique to improve the student's vocabulary mastery because kinds of games are known that most students prefer in using games especially in learning English to make them more enthusiastic.

B. Problem Statement

The research question of the research as follows: is the use of category game can be effective in teaching English vocabulary at the SMP Satap To'lemo?

C. Objective of The Research

The objective of the research is to find out whether category games can effectively the student's English vocabulary at SMP Satap To'lemo.

D. Significance of The research

The result of this research, the researcher hopes to be a useful contribution to:

1. The student in learning to vocabulary, they can use the category game strategy. So that way, the students will more motivated and self-confident to improve English vocabulary mastery.
2. The teacher can apply this game for teaching especially in teaching improves English vocabulary.

E. Scope of The Research

By discipline, this researches under English language teaching discipline. By activity, this research used of category game to teach students' vocabulary especially in SMP Satap To'lemo. By content, this research discussed noun such as jobs, buildings, animals and transportation to reach a learning target.

F. Operational Definition

1. Vocabulary

Vocabulary is a word that has a meaning that forms a sentence that is used by people to communicate.

2. Category game

Category game is a game that is played in groups to know the meaning of the word in the categorized.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Research

Istikamah Salsabila (2016) in the title “The use of Category Game to Teach Students Vocabularies on Writing Descriptive Text”. It can be concluded that the use of categories game was effective to teach students vocabulary on descriptive. This score showed that there was a difference score that tends to improve before and after giving the treatment. That research using category game in teaching to improve in writing descriptive text because the students had difficulties to spell the word correctly.

According to Muhammad Afif Husain (2017) in the title is “The use of categories game to improve the vocabulary mastery. He is used to quasi-experimental research in eight students of SMP 2 Demak. In his research the result of the pre-test and the post-test showed that the mean scores of the experimental group were 52,40 went up to be 76,40, while the control group was 47,87 increased to be 67,87. Based on the data analysis using the t-test, there was a significant improvement in the students’ achievement after the implementation of the Categories Game.

Iis Rahmawati (2015) in the title “The Application of Category game in Teaching to Improve English Vocabulary to the Eleventh Grade Students of SMK

Analysis Mandala Bakti Palopo”. The researcher using the pre-experimental method. Teaching vocabulary by applying a Category game is an effective method to enhance the student’s vocabulary easily. She concludes that the applied of Category Game in teaching vocabulary is effective in enhancing student’s vocabulary mastery.

From previous research above, all of them focused on vocabulary that uses category game. The researcher concludes that between previous research and this research, there are differences and similarities. The research equation above with this research is the same as using category games to improving students’ vocabulary in English mastery. The differences from the third research above are Istiqamah Salsabila in the posttest is 78, 80 is higher than pretest 63.21, Muhammad Afif Hasan is 47, 87 increased to be 67, 87 and Iis Rahmawati is 37, 17 and in posttest 78, 52. And then Istiqamah Salsabilah and Iis Rahmawati focus on pre-experimental. When Muhammad Afif Hasan is the focus in quasi-experimental. And his research the researcher focuses on pre-experimental using category games to improve English vocabulary.

B. Some Pertinent Ideas

1. The Concept of Vocabulary

a) Definition of Vocabulary

Vocabulary is an important part of the language. To teach the vocabulary we must be done with careful English teachers should understand which words are important for students to learn because many words will not be useful to them.

According to Schmitt (2000:55), it assumes that vocabulary is a very important element in language therefore teachers can measure the extent to which learners learn about it. "Vocabulary is therefore the most important form of oral and written communication in teaching foreign languages.

According to Jackson (2002:10) Vocabulary is the stock of words in a language or that is known or used by an individual, or that is associated with the particular activity. Vocabulary can be defined as the words we teach in the foreign language

According to Richards and Renandya (2002: 255), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, and using language in a different context, reading or watching television.

Besides the definition above, the researcher concludes that vocabulary is a word that has meaning and is used in everyday life. Activities are done such as listening, speaking, reading, and writing, without wording we can't make sentences. The sentence has a meaning so that we can convey information through words that have meaning. We know that the creation of good communication is caused by good vocabulary both orally and in writing. The other vocabulary very important in our lives everywhere when we compose, think and write our story.

b) The Importance of Learning Vocabulary

Vocabulary is very important to understand or know the name of something good that is around us. In our daily activities of the things, we meet in our lives. The students must have an adequate vocabulary to be successful in learning English, and as we know, the students can't express their ideas, emotions, and passions because the acquisition is a very important thing in learning English.

According to Harmer (2013:11) says that if you can find a word that reflects the fit of your feelings you should want to illustrate how you feel at the moment. Besides, by a good vocabulary or language expert, one can express ideas effectively and effectively.

Having an adequate vocabulary is one way to succeed in understanding text reading. Goodman and Mohr (1991: 12) state that vocabulary is a basic part of reading comprehension. In a text we really need a name mastery vocabulary. This means what we face understanding the text will if we do not know any word in the text, so our understanding will suffer.

According to Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out of school. In the classroom, achieving students possess the most sufficient vocabulary.

In addition to the explanation, the researcher can conclude that vocabulary is very important in our lives. Vocabulary helps us understand what we read to make it easier for reading comprehension. It is necessary to describe feelings and basic parts in reading comprehension.

C. Teaching and Learning of Vocabulary

Teaching is the process of communication from one person to another that produces knowledge, and understanding of what is conveyed by the teacher. According to Brown (2001: 7) says that one that helps someone to do something instructs in learning, guiding knowledge, influenced by how to teach a person and influence the people who are taught more know or to bless. Teaching is one of the processes by which students receive knowledge and skills through the communication process of the teacher.

According to Nation (2003), teaching vocabulary is very useful in mastering language skills to help learners in learning. In teaching the vocabulary the teacher as a facilitator has a role in facilitating teaching students to use characters to know their meaning in vocabulary learning. To discover the meaning of new words

learners or students need to acquire a vocabulary learning strategy. The strategies used in the classroom should help students with the vocabulary they hear and see. They find their own foreign words.

According to Thornbury (2002), described the things to teach in vocabulary as follows:

1. Word formation is the creation of a new word. For example, affixation, compounding, blend.
2. Collocation is the words that occur together. One of the collocation is verb + adverb, for example, for example She always drives too quickly.
3. Synonyms are words that share a similar meaning. For example, old, ancient are all synonyms that they share the common meaning of not young/new. Antonyms are the words with the opposite meaning. For example Old – New.
4. Hyponyms are the terms that denote a subcategory of a more general class. For example, chair, table, cabinet are hyponyms of furniture.
5. The difference in words is known as word classes or part of speech. For example, nouns, adjectives, verbs, pronouns, etc.

D. Types of Vocabulary

According to Delahunt and Garvey (2010: 78) classified parts of vocabulary based on their function as follows:

1. The noun can be the name of a person (e.g. Mary, John), places (e.g. town, Jakarta), animals (e.g. cat, zebra), objects (e.g. pencil, book), unseen thing or qualities (e.g. intelligence, health).

2. The pronoun is a word used in place of one or more nouns. It can replace the names of people, places, and things that have already been mentioned. For example, “I want you to read this again”. The words I, you and this are pronouns.
3. The third part of speech is the verb, one of the main parts of every sentence. For example, my mother is a nurse.
4. Adjectives are the words that use to add descriptions to those nouns that give the reader a clearer picture of what you mean, you add “detail” words in front of the noun like little, blue, rich, old, etc.
5. Another type of describing word or modifier is the adverb. For example: well, quite.
6. Prepositions are joining words, sometimes called connectives, which are used to show a time, place, or ownership relation between two nouns/pronouns or a noun and a verb. For example The girl walked behind the building.
7. An interjection is a word or group of words used to express strong feeling. For example: Wow! Oh, no! Fantastic! Never! Fabulous!
8. Conjunctions are used to join words, phrases, or clauses. For example: “Joe and Mike followed the young cub, but they could not catch it”.

E. Game

1. Definition Game

According to Hadfield (1984: 23) said that the game is “an activity that has rules and goals that more enjoyable students in learning”. Similarly, Bernard and Olivia (2006: 3) shows that “different types of activities are different from other, more interesting games are applied in learning” also, Flexner and Hauck (2006: 3) states that “a game is a competition activity requiring skill opportunity or endurance in pairs or in groups that have rules of the game, usually for their pleasure or for the audience.”

According to Riahipour and Saba (2012) states that whenever a game is used, the student’s level of proficiency and cultural background must be taken into account and also useful for students with lower language skills and should be easy to apply in the classroom. Many experienced textbook authors and methodological book writers argue that games are not just a time-consuming activity but have good educational value. Other words, of the game not as stress relief, filling time, and spare but also can motivate students to always learn both in class and out of class.

After looking at the definition, the researcher games are activities that always make people happy who have a certain purpose. So that learning can eliminate the boredom while learning, make the atmosphere more enthusiastic, easy to understand.

2. Kind of Game

According to Hadfield (1999:4) classifies the game into three types.

They are:

- a) Memorizing the game is a type of game that helps students to remember or remember the meaning of words in their mind. We know that students are more sensitive when we give games in learning.
- b) Personalization of games is types of game that can associate new words with their personal experiences that are designed by the students themselves.
- c) The game is focused on the successful completion of a goal. It is difficult Communicating to classify games into categories because such categories often overlap. Hadfield (1984) explained two ways of classifying language games: First, the author divides language games into two types: linguistic games and communicative games. On the other hand, communicative games focus on the exchange of information.

Jacobs (n. d.) further classified games into more detailed forms which are composed of both the elements defining linguistic and communicative games:

- a) Sorting, ordering or arranging games. For example, students have a set of cards with months, and they have to arrange those cards in order.
- b) Information gap games. In such games, one or more people have information that other people do not, and they have to exchange their information to complete a task.

- c) Guessing games. These are a variation on information gap games. For instance, one student who has a flashcard cannot show it to others but must instead mime it to others, and then other students have to guess the word from his or her performance.
- d) Searching games. These games are another version of two-way information games, with everyone seeking and giving information. For example, everyone is given a clue to find out who the criminal is. They have to ask and then reply to their partners to solve the problem.
- e) Matching games. As the name implies, participants need to find a match for a word, picture, or card.
- f) Labeling games/ category game. These are a form of matching games. The only difference is that the participants match labels, words and pictures.
- g) Exchanging games. Many card games fall into this category. In these games, students barter cards, objectives, or ideas.
- h) Board games. “Scrabble” is one of the most popular games in this category.
- i) Role-playing games. Such games involve students in playing roles that they might not play in real life. They might also be employed to get students to practice set dialogues.

3. The Advantage of Game Activity

Carrier (1983:6) the advantages of using game can be summarized as follow:

- a. The game adds variety to the range of learning situations.
- b. Games can be used to change to the pace of a lesson and so maintain motivation.
- c. The game can be used to punctuate long formal teaching units renew students' energy before returning to more formal learning.
- d. The game can give the hidden practice of specific language points without students being aware of this.
- e. The game encourages student participants and can remove the inhibitions of those who feel intimidated by formal classroom situations.
- f. The game can change to the role of the teacher from that of a formal instructor to that of a manager or organizer of activities that students enjoy participating in. This can be useful in reducing teacher-student distance of conflict.
- g. Games can increase students to reduce the domination of the classroom by the teacher.
- h. The game can act as a testing mechanism, in some that they will expose areas of weakness and the need for remedial work.

F. Category Games

According to Hadfield (1999:5) there are many types of games that can be applied by teachers to support the learning process of sorting, ordering or arranging games, information gap, guessing games, search games, exchanging

games, board games, role-play, Also. Thornbury (2002: 102) classifies several types of word games. These are word clap, categories game, and back to board.

According to Kimbell (2009: 15), category game is a very fun game form that has a specific purpose. Also, brainstorming activities help students understand how words can be incorporated into different groups. Students are more motivated in learners and make the classroom atmosphere enthusiastic while activating and building up background knowledge before starting a learning unit. Meanwhile, Hadfield (1999: 5) states that game labeling involves matching a label with an item in a picture or a word that fits the category. On the other hand, game labeling is an activity that helps students to build prior knowledge about the topic of study. It also involves students to play the word based on categories related to topics that can be supported by using images, in the implementation of the category game.

Taba's (1976) category game is a brainstorming and categorizing activity that provides students with the opportunity to think about, discuss, categorize, and label words related to the central concept. Marsano (2004) states that word knowledge is linked to the degree of background knowledge. The words that students generate in the process of this activity can serve as an excellent assessment tool for teachers in determining the degree of background knowledge students bring to study. The brainstorming and categorizing of list-group-label can be used prior to beginning a unit, as shown in the example from Christine Landaker's classroom.

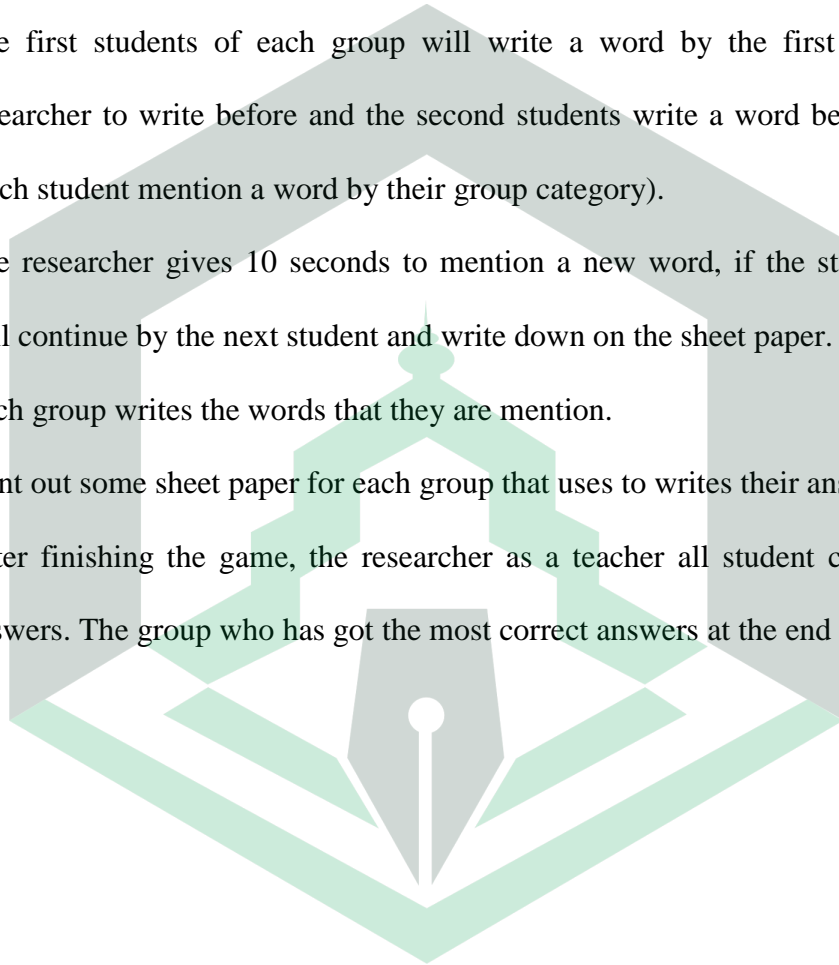
Teachers in any content area use the same instructional strategy by generating a tremor concept that will be the focus of study in the classroom. For example, an English teacher who is about to begin teaching *To Kill a Mockingbird*. Lee (1960) could begin the activity by giving students to word injustice to begin list-group-label. A science teacher beginning a unit on the solar system would give students that term as an initial brainstorming word.

According to Gillette and Temple (1983) is in an activity where students are asked to sort words into categories by sorting words into groups where the words have a common element. The list of the words the student's sort is provided for words the teacher creates. Word sorts open or closed. If students are provided with a word bank and asked to places words in categories you provide, that is a closed word sort if students are given a word bank and asked for place word words in categories the create, that is an open word sort.

The teacher needs to choose a good game to support the teaching-learning process which is suitable for the student's condition in the classroom, particularly for the students who get difficulties in mastering vocabulary. Categories game is one of the games that teachers could use in the teaching-learning process, particularly teaching vocabulary. It is also known as 3 as labels game or categories game.

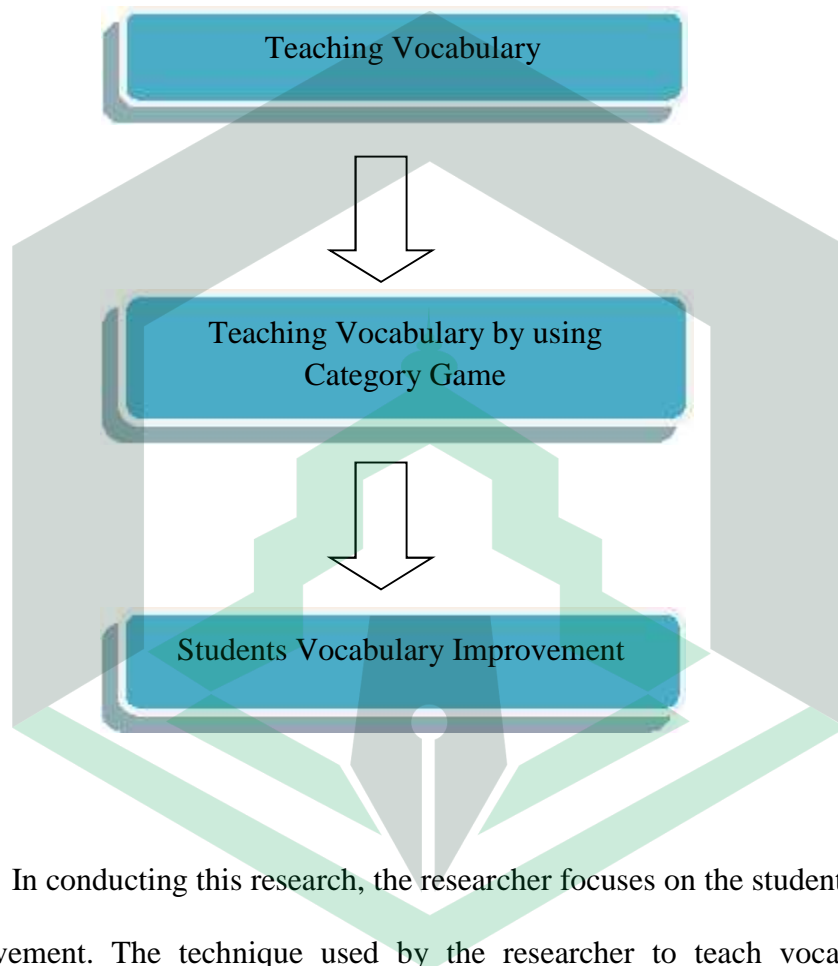
G. How to Play of Category Games

1. Divide students into 4 groups (each group consists of 5 students).
2. The students are divided randomly by counting from one until four.
3. The students gather with their teammates.
4. The researcher asked the leader each group to take the word category
5. The first students of each group will write a word by the first letter of the researcher to write before and the second students write a word beside category (each student mention a word by their group category).
6. The researcher gives 10 seconds to mention a new word, if the students fail, it will continue by the next student and write down on the sheet paper.
7. Each group writes the words that they are mention.
8. Print out some sheet paper for each group that uses to writes their answers.
9. After finishing the game, the researcher as a teacher all student checking their answers. The group who has got the most correct answers at the end is the winner.



H. Conceptual Framework

In this research, the researcher focuses on building students' vocabulary to applying category games. The conceptual framework in this research using the diagram:



In conducting this research, the researcher focuses on the student's vocabulary improvement. The technique used by the researcher to teach vocabulary is the category game. Category game is a game made a group of 5 people and the name of each group with different categories. Each group must guess the words related to the

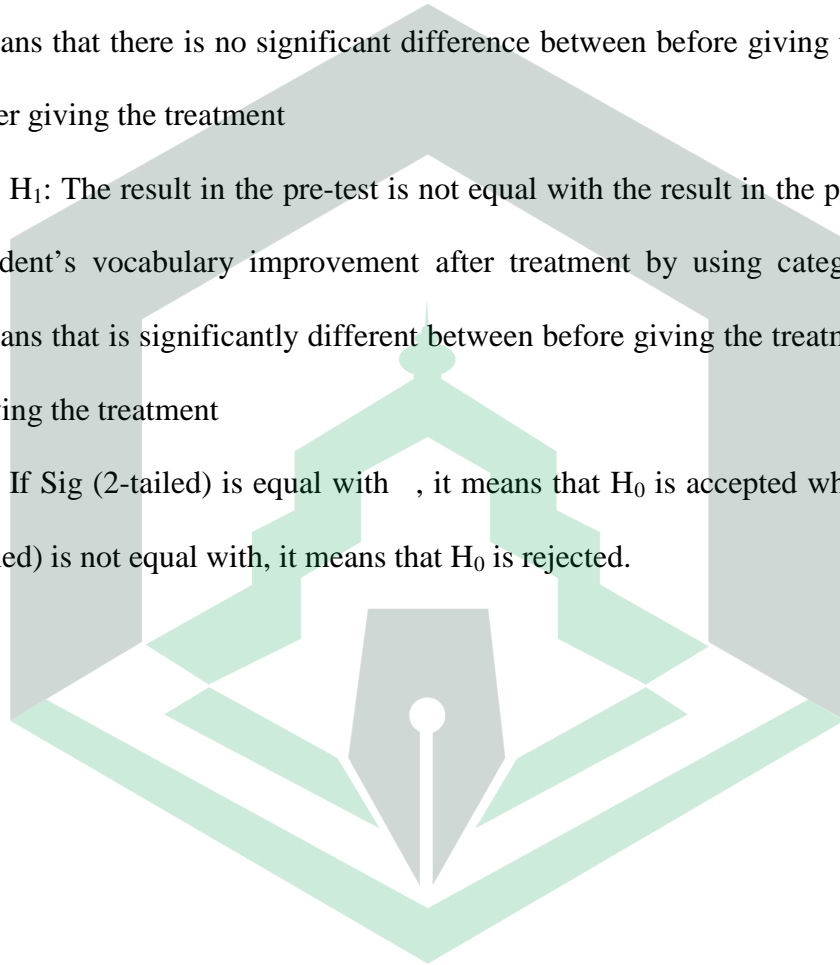
group's name. The result is to find whether yes or no category game is improving the student's English vocabulary.

I. Hypothesis

H_0 : The result in the pre-test is equal with the result in the post-test of the student's vocabulary improvement after treatment by using category game. It means that there is no significant difference between before giving treatment and after giving the treatment

H_1 : The result in the pre-test is not equal with the result in the post-test of the student's vocabulary improvement after treatment by using category game. It means that is significantly different between before giving the treatment and after giving the treatment

If Sig (2-tailed) is equal with , it means that H_0 is accepted while, if Sig (2-tailed) is not equal with, it means that H_0 is rejected.



CHAPTER III

RESEARCH METHOD

A. Research Design

This researcher used pre-experimental. It was conducted in six meetings. Before giving treatments, the researcher gave a pre-test to know the student's prior knowledge and post-test to know their knowledge after getting the treatments.



Where:

O1 : Pretest

T : Treatment

O2 : Posttest

(Gay, 1987: 297)

B. Variables

In this research, there are two categories of variables, namely:

1. Dependent Variable

The dependent variable by category game to improve students' of vocabulary

2. Independent Variable

The independent variable is improvement students' of vocabulary

C. Population and Sample

1. Population

The populations of this research are the students of SMPN Satap To'lemo.

There are nine classes, 112 males and 108 females. Therefore, the total number of the population is 220 students.

2. Sample

In this research, the researcher used purposive sampling technique in taking sample because it makes research to be effective. The researcher chooses class VIII A academic year 2019/2020 as a sample to research noun vocabulary. The example jobs, buildings, animal, and transportation. Then, the researcher took 20 students as the sample. The researcher used pre- experimental.

In this research the object of research is class VIII A. The reason the researcher chose this class is because the students in this class many students are less active and they are difficulty digesting English subjects. Some students feel bored and prefer to joke, chat and even have those who fall asleep so the learning outcomes are low. Besides that, the English subject teacher concerned also felt that there were difficulties when he was teaching, especially in terms of attracting students' learning interests and using the right methods to be used in the process of learning English in class VIII A academic year 2019/2020 Junior High School

Satap To'lemo. Therefore the researcher tried to apply the category game learning method to in teaching students' vocabulary skills

D. Instrument of The Research

To collect data, the researcher used a vocabulary test 20 vocabulary items. They were multiple choices, complete the sentence, matching the meaning of the word and answer the question. The test was given in the pre-test and post-test to measure the students' mastery results before and after treatment. The students were given a category of nouns in teaching vocabulary by using category game.

E. Procedure of Collecting Data

1. Pre-test

The pretest is in the vocabulary test. They were multiple choices, complete the sentence, matching the meaning of the word and answer the question. Especially nouns in terms of jobs, buildings, animals and transportation. The test in 20 items and students had to finish in 30 minutes. It was given to the students to measure their basic ability before giving treatment. The vocabulary test included with the theme of the noun in terms of fruits, part of body, animal, and transportation.

2. Treatment

The researcher conducted the treatment for six meetings by using the category game in teaching. The researcher used the same procedure from the first meetings until six meeting with a different topic to memorize in teaching vocabulary every meeting. The steps as follow:

a. The first meeting

- 1) The researcher gives the students a list vocabulary about the material of theme for every meeting. Researcher's given the students of job to translate vocabulary in Indonesia language. After that, the researcher teaches of pronunciation every vocabulary has been given.
- 2) The researcher asks the students to make 4 groups (each group consist of 5 students) about noun (jobs) to makes word by using category game.
- 3) The researcher give the students gather with their teammates.
- 4) The researcher ask the leader each group to take the word category
- 5) The first students of each group will write a word by the first letter of the researcher write before and the second students write a word beside of category game about jobs (each student mention a word by their group category).
- 6) The researcher give 10 second to mention a new word, if the students fail, it will continue by next student and write down on the sheet paper.
- 7) Each group writes the words that they are mention.
- 8) Print out some sheet paper for each group that use to writes their answers.
- 9) After finishing the game, the researcher as a teacher with the all student checking their answers. The group who has got most correct answers at the end is the winner.

b. The second meeting

- 1) The researcher gives the students a list vocabulary about the material of theme for every meeting. Researcher's given the students of job to translate vocabulary in Indonesia language. After that, the researcher teaches of pronunciation every vocabulary has been given.
- 2) The researcher asks the students to make 4 groups (each group consist of 5 students) about noun (buildings) to makes word by using category game.
- 3) The researcher give the students gather with their teammates.
- 4) The researcher ask the leader each group to take the word category
- 5) The first students of each group will write a word by the first letter of the researcher write before and the second students write a word beside of category game about buildings (each student mention a word by their group category).
- 6) The researcher give 10 second to mention a new word, if the students fail, it will continue by next student and write down on the sheet paper.
- 7) Each group writes the words that they are mention.
- 8) Print out some sheet paper for each group that use to writes their answers.
- 9) After finishing the game, the researcher as a teacher with the all student checking their answers. The group who has got most correct answers at the end is the winner

c. The third meeting

- 1) The researcher gives the students a list vocabulary about the material of theme for every meeting. Researcher's given the students of job to translate vocabulary in Indonesia language. After that, the researcher teaches of pronunciation every vocabulary has been given.
- 2) The researcher asks the students to make 4 groups (each group consist of 5 students) about noun (animal) to makes word by using category game.
- 3) The researcher give the students gather with their teammates.
- 4) The researcher asks the leader each group to take the word category.
- 5) The first students of each group will write a word by the first letter of the researcher write before and the second students write a word beside of category game about animal (each student mention a word by their group category).
- 6) The researcher give 10 second to mention a new word, if the students fail, it will continue by next student and write down on the sheet paper.
- 7) Each group writes the words that they are mention.
- 8) Print out some sheet paper for each group that use to writes their answers.
- 9) After finishing the game, the researcher as a teacher with the all student checking their answers. The group who has got most correct answers at the end is the winner

d. The fourth meeting

- 1) The researcher gives the students a list vocabulary about the material of theme for every meeting. Researcher's given the students of job to translate vocabulary in Indonesia language. After that, the researcher teaches of pronunciation every vocabulary has been given.
- 2) The researcher asks the students to make 4 groups (each group consist of 5 students) about noun (transportation) to makes word by using category game.
- 3) The researcher give the students gather with their teammates.
- 4) The researcher ask the leader each group to take the word category
- 5) The first students of each group will write a word by the first letter of the researcher write before and the second students write a word beside of category game about transportation (each student mention a word by their group category).
- 6) The researcher give 10 second to mention a new word, if the students fail, it will continue by next student and write down on the sheet paper.
- 7) Each group writes the words that they are mention.
- 8) Print out some sheet paper for each group that use to writes their answers.
- 9) After finishing the game, the researcher as a teacher with the all student checking their answers. The group who has got most correct answers at the end is the winner.

3. Post-test

The researcher distributed the posttest to the pre experimental class. The test was given to students after doing the treatments. This test intended to know to improve vocabulary the students after giving them some treatments about category game. They were asked to do the test for 30 minutes.

F. Technique of Data Analysis

The data analysis technique involves some steps that are elaborate as follow:

1. The students' correct answer of pre-test and posttest by using the following formula:

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Item}} \times 100$$

(Puskur in Andriyani, 2006: 27)

2. The level of students' scores the following classification as follow:

No	Classification	Score
1	Excellent	96 – 100
2	Very good	86 – 95
3	Good	76 – 85
4	Fairly good	66 – 75
5	Fairly	56 – 65
6	Poor	36 – 55
7	Very poor	00 – 35

(Depdikbud in Samsinar, 1996: 36)

3. Calculating the mean score, standard deviation and test of significance by using SPSS 20.

CHAPTER IV

FINDINGS AND DISCUSSION

The chapters consist of two parts, the first is the finding and the second is discussions. The finding deal with the result of data analysis and the discussion deals with explanation of the findings.

A. Findings

The researcher achieved the data in the form of a score. The score divided from the test. There where pretest and posttest. The pretest was held on 04th February 2020. Before giving the posttest the researcher did the treatment to pre-experimental class (VIII.A) were held on 06th February until 18th February 2020. The last posttest held on 20th February 2020. The researcher was discussing finding the student's vocabulary.

The researcher given material for a game that was train students in improved vocabulary, when the researcher given the game the students are very enthusiastic in learning used the category game because students learn while played and this game is able to sharpen the students' brains so that students find it easier to increase vocabulary. Each student competes in arranging words and filling in the columns provided. The students have their own groups where each group competes to finish the game in order to win the game.

1. The Score of Students' Pretest and Posttest

Table 4.1 the score of students' pretest and posttest

Respondent	Pretest	Posttest
R1	40	75
R2	80	100
R3	70	95
R4	80	100
R5	80	85
R6	80	100
R7	55	75
R8	85	100
R9	80	90
R10	70	100
R11	70	85
R12	80	95
R13	65	100
R14	80	100
R15	25	70
R16	55	75
R17	25	80
R18	70	95

R19	55	80
R20	70	95

The table above shows that there is a difference between the score of the students' pretest and the score of the students' posttest. Because when the students did the pretest, the researcher not yet gave the treatment to the students. And then, why the score of the students' posttest was higher because the researcher already gave the treatment to the students. And most students answer vocabulary about nouns. That happens because according to students noun was easier rather than the verb.

a. The Rate Percentage of the Students' Pretest

Table 4.2 the Rate Percentage Score of the students' pre-test

No	Classification	Range	Pretest Of Experimental Class	
			Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	8	40%
4	Fairly Good	66-75	5	25%
5	Fairly	56-65	1	5%
6	Poor	36-55	4	20%
7	Very Poor	0-35	2	10%
Total			20	100%

Table 4.2 showed the data of the pretest in pre-experimental class. The data pretest of pre- experimental were 8 students (40%) in good classification, 5 students (25%) in fairly good, 1 student (5%) in fair classification, 4 students (20%) in poor classification and 2 students (10%) in poor classification. And none students of both classes are excellent classification and very good classification.

b. The Mean Score and Standard Deviation of the Students' Pretest

Table 4.3 the mean score of students 'correct answer in pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
experimental	20	25.00	85.00	65.7500	18.08423
d N (list wise)	20				

From table 4.3, it shows that the highest score of students was 25.00 and the lowest score was 85.00. Besides, it also indicates that the mean score of students' pre-test was 18.08423; the mean score of students' and the standard deviation of pre-test were 18.08423

c. The Rate Percentage of the Students' Posttest

Table 4.4 the Rate Percentage Score of the Students' Post-Test

No	Classification	Range	Pretest Of Experimental Class	
			Frequency	Percentage
1	Excellent	96-100	7	35%
2	Very Good	86-95	5	25%
3	Good	76-85	4	20%
4	Fairly Good	66-75	4	20%
5	Fairly	56-65	0	0%
6	Poor	36-55	0	0%
7	Very Poor	0-35	0	0%
Total			20	100%

Table 4.4 showed the data of the posttest in the pre-experimental class. The data posttest of pre-experimental were 7 students (35%) in excellent classification, 5 students (25%) in very good, 4 students (20%) in good classification, 4 students (20%) in fairly good classification. And there are 7 students of both classes of excellent classification.

d. The Mean Score and Standard Deviation of the Students' Posttest

Table 4.5 the Mean Score and Standard Deviation of Students' Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	20	70.00	100.00	89.7500	10.57243
Valid N (list wise)	20				

From table 4.5, it shows that the highest score of the students was 100.00. And the lowest score was 70.00. Besides, it also indicates that the mean score of students' in post-test was 89.7500 and the standard deviation was 10.57243

e. The Mean Score and Standard Deviation of Pretest and Posttest

Table 4.6 the mean score of the students' posttest

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Paired Samples 1	Pretest	65.7500	20	18.08423	4.04376
	Posttest	89.7500	20	10.57243	2.36407

Table 4.6 described the statistical result of the pretest and posttest pre-experimental class. From the class of the table above, N was the total of the subject data which was 20 students of the class. It could be seen that between the pretest and posttest of the pre-experimental class were significantly different. The

mean that acquires by the pretest of the pre-experimental class was 65,7500 while the mean score of the posttest in the pre-experimental class was 89,7500.

f. The Paired Samples Test of Pretest and Posttest

Table 4.7 the paired sample test of pretest and posttest

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-24.0000	11.65287	2.60566	-29.45371	-18.54629	-9.211	19	.000

Based on the result of data analysis as summarized in Table 4.7 above in the pretest of control and experimental group, the researcher found that the Probability Value is lower than alpha () ($0.00 < 0.05$) which means that there is a significant difference in posttest of both classes. Thus, the category game was effective in teaching vocabulary.

g. The Probability Value of test of the Students' Achievement

Table 4.8 the Probability Value of Test of the Students' Achievement

Variable	P-Value	()
O ₁ - O ₂	0.00	0.05

Assuming that the level of significance () = 0.05, the only thing which is needed; the degree of freedom (df) = N – 1, where df = 20 than the t-test is presented in the following table.

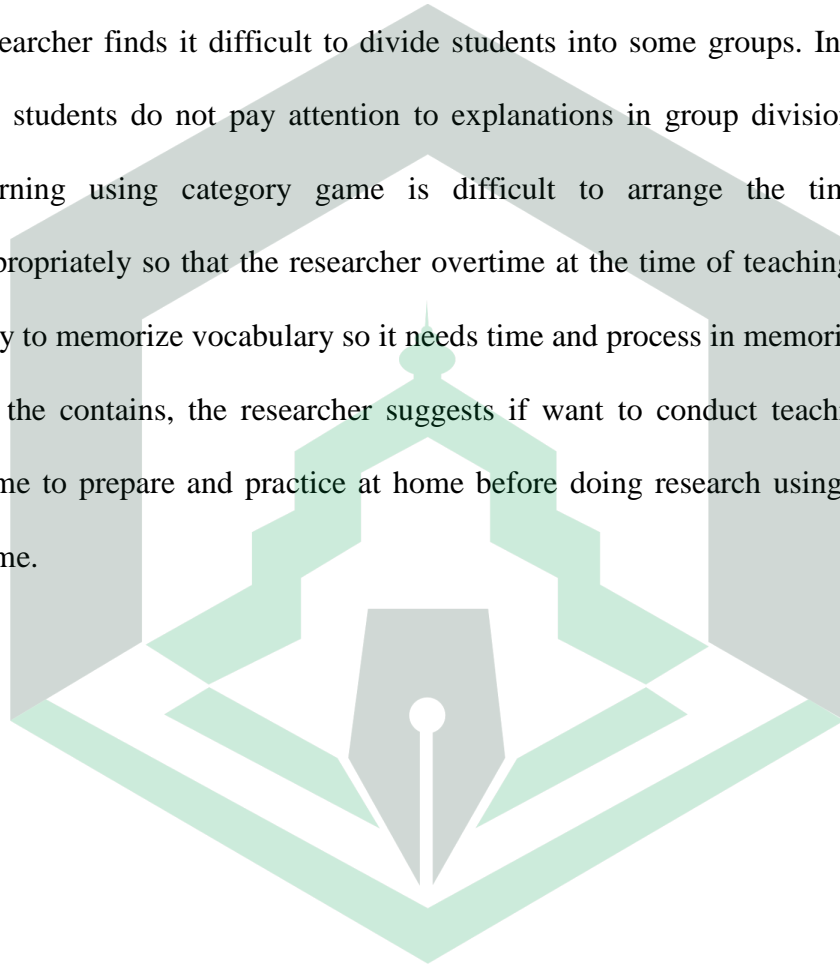
B. Discussion

After calculating and analyzing the data and the findings, the researcher represents the discussion of student's data. This stage aims at describing the student's improve students' vocabulary by using the category games.

Based on the result of the t-test in the pretest, the researcher found that there was no significant difference between the results of the pretest before conducting a treatment. After conducting a treatment, the result of the t-test value shows that there significant difference between the results of the post-test.

Category game is a game made by some group consists of 5 people. Where each student must write word relate groups' names. Category game does not only test knowledge of opposites, but also short-term memory. Therefore, the students recall the words they have to write. Some advantages of this game especially in learning vocabulary such as the students can write the word, memorizing and can be practice easily to pronounce those vocabularies in a fun situation.

Based on the result of data analysis and the findings above, the researcher find the using category game is effective in teaching vocabulary especially noun limited to dealing with nouns such as jobs, buildings, animal, and transportation to the eighth grade of SMPN Satap To'lemo especially for (VIII.A) as for the constraints at the time of the research in the teaching of category game. First, the researcher finds it difficult to divide students into some groups. In other words, the students do not pay attention to explanations in group division. Second, in learning using category game is difficult to arrange the time allocation appropriately so that the researcher overtime at the time of teaching. Third, they lazy to memorize vocabulary so it needs time and process in memorization. Based on the contains, the researcher suggests if want to conduct teaching using the game to prepare and practice at home before doing research using the category game.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussions in the previous chapter, the researcher concludes that there is a significant difference between pretest and posttest. It is proven by looking at the significant difference between the students' mean score in pre-test and post-test. In the pre-test, students' mean score is 65.75 and the mean score in the post-test is 89.75. The standard deviation in the pre-test is 18.57 and the standard deviation of the post-test is 10.57. The result of statistical analysis for the level of significance 2 tailed (sign²tailed =0.00) and value of (= 0, 05) It could be concluded that null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) was accepted or Score of Sig (2-tailed = 0, 00) (0, 05), so H_0 is rejected. So, there is significantly different before giving treatment after giving the treatment. The sample of these research 20 students. The researcher used the pre-experimental method. To get the result analysis data, the researcher using SPSS version 20. The researcher entered pretest and posttest data into SPSS version 20. Based on the result of the research, the researcher concludes that category games can improve student's vocabulary at the eighth of SMPN Satap To'lemo.

B. Suggestions

Based on the conclusions above, the researcher would like to present some suggestions as follows:

1. The teacher should conduct teaching using games to prepare and practice at home before conducting research using the category game.
2. The researcher should be more creative to innovative to present the category game to the students in improving English vocabulary
3. The researcher needs to apply a good technique to facilitate students in learning English as well as possible. It is recommended for English teachers to use the category game technique as one of the alternatives that will help students much in mastering vocabularies.
4. In applying category game, it is recommended for the teacher to combine this technique with the word. For the students who learn English as a foreign language, it is difficult for them to know the object exactly, so that the use of the word here to make the application of categories game in teaching and learning process run well
5. For further researcher, it is recommended to apply the category game technique in other skills of English language learning such as speaking, reading, and listening.
6. The researcher can use this technique to improve the student English vocabulary and students can more active and enthusiastic in the learning process.

7. The researcher who wants to research about vocabulary should find more creative techniques that can be used in teaching learning vocabulary. In other words, one of the creative techniques in teaching learning vocabulary is the category game.

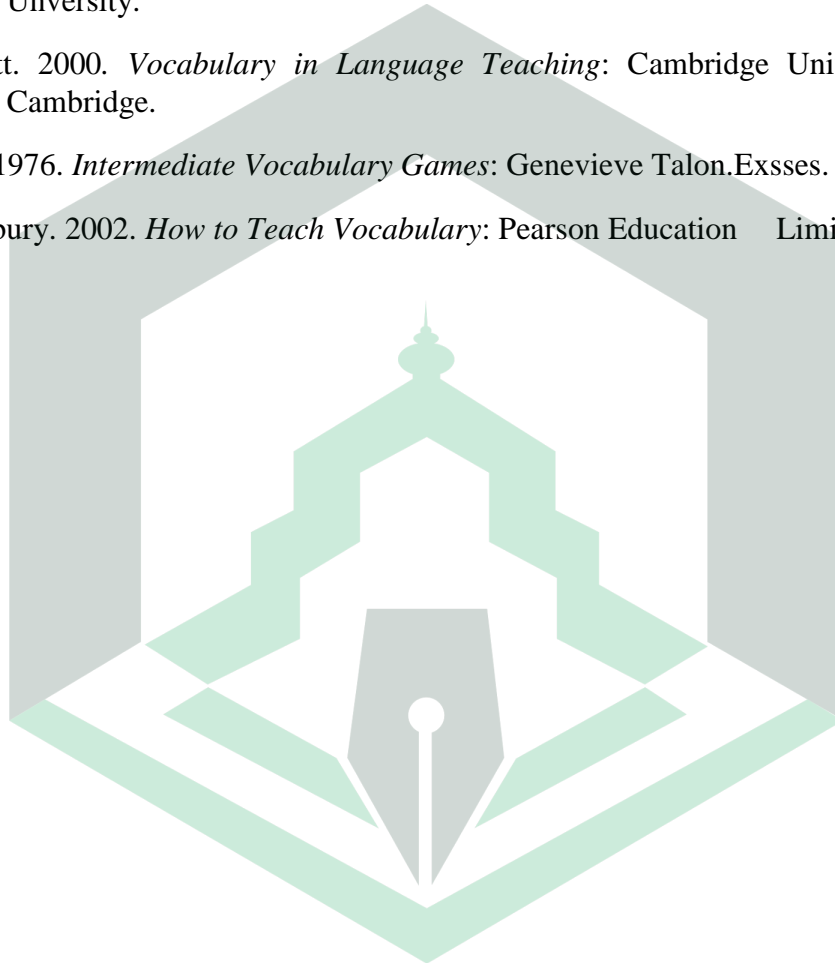


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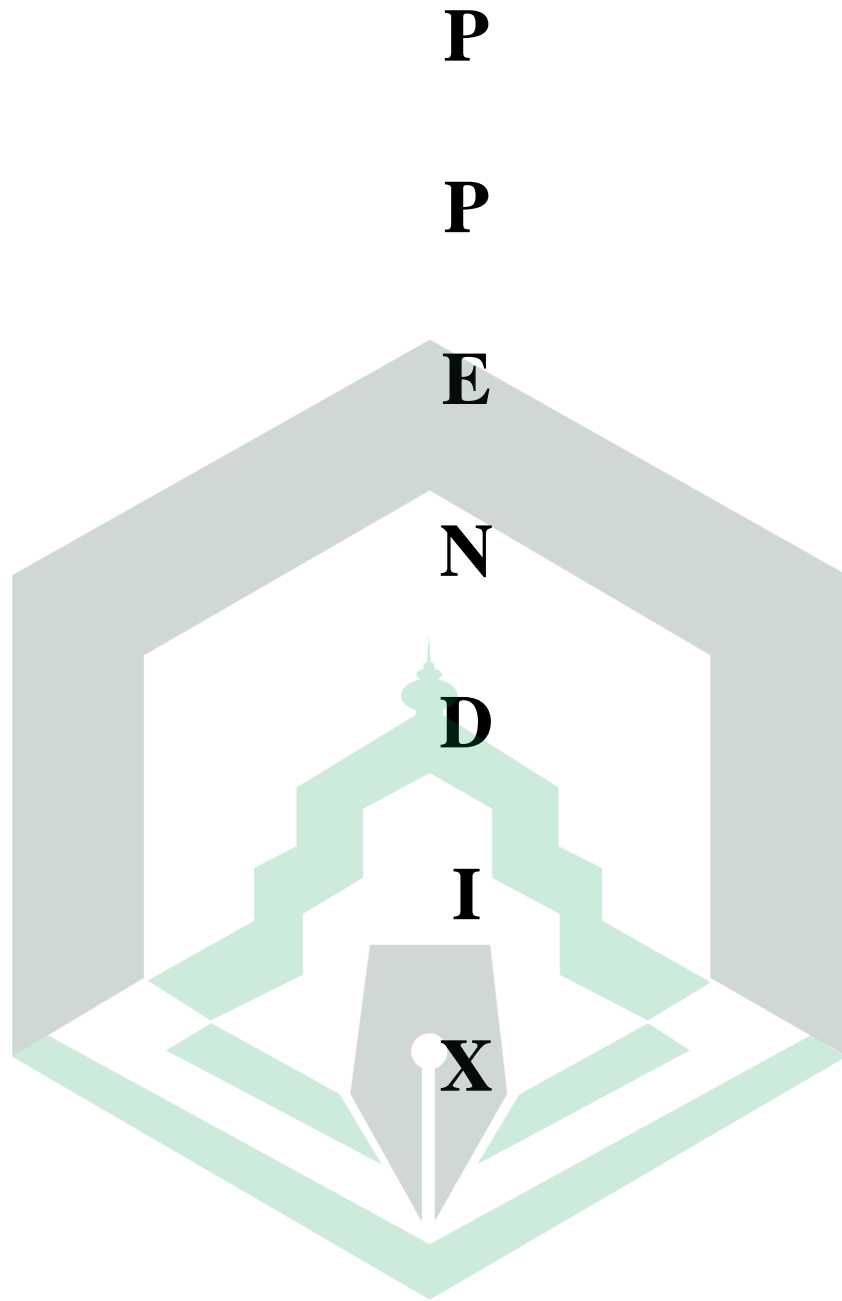
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A





**PEMERINTAH KABUPATEN LUWU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI SATAP TO'LEMO**

Alamat : Desa To'lemo Kec. Lamasi Timur Kab. Luwu 91952

SURAT KETERANGAN PENELITIAN

Nomor : 044/DIKBUD/SMPN STP/KP/IX/2020

Yang bertanda tangan di bawah ini Kepala SMP Negeri Satap To'lemo menerangkan bahwa :

Nama : SULFADLI
Tempat / Tgl Lahir : Layar Putih, 05 Mei 1997
NIM : 15 0202 0021
Pekerjaan : Mahasiswa
Fakultas/Prodi : Fakultas Tarbiyah dan Ilmu Keguruan
Jurusan Bahasa Inggris IAIN Palopo

Adalah benar telah melaksanakan penelitian di sekolah SMP Negeri Satap To'lemo untuk kepentingan penulisan skripsi pada tanggal 04 Februari 2020 s/d 04 Maret 2020 dengan judul ***THE USE OF CATEGORY GAME IN TEACHING ENGLISH VOCABULARY AT THE SECOND YEAR JUNIOR HIGH SCHOOL SATAP TO'LEMO'***

Demikian Surat Keterangan ini kami Berikan untuk dapat dipergunakan sebagaimana mestinya.

To'lemo, 20 Februari 2020

Kepala SMP Negeri Satap To'lemo





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. AgatisKel Balandai Kec. Bara 91914 Kota Palopo

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan


Nama : Sulfadli
Nim : 15 0202 0021
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP : Desa Lawewe Kec Baebunta Selatan Kab Luwu Utara
085 259 482 598

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

Palopo, 09 Maret 2020
Ketua Prodi
Pendidikan Bahasa Inggris


Dr. Munir Yusuf, M.Pd
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Mhs ybs dapat membaca Al-Qur'an



THE RESEARCHER GIVEN LIST VOCABULARY



THE RESEARCHER TEACH HOW TO PLAY THE GAME



THE RESEARCHER EXPLAIN ABOUT THE MATERIALS





THE RESEARCHER EXPLAIN ABOUT THE MATERIALS



THE RESEARCHER CONTROL THE STUDENTS PLAY THE CATEGORY GAME



THE RESEARCHER TEACH STUDENTS ABOUT PRONOUNCIATION THE VOCABULARY

