

**IMPROVING THE STUDENTS' VOCABULARY THROUGH  
INTERACTIVE GAMES TO THE SEVENTH GRADE  
STUDENTS OF SMP N 3 MENGWI  
IN THE ACADEMIC YEAR 2012/2013**



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THE FACULTY OF TEACHER TRAINING AND EDUCATION  
MAHASARAWATI UNIVERSITY  
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**THESIS**

**As a partial fulfillment of the requirement for the  
*Sarjana Pendidikan* degree of English Department  
Faculty of Teacher Training and Education  
Mahasaraswati Denpasar University**



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## ACKNOWLEDGEMENTS

First of all, I would like to praise to supreme God, for His blessing and mercies, so that this thesis could be finished at the proper time as a partial requirement for taking the final examination.

In the secondly, I would like to express my gratitude to my first and second advisors respectively, Mr. Dr. Drs. I Made Sukamerta, M.Pd, and Mr. Drs. Nyoman Winata, M.Hum, for their invaluable guidance and corrections in the course of writing this thesis.

Next, my profound thank is also due the lecturers of the English Department the Faculty of Teacher Training and Education of Mah Saraswati University at Denpasar for their valuable guidance and encouragement in writing this thesis.

My great thank to SMP N 3 Mengwi, also to the Headmaster and the seventh grade student of SMP N 3 Mengwi for their cooperation during the field data collection.

Furthermore, a special word for thank goes to my parent, my young brother in helping me to correction the data of the student, all of my friends and thank a lot for all of their support, motivation and help during the process of writing this thesis.

Finally, I deeply realized that this thesis is certainly far from perfect. .therefore, any criticism and suggestion for the development of this thesis are highly appreciated.

The Researcher

I Gede Surya Prajana

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## ABSTRACT

Surya Prajana, I Gede, 2013. Improving the students' Vocabulary through Interactive Games to the Seventh Grade Student of SMP N 3 Mengwi in the Academic year 2012 /2013. The First Advisor : Mr. Dr. Drs. I Made Sukamerta, M.Pd, Second Advisor : Mr. Drs. Nyoman Winata, M.Hum.

The present classroom action study dealt with improving vocabulary through interactive Games to the Seventh Grade students of SMP N 3 Mengwi in academic year 2012/2013. The number of the subject was 36 students, consisted of 16 female and 20 male. This study was designed in the form action research consisted of two cycles. Each cycle involved four step, namely: planning, action, observation, and reflection. Each cycle consisted of three teaching sessions. The data were obtained from the students' achievement test; pretest, post test 1 and 2 in each cycle. Meanwhile the students' behavior was recorded during the implementation of the action through the result of questionnaire. Both in the first cycle and the second cycle the instructional process was conducted in an individual work. The result of the study showed that interactive games were effective to improve the students' achievement in English vocabulary. It could be seen from the result of the student' achievement test which increased during the application of the technique. The result of the IR clearly showed that the pre existing vocabulary subject was low with mean score 6.36 the result of the data analysis of the reflection score for cycle I figured out the increasing mean figures of 7.42, 7.70, and 8.042 for S1, S2 and S3. The result of data analysis of reflection score cycle II clearly figured out increasing mean figures of 7.08, 8.014 and 11.458 for S4, S5, S6 respectively. The grand mean figures for cycle I and II showed the figures of 7.721 and 8.851. there was a different mean figure of 1.130 between the two cycle. The result of analysis of the questionnaire score showed the comparative percentages of 4,68%, 31,82%, 2,14%, 0% for the total responses of the questionnaire items of option A, B, C, and D. The obtained comparative percentages of the items of the questionnaire indicated the subjects' positive changing attitudes and motivation in mastering students' vocabulary through interactive games was effective enough in helping the seventh grade student of SMP N 3 Mengwi to increase their vocabulary in English. The mean figure of IR score was much lower than the corresponding mean figure obtained for each session. The significant difference further suggested that cycle II was more effective than cycle I. This could plausibly be understood since cycle II started with revised planning.

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language has a very important role in our daily life. In almost all activities we do, we use language as means of communication. People use language to convey their ideas and wishes, or what they have in their mind to other people. Both, speaker and listener must be able to understand each other to establish good communication. Without language, it will be hard for people to communicate among themselves.

Learning foreign language means learning how to communicate in the target language through its spoken or written forms. In this case the knowledge of the target language involves four language skills such as: reading, writing, listening, and speaking. These skills are also taught with language components namely: grammatical structure, vocabulary, pronunciation and spelling .It is undeniable that students who want to master English well should acquire the four major languages altogether.

By looking at its important function, all countries, including Indonesia, put English as one of the compulsory subjects at the schools. In teaching English as a foreign language most teaching programs are aimed at helping the students to gain a large number of vocabularies of useful words. The researcher points out that the more vocabularies (words) a person masters, the more ideas he / she can express

(Keraf, 1987 in Ningsih, 2003 : 1). He further describes that people who have many ideas or ones who master large numbers of vocabulary (words) are able to communicate easily and fluently with other people. According to (Philips,1993 in Mustisari, 2007 : 2), states that having good vocabulary proficiency will enable the student to acquire components all four basic language skills of listening, speaking, reading and writing.

Vocabulary is the sum of words, used by, understood by or add the command of particular person or group of any language used in books or texts, In order to understand text or books the vocabulary as one element of the text should be mastered well. To master vocabulary, the words should be learned item by item by its definition, ( j.jpikulski and Shane,2004 :1). Vocabulary can be of a single words.for example, post office and mother in law, which are made up of two or three words but express a single idea, (Penny,1996 in Mustisari, 2007 :1).

Therefore, in every lesson, the teacher has to introduce new words, ask student to practice them, make clear meanings, as well as ways in which the words being learnt can be used. The objective of teaching English in junior high schools getting students to be able to listen, speak, write, and read in English. We can also see in the English GBPP (Guide line of teaching instruction) of junior high school that at the end of the course, the students are expected to approximately 500 words. Thus the mastery of vocabulary is seriously considered in the education in Indonesia along with syntax as a means of expressing meaning, feeling, ideas, though, and also opinions. It means vocabulary, among other

element of language, is firstly taught in order to make the students to be able to speak or express their ideas.

However, there are a large number of pupils in primary school fail to achieve the expectation above. They are found to have poor achievement in vocabulary, which result in their poor performance in English language skills. Having lack of words that they obtain also causes them to find English learning hard and unattractive. This phenomenon can be explained by condition that there are many junior high school teachers still encounter problems in presenting English in their classes. They use limited number of teaching media to promote the instruction and mostly use Indonesian in presenting the material. The media they usually used are already familiar to the students such as flash cards, pictures and real things. They are evidently textbook-oriented in sense that they concern only with material provided in the textbooks whereas the use of teaching media allows the teacher to simplify the instruction as well as make it interesting and communicative.

In teaching vocabulary, the teacher usually asks the students to translate several Indonesian words into English. If the students were unable to do the task, the teacher helped them translate the words. The teacher wrote down all the words on the blackboard, and that was all. This method is called conventional method . It did not help much to fulfill the purpose or goal of learning.

Junior school students especially the Seventh grade are only about 12 to 13 years old. This age is time where they are playing and having fun but still in serious of the study. They often pay little attention to the teacher's speech or

explanation, and students find difficult about English vocabulary. The students' habit to play and have fun in their seventh grade junior school actually is not a peril to the success of the teaching learning process. On the contrary, the teachers can gain benefit from this behavior. English teachers should be creative and innovative in teaching and practicing different vocabulary teaching technique. One of the vocabulary activities which is considered more effective is interactive games. The use of games in improving vocabulary is not only changes the dynamic of the class but also it rejuvenates students and helps the brain to learn more effectively. Games also allow students to: work co-operatively, compete with each other, strategize, think in a different way, compare and share knowledge, learn from others, learn from mistakes, work in less stressful and more productive and allow students to have fun. In addition, the researcher believes that Interactive Games can improve the achievement in English vocabulary to the seventh grade students of SMP N 3 Mengwi.

## **1.2 Statement of Research Questions**

The problem of vocabulary is very broad and complex, it is learned which involve four basic language skill (listening, reading, speaking and writing). With limited number of vocabularies the student can convey a simple grammar, but without vocabularies the grammar does not work. The mastery of vocabularies is still the problem for the student of junior high school as young learners in learning English as foreign language. So Based on the explanation above, the problem of the study can be stated as follows: Can Interactive Games improve the seventh grade students of SMP N 3 Mengwi in academic year 2012/2013?

### **1.3 The Purpose of the Study**

Finding the answer of the research question is the most important objective of research study .The objective purposes of the present study is To know whether interactive games can improve or not the seventh grade students' vocabulary of SMP N 3 Mengwi in academic years 2012/2013?

### **1.4 Limitation of Study**

The writing I of research paper must complete and not too broad. it should convey every thing that is worthy written in a research paper. So, relation to the purpose of the study above, this study is limited to effort of improving the students' vocabulary through interactive games. The material and source are taken from the same book as used in the class of the seventh grade students of SMP N 3 Mengwi.

### **1.5 Significance of the Study**

The results of the study are expected to be beneficial for the students, the teachers and other researcher.

1. For the Students it is expected that they can improve their vocabulary by playing and enjoying interactive games.
2. For the teachers it is expected to be able to use appropriate strategies or methods in teaching English to cope the students' problem in achievement vocabulary.
3. For other researchers, it is expected that the result of the study is useful for teaching techniques in term those conducting study about teaching vocabulary.
4. For the Schools, it is expected that more rewards and achievements to teachers who were able to find a new technique.



5. For the educational institutions, it is expected to find new techniques that teachers can innovate with it.
6. For the expect government institutions, it is expected to facilitate infrastructure and update of new knowledge about technique interactive game.

### **1.6 Assumption**

In this study, the investigator thinks it is necessary to make assumption. The underlying assumptions of the present study are the following.

1. The seventh grade students of SMP N 3 Mengwi have received vocabulary study and interactive games where the settings are attractive.
2. The English teacher of SMP N 3 Mengwiis qualified enough.
3. The seventh grade students of SMP N 3 Mengwi have been learning English with the same duration.

### **1.7 Hypothesis**

Hypothesis is as a tentative or temporary answer of the research question under the study. in order to give direction in collecting and interpreting the data and also as a tentative solution to the problem in which the variables will be tested, the hypothesis is stated as the following: The student's vocabulary can be improved through interactive game.

### **1.8 Definition of Key Terms**

The definition of the terms used in this study necessary to be defined as to make a clear understanding of the terms utilized in this research paper. The following is an explanation of some key terms used in this study:

### 1. Vocabulary

Vocabulary is defined as a list of new words which should be mastered by the students under study and the new vocabulary will be taught by conducting a series of teaching sessions and the students mastery of the new vocabulary will be measured by administrating a series of post tests.

### 2. Interactive games

Interactive game is defined as a technique used by the teachers to improve the students' vocabulary ability in which the students are actively and interactively engage to the various English games.

### 3. SMP N 3 Mengwi

One of the Junior high school which is located in Buduk village, sub distric head of Mengwi, regency of Badung.

## **1.9 Theoretical Framework**

1. This present study is based on the following theoretical framework:(1) conception of vocabulary (2) conception of teaching vocabulary (3) conception of the importance of vocabulary (4) classification of vocabulary (5) technique in teaching vocabulary, (6) interactive games in improving students' vocabulary (7) assessment of vocabulary.

## **CHAPTER II**

### **REVIEW TO RELATED LITERATURE**

#### **2.1 Conception of Vocabulary**

Learning English should be fun ,interactive and exciting. A teacher should be creative in teaching learning process to finding way to arouse the student's interest to be active to take a part in vocabulary learning activity in classroom.

Vocabulary is no question that people who have large speaking vocabularies generally tend to have large listening, reading, and writing vocabularies; like wise people who are limited in one of these aspects are likely limited in other aspects as well. We have seen that this close relationship does not exist in preliterate children. Also, some children who develop large reading vocabularies may not use that vocabulary in their writing without teacher help and guidance. However, in the years during which children develop as readers and writers, there is an increasing high relationship among all four aspects of vocabulary-listening, speaking, reading, and writing,( j.jpikulski and Shane, 2004 :3).

According to (j.jpikulski and Shane, 2004 :5)Purposes For Teaching Vocabulary One reason teachers are concerned about teaching vocabulary is to facilitate the comprehension of a text that students will be assigned to read. If students do not know the meaning of many of the words that they will encounter in a text, their comprehension of that selection is likely to be compromised. When the purpose of vocabulary instruction is to facilitate the comprehension of a

selection, it is obvious that this instruction must take place as an introduction before the reading of the selection.

Thomas, W. P., & Collier, V. P. (2001:9 ) states the vocabulary is central to language and of critical importance to the typical language learner. the teaching and learning of vocabulary has been undervalued in the field of second language acquisition (SLA) throughout its varying stages and up to the present day.”Vocabulary receives considerably less attention than grammar and phonology, vocabulary and it is only in the last decade that more research has focused on second language vocabulary acquisition -especially in the fields of teaching and curriculum design (*Ibid*).

## **2.2 Conception of Teaching Vocabulary**

According to National Reading Panel(2000:4), Summary of the National Reading Panel’s Specific Conclusions about Vocabulary Instruction :

1. There is a need for direct instruction of vocabulary items required for a specific text.
2. Repetition and multiple exposure to vocabulary items are important. Students should be given items that will be likely to appear in many contexts.
3. Learning in rich contexts is valuable for vocabulary learning. Vocabulary words should be those that the learner will find useful in many contexts. When vocabulary items are derived from content learning materials, the learner will be better equipped to deal with specific reading matter in content areas.
4. Vocabulary tasks should be restructured as necessary. It is important to be certain that students fully understand what is asked of them in the context of

reading, rather than focusing only on the words to be learned. Restructuring seems to be most effective for low-achieving or at-risk students.

5. Vocabulary learning is effective when it entails active engagement in learning tasks.
6. Computer technology can be used effectively to help teach vocabulary.
7. Vocabulary can be acquired through incidental learning. Much of a student's vocabulary will have to be learned in the course of doing things other than explicit vocabulary learning. Repetition, richness of context, and motivation may also add to the efficacy of incidental learning of vocabulary.
8. Dependence on a single vocabulary instruction method will not result in optimal learning. A variety of methods was used effectively with emphasis on multimedia aspects of learning, richness of context in which words are to be learned, and the number of exposures to words that learners receive.

According to Hatch and Brown (2000: 187) there are several principles in teaching vocabulary, they are:

1. Aims

The teacher has to clear about his or her aims, how many things are listed and what the teacher expects the learner to be able to do. It should be clear what the teacher teaches and what the students learn.

2. Quantity

After deciding the aims in learning vocabulary, the teacher has to consider the quantity of vocabulary to be learnt, how many new words the learners can

learn. The teacher selects the words that suit the level of students' proficiency.

### 3. Frequent Exposure and Repetition

It is seldom, however, that we remember a new word simply by hearing it once. There has to be certain amount of repetition until there is evidence that they have learnt the target words. A vocabulary must be used as often as possible.

### 5. Situational Presentation

Using words must be related to the situation. It is in the line with how well the user knows to whom, where, when and how he or she is speaking. It seems sensible that students should learn the words in the situation in which they are appropriately used.

### 6. Meaningful Presentation

The learners must have a clear and specific understanding of what it denotes or refers to, i.e. its meanings. The requirements that they would be presented in such a way that its denotation or reference is perfectly clear and unambiguous, which is not always an easy task.

### 7. Inference Procedures in Vocabulary Learning

It is possible for a student to master all vocabularies (words) of certain language. He or she needs to be specifically taught the meaning of words. They may look up a dictionary without understanding all the meanings. By making an inference from the context or guessing their meanings from the context so that he or she can understand the word.

David (1991 : 5) states there are several ways of making clear the meaning of a word, and these may be used alone or in combination.

1. Synonym

Synonyms are words that mean more or less the same thing. Take the word coach, for example. It is a bus, but one that makes long distance journeys. Synonyms are best shown on the board using the mathematical sign for *equals*. Example of synonyms are the pairs : shield = protect, bone = skeleton, predict = guess, disease = sickness, various= different.

2. Antonym

Antonym are words that have an opposite meaning. For example, poor is the opposite of rich while dirty is the opposite of clean, accept is an antonym of reject, and best is an antonym of worst (David,1991 : 7).

3. Ostensive : means by showing. We can hold up things or point to objects in the classroom (such as lamp, flag, window, boy, girl, cupboard, duster).
4. Translation : awareness of certain differences and similarities between the native and the foreign language, words or expressions in the learners' mother tongue that is (more or less) equivalent in meaning to the item being taught.
5. Polysemy : distinguishing between the various meaning of a single word form with several but closely related meaning. For example: head of a person, head of a pin, head of an organization.
6. Homographs are words which are written in the same way but have different meaning (Michael 2001 : 38).

For example: I *live* in the north of England. /liv/

Your favorite pop star is singing *live* on TV tonight. /laiv/

7. Homophones are words which are pronounced in the same way but are spelt differently. (Michael 2001 : 38)

For example : air /heir, pray/prey, tea/tee

sole/soul, sale/sail, pale/pail

8. Hyponyms : items that serve as specific examples of a general concept.

For example : melon, mango, water melon, grape are hyponym of fruits.

Vocabulary is central element in the language which links all skills efficiently in speaking, listening, writing or reading would be of no use if not for words. Even the best students often complain about them primary problem in acquiring English, which is lack of vocabulary. Teachers must enable the students to function accurately, appropriately and fluently in situation they will find themselves in.

Teaching vocabulary is exciting and interesting tasks for teacher. There are several techniques and tools that can be used in teaching vocabulary. It is very difficult to determine which one is the best way, however the teacher should be able to select the most appropriate way and tool to ensure the improvement of student's vocabulary ability. However, in relation to this study, the researcher will discuss Improving the Students' Vocabulary through Interactive Games.

### **2.3 Conception of The Importance of Vocabulary**

According to Hatch (1983, p.74 :4) the importance of vocabulary in the acquisition and use of language: 'it is the lexical level that adult second language learners claim is most important.



When our first goal is communication, when we have little of the new language a fair command, it is the lexicon that is crucial words will make basic communication possible.' It is the aim of this dissertation to analyze the importance and function of vocabulary in second language learning, and to assess the body of research that has contributed towards addressing this importance.

The learning of vocabulary can help to overcome these problems as the regular consulting of lists of words helps to familiarise students with the appearance and structure of words which they will later be able to pronounce. For example, William Nagy emphasises how the teaching of vocabulary must be sustained and holistic in order for the students to experience the full effects: 'Effective instruction must also be multifaceted, encompassing: teaching individual words; extensive exposure to rich language, both oral and written; and building generative word knowledge.' (Nagy. In Hiebert et al: 2005, p.28).

As cited by Murcia (1991 : 296) states that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we may have learnt for comprehensible communication.

The importance of vocabulary suggests that formal vocabulary instruction for preschoolers until junior high school students could be beneficial. This can be done by actively engaging student with words in creative ways. Word games are an especially effective way of helping student interact with new words.

Learning vocabulary is a very important part of learning English. If someone makes a mistake in grammar, it may be wrong but very often people will

understand one anyway. In the other side, if someone wants to communicate with another by using English but he does not master the vocabulary, so people can not understand him because of lack of vocabulary.

It is obvious that the mastery of vocabulary is really needed especially for the young English Foreign Language (EFL) learners in learning a foreign language because it enables them to express and understand other's ideas as well.

#### **2.4 Classification of Vocabulary**

Young learner learnt particular vocabulary that is called basic vocabulary, Hurlock as cited by Dwitha (2008:10) classifies the basic vocabulary into two major divisions, there is general and special vocabulary. This division is based on the childhood vocabulary:

##### **A. General Vocabulary**

**Noun** : defined as a word which names a person, place or thing. Here are some examples of nouns: sky, mountain, moon, john, student, Australia, plane, chair, father etc.

**Verbs** : after children have learnt enough nouns to apply names of people, object in their environment, they start to master verb designate action, i.e. jump, walk, stand, run, sit, read, put, write etc.

**Adjective** : the adjectives most commonly used at first time such as good, bad, hot, happy, nice, applied principally to people, food, and also toys.

Adverb : defined as a word that gives more information about a verb an adjective or another adverb. The first appearances are : here, there, where, etc.

Preposition : defined a word which shows relationships among other words in the sentence. The relationships include direction, place, time, cause, manner, and amount. Example : to the market, by car, on Sunday, at two o'clock, under the tree.

#### B. Special Vocabulary Color vocabulary

Color vocabulary : the first appearance is the primary colors such as red, blue, and white. How soon they will learn other interest in color and opportunity to learn it.

Number vocabulary : it appears when they start to learn count.

Times vocabulary : children know the meaning of morning, afternoon, night, winter, spring, summer, etc. It is for children at age of 6-7.

Money vocabulary : 4-5years begin to label coins according to the size and color.

### 2.5 Technique in Teaching Vocabulary

Napa (1991:24) states that technique is implementation which actually takes place in techniques have been used to teach vocabulary. Vocabularies are developed using different methods and techniques, such as word games, crossword puzzle, word selection, word formation, matching, identifying words

and completion. The purpose is, of course, to make the materials more enjoyable, interesting, and challenging.

Murcia (1991:298) states that technique in teaching vocabulary divided into two part. The first part deals with “Unplanned Vocabulary Teaching” and the second part deals with “Planned Vocabulary Teaching”.

### **2.5.1 Unplanned Vocabulary Teaching**

Unplanned vocabulary sometimes and may be always happen in teaching learning vocabulary. It may arise because the students have a problem with a word that has come up in the lesson. Therefore, teacher has to improvise an explanation and do some unplanned teaching.

The great dangers in unplanned vocabulary teaching divide into two. First is the teacher much not goes far enough in dealing with the word and second teacher may go too far and get carried away, devoting an excessive amount of time to the word and other related words.

### **2.5.2 Planned Vocabulary Teaching**

There are two types of planned vocabulary teaching. The first is similar to unplanned vocabulary teaching in that the words taught are incidental to the objective of the lesson. The teacher has predicted that certain key words are going to cause difficulty for the students and has devised an approach to deal with them in order for the rest of the lesson to proceed smoothly.

The second type of planned vocabulary teaching, that can describe as the vocabulary lesson, since the primary objective of the teaching activities is the

presentation and practice of the lexical items themselves. It is with latter type that the rest of this section will deal.

In teaching vocabulary, it's suggested that the items selected for the lesson come from the same lexical domain, e.g., words relating to marriage, words of size and shape, adjectives of happiness and sadness. There are several advantages to this. First, by learning items in sets, the learning of one item can reinforce the learning of another. Second, items that similar in meaning can be differentiated. Third, students may more likely feel a sense of tangible progress in having mastered circumscribe lexical domain. Finally, follow up activities can be more easily designed that incorporate the items.

Comments below assume that the vocabulary lesson being taught involves the teaching of such a lexical set.

The vocabulary lesson needs to be stated in the same sequence as unplanned vocabulary teaching, expect that each stage can be more elaborately developed.

## **2.6. Interactive Games in Improving Students' Vocabulary**

Learning a new language should be fun, interactive and challenging experience. Through games, learners practice and internalize vocabulary, grammar and structure. The use of games in a learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively. The brain is a muscle just like any other. It needs to be worked out, tested and put into competitive situations.

A number of techniques can be applied to present new vocabulary items and games have become popular technique in classroom and recommended by methodologist. Games also allow students to: work co-operatively, compete with each other, strategize, think in a different way, compare and share knowledge, learn from others, learn from mistakes, work in less stressful and more productive and allow students to have fun, (Agoestyowati, 2007 : 1).

Furthermore, Philips (1993:79) states that games in the language classroom help children to see learning English as enjoyable and rewarding. Playing games in the classroom develops the ability to co-operate, to compete without being aggressive, and to be a 'good loser'.

In this research, the researcher will use interactive games to improve the students' vocabulary. The classroom activity is divided into three phase, they are pre-activity, whilst activity, and post activity. In pre-activity the teacher in this case the researcher will ask the students some questions to arouse their interest in studying vocabulary through asking some new words. Whilst activity is the main activity to improve students' vocabulary through interactive games based on the topic that they had been studying. There are several interactive games that we can use in teaching learning English, they are :

1. Antonym Matching : teacher prepared some words with their opposite words and than asks the students to find the antonym of word.
2. Synonym Matching : teacher prepares some words with their synonym and than asks the students to find the synonym of word.
3. Matching sentences with appropriate word(s)

Post activity is the closure of the vocabulary teaching activity, Post test or reflection is administered in this phase which last about 10 to 15 minutes. After the post - test, the students are suggested to practice and try to use the new vocabulary in daily conversation.

## **2.7 Assessment of Vocabulary**

We have seen that thinking about what will be assessed and the ways teachers will assess students' (mainly written and oral) work is a part of the planning cycle for teaching – not something tacked on, to be considered when everything else is settled The UK English Benchmark Statement puts assessment matters in a nutshell, as shown :

1. The assessment of students should be explicitly linked to the learning processes and outcomes of their degree programme, which should recognize that assessment significantly influences how and what students learn. Assessment inheres in and informs the learning process: it is formative and diagnostic as well as summative and evaluative, and the process should provide students with constructive feedback. Students should be given the opportunity to pursue original thought and ideas, and encouraged to question received opinion.
2. The diversity of material and approaches, as well as programme objectives which value choice and independence of mind, suggest that it is desirable for students of English to experience a variety of assessment forms. Programme should specify and make explicit the overall rationale for their approach to assessment, make clear the relationship between diagnostic and final

assessment, and ensure, within the variety of approaches taken, that assessment is consistent in the demands it makes on students and the standards of judgements it applies. Ellie Chambers and Marshall Gregory(2006-161). Assessment is also moral in that most forms of assessment in some way measure one student against another-that is, they assign not just an absolute value but also a relative value. Here issues of justice creep in: There is a delicate balance between treating everyone equally and rewarding those who do better, whether through hard work, innate ability, or a combination of these (an important issue to which I return a bit later).Furthermore, assessment is moral because it often has serious real-world consequences for learners. The grades we give our students, and the scores they obtain on standardized tests, often have huge significance in their lives: Because of these scores and grades, they get or do not get accepted into programs, they are or are not given scholarships and funds, they are or are not promoted, are or are not given a raise, and so on, Bill Johnson, (2003 : 64).

According to Geoffrey Broughton, (1998: 146 -147) The word test is much more complicated. It has at least three quite distinct meanings. One of them refers to a carefully prepared measuring instrument, which has been tried out on a sample of people like those who will be assessed by it, which has been corrected and made as efficient and accurate as possible using the whole panoply of statistical techniques appropriate to educational measurement. The preparation of Assessment and Examinations such tests is time-consuming, expensive and requires expertise in statistical techniques as well as in devising suitable tasks for the linguistic assessment to be based on.



The second meaning of test refers to what is usually a short, quick teacher-devised activity carried out in the classroom, and used by the teacher as the basis of an on going assessment. It may be more or less formal, more or less carefully prepared, ranging from a carefully devised multiple-choice test of reading comprehension which has been used several times with pupils at about the same stage and of the same ability, so that it has been possible to revise the test, eliminate poor distractors and build up norms which might almost be accepted as statistically valid, to a quick check of whether pupils have grasped the basic concept behind a new linguistic item, by using a scatter of oral questions round the class.. The third meaning which is sometimes given to *test* is that of an item within a larger test, part of a test battery, or even sometimes what is often called a *question* in an examination. In relation to this study the researcher will focus on testing the students' performance in vocabulary achievement in synonym matching, antonym matching, and matching sentences with appropriate word(s) and the tests will give objective feedback for both students and the researcher.

Heaton, (1988: 15) specifies four main approaches to language testing: the essay-translation approach, the structuralist approach, the integrative approach and communicative approach. It is important that through objective test where active vocabulary should be assessed by means of productive tests. In real classroom situations, teachers mostly construct objective tests, namely multiple choice tests, as means to assess both their passive and active vocabulary mastery. Good classroom English tests should consist of objective and productive tests.

Furthermore, Heaton, (1988 : 25) writes that all tests are constructed subjectively by the tester, who decides which areas of language to test, how to test those particular areas and what kind of item to use for this purpose. Thus, it is only the scoring of a test that can be described as objective. This means that a tester will score the same mark no matter which examiner mark the test.

If classroom tests have low validity and reliability, then the results of the tests cannot be appropriately used, for instance, to assign grade to the students, to make better teaching and more effective instructional program. There are several ways to assess the students' mastery of vocabulary, such as multiple choice , matching, spelling, dictation, and singing, depending the levels of the students. In order to be able to construct valid and reliable test for classroom use, the English teachers need to have enough knowledge and working principles of test construction.

Assessment is not complete as soon as you collect the student work. Offering feedback is an integral part of the assessment process and should follow as soon as possible after the assessment task is carried out. One of the best ways to give feedback is through conferencing with the student, when you discuss the results of the assessment by written feedback in the form of short comments.

The researcher expects that the students' vocabulary mastery will be increased significantly after six sessions are conducted. Every teaching session will be completed with assessment to figure out the success of each teaching and learning activity.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Subject of the Study**

The subjects of this study are taken from the one classes of seventh grade students of SMP N 3 Mengwi in academic year 2012/2013. The number of subjects was 36 students 16 females and 20 males' students. They were selected on the basis of the junior observation, which showed that those students had low achievement in recognizing and producing word meaning.

#### **3.2 Research Design**

This study aimed at Improving Students' vocabulary through interactive games to the Seventh Grade Students of SMP N 3 Mengwi. The type of investigation used in this research was classroom action research. Action research is a cyclic process of planning action, observation and reflection Kemmis and Taggart (2003: 18). This study was intended to know the effectiveness of interactive games in teaching vocabulary to the Seventh grade students of SMP N 3 Mengwi. This classroom action study was concerned with teaching interactive games consists of : initial reflection or pretest, questionnaire, and reflection or post test. In this classroom action study the learning process were divided into two cycles, in which each cycle consist of tree sessions., in which, every cycle included planning (P) , action (A), observation (O) and reflection (R). The designed of the present class action study can be formulated as in the following :

**Cycle I** IR → P1 → A1 → O1 → R1

**Cycle II** RP → P2 → A2 → O2 → R2

### **3.2.1 Initial Reflection**

Initial reflection (IR) is a pre test. It was used to get weather the students faced difficulties or not in study English vocabulary. The mean score of IR was compared to the corresponding mean scores of the R administered at the end of each session for the sake of establishing the degree of improve in English vocabulary of the subject. The pre test was carried out as follows :

1. Distributing the test to the students.
2. Asking them to observe the test and question about the things related to the test that they don't understand.
3. Observing the student when they are working.
4. Collecting the student' answer.
5. Evaluation the students' work.

### **3.2.2 Planning**

Planning is a step to determine subjects, teaching scenarios, instruments, and visual aids. The planning stage was done before conducting action in each cycle. In the planning stage, some preparation were made, such as preparing teaching scenarios, visual aids, tests and teacher's diary. Planning for cycle 1 was done as follows:

1. Preparing teacher's scenario
2. Choosing the vocabulary material, such as : preparing list of words to be taught in the first cycle
3. Designing the material namely such as : interactive games synonym matching, antonym matching, matching word, and questionnaire sheet.
4. Preparing the questionnaire for the students and teaching diary
5. Preparing post test at the end of the meeting, to measure the students mastery in English vocabulary

### **3.2.3 Action**

Action is what the teacher does in the classroom based on scenario made. In conducting the action, the researcher followed teaching scenario prepared in the planning stage. Classroom activities were classified into three main parts : they were pre-activity, whilst activity and post activity.

1. Pre Activity
  - The researcher greeted the students
  - The researcher checked the students' attendance list
  - The researcher asked the student whether they know about Interactive Games.
  - The researcher asked the students whether they can and like study English with interactive games ?
2. Whilst Activities
  - The researcher gave explanation about Interactive Games
  - The researcher told the way of games to the students

- The researcher gave some examples about Interactive Games
- The researcher asked the students to do the task about interactive games :  
synonym matching and antonym matching

### 3. Post Activities

- The researcher asked the students to collect their worksheet
- The researcher gave comment about their task
- The researcher gave explanation toward the students' problem
- The researcher concluded the lesson and greeting the students.

#### **3.2.4 Observation**

The Observation conducted to know the effectiveness of teaching learning process and to know the ability of the students, how far the students receive the material and whether interactive games could improve students' vocabulary or not. The changing behaviors here included positive attitudes, higher motivation learning which are certainly reflected through their active and creative participation and involvement in English vocabulary when interactive games was used to improve their English vocabulary. The researcher made questionnaires to measure the degrees of changes in the subject' learning behaviors attitudes and motivation, after they have been taught English vocabulary through Interactive games in cycle I. The data obtained from the questionnaires were used as informative feedback and bases to make some remedial revisions for the sessions in cycle II.

### **3.2.5 Reflection**

Reflection was done to reflect the success or the failure of the action by comparing the result of pre-test 1, post-test 2 and data collected from teacher's diary. From those data, some interpretations were drawn, why the success or the failure happened. And these became the basic to plan the next cycle.

### **3.2.6 Points of Revisions**

The revisions was conducted after first cycle had have been done by the researcher. The revision is very necessary to do the next cycle. Some of the revision in cycle II included:

- a. The researcher divided the students into new pairs groups, so that the students who were less active become more active in discussing and doing the exercise.
- b. The researcher gave more serious attention to the students who were less active, they were more frequently encourage to share their ideas with the other students.
- c. The researcher minimized her talking at the expense of increasing the student's discussion in English.

### **3.3 Research Instrument**

Instrument is a means for gathering the data. The instruments used in this study were: teaching scenario, test, and questionnaire.

### 1. Teaching Scenario

The teacher's scenario was prepared in order to have a clear description of what to be done in the classroom. It was a guideline for the teacher in conducting every step of the teaching plan.

### 2. Test

It consisted of pre-test. A pre-test is developed in order to know the problem in detail and to examine students' achievement in vocabulary before the treatment is given. While post-test was conducted at the end of each cycle.

### 3. Questionnaire

The questionnaire were given to the students in order to get the subject's response toward learning English, especially in English vocabulary through interactive games. It would be distributed at the end of the second cycle.

### **3.4 Data Collection**

The intended data in this study were collected by using Initial reflection (pre- test), Reflection (post-test), and questionnaire. Firstly before the teaching was carried out the students were given pre test. This was conducted in order to find the initial reflection as well as to see the problem they faced. There are two kinds of data : quantitative and qualitative data The students' score that can be collected by the students in post-test 1 - post-test 2 shows quantitative data The qualitative data is obtained from the questionnaire.



### 3.5 Data Analysis

In this study, two types of data were obtained. Those were quantitative data. The quantitative data is obtained from the result of the pre-test and two post-tests. Where as the qualitative data was obtained from the teacher's diary observation sheet.

Both data were analyzed descriptively in which t the mean score of the pre-test was compared to mean score of the post-test 1 and post-test 2 to know how far the effectiveness of the treatment given in improving the students' vocabulary achievement.

The following formula was used to analyze the obtained data adopted from the criteria proposed by Masidjo ( 1995 ) :

1. The score obtained by each student/subject (X)

$$X = \frac{\text{The total number of correct answer}}{\text{The total number of items}} \times 100$$

2. The student' level of Mastery

$$X = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100$$

3. The student's mean score (M)

$$M = \frac{\text{The total score of the students}}{\text{The total number of the students}} \times 100$$

As an addition, if the mean score were > 75 the cycle would be stopped.

For determining the level of students' mastery, particularly, the criterion referenced type I was used in which the minimum competence that considered as

a passing score is 65% from the whole materials and that falls into sufficient category.

The students' levels of mastery will be estimated on the following way :

90 – 100% = Excellent

80 – 89% = Good

65 – 79% = Sufficient

55 – 64% = Insufficient

Less than 55% = Poor

4. The data resulted from the questionnaire :

$$\% = \frac{\text{Number of subject choosing an item}}{\text{Number of the whole subjects}} \times 100\%$$

(Masidjo, 1995)

**CHAPTER IV**  
**THE REPRESENTATION OF THE FINDING**

**4.1 Data**

As stated previously that there were two kind of data found in this research, namely quantitative and qualitative data. The quantitative data was showed by the students' scores based on the result of the pre test, and post test. The qualitative data was presented by the result of questionnaire toward the effectiveness of Interactive Games to the Seventh grade students of SMP N 3 Mengwi. The pre test of IR in English vocabulary was administered to the subject under the study to obtain their pre existing mastery in English vocabulary. Post test or reflection was administered for six times (three times in cycle I and three more times in cycle II). As a result, there were seven sets of score collected are tabulated as the following:

**Figure 1**

Tabulation of Data Showing the Subjects' Progressing Scores  
In Improving Vocabulary through Interactive Games

<b>Subject</b>	<b>IR</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
1	5.5	8	7	8	7	8.5	9.5
2	7	6	7	8.5	6	7	10

3	6	7.5	8	7.5	8	8	10
4	6.5	7	7	7.5	6	9	9.5
5	5	8.5	7.5	9	6	8	10
6	6	6.5	7	8.5	6.5	6.5	10
7	6.5	9	7.5	8	6.5	8	10
8	6	9	7.5	8	7	8	6
9	7	8.5	8	7.5	6.5	9.5	10
10	7	7	8	8.5	6.5	8.5	9.5
11	7	8.5	6.5	8.5	6.5	7	9
12	6.5	7.5	7.5	8.5	7	9	6
13	6	6.5	8.5	8	8.5	7.5	10
14	6	7.5	7.5	9	6.5	8.5	9.5
15	8	9	8	8.5	7	8.5	9
16	5	7	8.5	8.5	8	9	10
17	5.5	7.5	8.5	6.5	7	7.5	10
18	7	9	8.5	8	7	7	8.5
19	6.5	8.5	8.5	9	7	7.5	10
20	8	8.5	8	8.5	7.5	9	10
21	6	5	8.5	9	7	7.5	9
22	6	8	7.5	7	7	9	10
23	7	6.5	8.5	8.5	7	8.5	9.5
24	7	7.5	8	8.5	7	7.5	10
25	5.5	7.5	7.5	8	7	7	10
26	7.5	6.5	7	7	6.5	8	10
27	6	6.5	7.5	7	6.5	6.5	10
28	7	5.5	8.5	7.5	7.5	9	9.5
29	7	7.5	7	8.5	6.5	8.5	9.5
30	7	6.5	8	8	7	7.5	8.5
31	7	6	7.5	8	6.5	8.5	10

32	6.5	7	7.5	8	6.5	8.5	10
33	5.5	8	8	8	6.5	7.5	10
34	7.5	8	7.5	8.5	7	9.5	10
35	3.5	7.5	6.5	6.5	7	7	10
36	5	7	7.5	8	8	7	10
<b>TOTAL</b>	<b>229</b>	<b>267</b>	<b>277</b>	<b>289.5</b>	<b>255</b>	<b>288.5</b>	<b>412.5</b>

Further data required for the present class action study were collected through administering questionnaires. The questionnaire was the simple one; it was composed of only 10 items to be responded by the students. It was intended to know the student's attitude, feeling, interest, and difficulties after the treatment given at the end of cycle I. They answers of the questionnaires were quantitatively scored by using the rating scale 0-3. The questionnaire which was prepared by the researcher consists of ten items, 3 point for the answer "A", 2 point for "B", 1 point for "C" and 0 for "D". The scores gathered from administering questionnaires showed the subjects' English Vocabulary through Interactive Games. The obtained data showing the subjects; total scores for items of the questionnaires are tabulated as the followings:

**Figure 2**

Tabulation of Data Showing the Subjects' Changing Attitudes and Motivation in Learning Vocabulary through Interactive Games

<b>NO</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>1</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>0</b>
<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>0</b>
<b>3</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>0</b>
<b>4</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>0</b>
<b>5</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>0</b>
<b>6</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>
<b>7</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>0</b>
<b>8</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>0</b>
<b>9</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>
<b>10</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>
<b>11</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>0</b>
<b>12</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>13</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>14</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>0</b>
<b>15</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>0</b>
<b>16</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>17</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>0</b>

<b>18</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>19</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>0</b>
<b>20</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>0</b>
<b>21</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>0</b>
<b>22</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>0</b>
<b>23</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>0</b>
<b>24</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>0</b>
<b>25</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>0</b>
<b>26</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>0</b>
<b>27</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>
<b>28</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>0</b>
<b>29</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>0</b>
<b>30</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>
<b>31</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>0</b>
<b>32</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>
<b>33</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>0</b>
<b>34</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>0</b>
<b>35</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>0</b>
<b>36</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>0</b>
<b>TOTAL</b>	<b>175</b>	<b>119</b>	<b>80</b>	<b>0</b>





Based on the data from the table above, as presented in Figure 1 and Figure 2, now the mean of the IR score ( $X_0$ ) and the mean of the post test scores for the six sessions ( $X_1, X_2, X_3, X_4, X_5, X_6$ ) can be computed as the following:

$$\begin{array}{l}
 1. \text{ The } X_0 \text{ of IR scores} \quad = \frac{X_0}{N} = \frac{229}{36} = 6.36 \\
 2. \text{ The } X_1 \text{ of S1 scores} \quad = \frac{X_1}{N} = \frac{267}{36} = 7.42 \\
 3. \text{ The } X_2 \text{ of S2 scores} \quad = \frac{X_2}{N} = \frac{277}{36} = 7.70 \\
 4. \text{ The } X_3 \text{ of S3 scores} \quad = \frac{X_3}{N} = \frac{289.5}{36} = 8.042 \\
 5. \text{ The } X_4 \text{ of S4 scores} \quad = \frac{X_4}{N} = \frac{255}{36} = 7.08 \\
 6. \text{ The } X_5 \text{ of S5 scores} \quad = \frac{X_5}{N} = \frac{288.5}{36} = 8.014 \\
 7. \text{ The } X_6 \text{ of S6 scores} \quad = \frac{X_6}{N} = \frac{412.5}{36} = 11.458
 \end{array}$$

The grand mean  $X_I$  of the post test scores in cycle I is :

$$\frac{X_1 + X_2 + X_3}{3} = \frac{7.42 + 7.70 + 8.042}{3} = \frac{23.162}{3} = 7.721$$

The grand mean  $X_{II}$  of the post test scores in cycle II is :

$$\frac{X_4 + X_5 + X_6}{3} = \frac{7.08 + 8.014 + 11.458}{3} = \frac{26.552}{3} = 8.851$$

The result of the above analysis were considered as the findings of the present classroom action study; which can be summarized as the following :

**Figure 4**

Summary of Research Findings Showing the Mean of each Session and the Grand Mean for cycle I and cycle II

Pre-test/IR	So	Xo	= 6.36	Grand Mean
Cycle I	S1	X1	= 7.42	X1 = 7.721
	S2	X2	= 7.70	
	S3	X3	= 8.042	
Cycle II	S4	X4	= 7.08	XII = 8.851
	S5	X5	= 8.014	
	S6	X6	= 11.458	

The additional supporting data were collected by means of administering questionnaires by the end of cycle I to the subjects under study. The data obtained from the questionnaires have to be computed and then discussed. The computation of the comparative percentages for the scores of the items of the questionnaires showing the subjects' total answer for item of A, B, C, and D were shown as follow:

$$1. \text{ Total Percentage of item A} = \frac{175}{374} \times 100\% = 4.68\%$$

$$2. \text{ Total Percentage of item B} = \frac{119}{374} \times 100\% = 31.82\%$$

3. Total Percentage of item C =  $\frac{80}{374} \times 100\% = 2.14\%$
4. Total Percentage of item D = 0%

From the table above figure 3 and figure 4 it's clearly, first there were 36 students took the test. The mean score in pre tests or IR ( $X_0$ ) obtained by the seventh grade students was 6.36. In details, the result got by each student can be classified as follows : two students got 8.0, two students got 7.5, eleven students got 7.0, fifth students got 6.5, eight students got 6.0, and four students got 5.5,three student got 5.0 and one student got 3,5. All students got under insufficient or poor level or mastery. The results indicated that the students had problem in their achievement in English vocabulary. Second, the mean of the reflection or post-test scores of cycle I (S1, S2, S3) obtained by the subjects under study showed the mean figures of 7.42, 7.70 and 8.042. The mean figure obtained by the subjects for each session is comparatively higher than the mean figure of pre-test or IR scores. This phenomenon certainly shows an improvement. However, the improvement occurred in the first cycle was considered not satisfying enough. Since the improvement of the mean score in cycle 1 could not reach the criteria of success in this study 8.5. Third , the means of the reflection or post-test scores for cycle II (S4, S5, and S6) obtained by the subjects under study pointed out the mean figures of 7.08, 8.014 and 11.458. The mean figure showed mat each session of cycle II is still comparatively much higher than the mean figure of the pre-test or IR and reflection or post-test in cycle I.

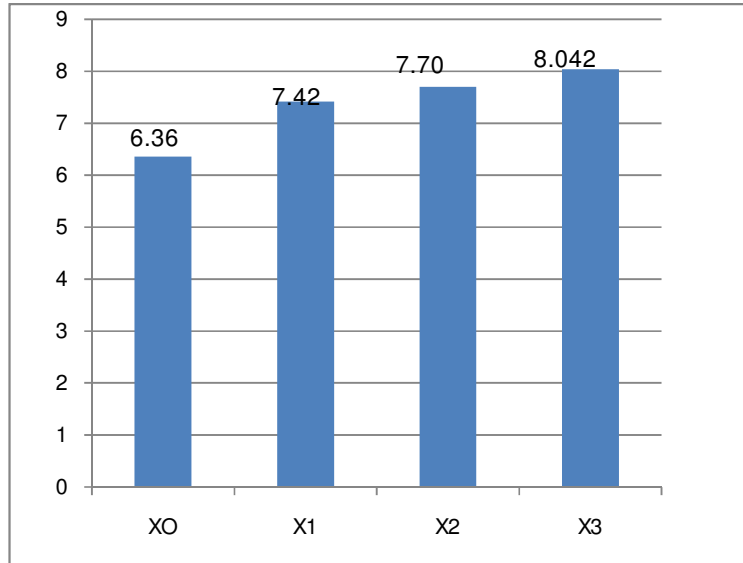
The grand means obtained by the subjects under study for under study for both cycle I and cycle II of  $X I = 7.721$  and  $X n = 8.851$  are realistically much higher than their corresponding pre-test mean scores. The grand mean of cycle II is also realistically much higher than the grand mean of cycle I. The difference of the grand figure of cycle I and cycle II is 1.130. The difference is clearly significant. Obviously, the findings of the present classroom action study discovered that the ability of the students of class 7 of SMP N 3 Mengwi in English vocabulary was improved significantly from session to session after they had been taught through Interactive Games.

The results of the analysis of the questionnaire scores showed the comparative percentages of 4.68%, 31.82%, 2.14%, 0% for the total responses of the questionnaires items of options A, B, C, D. These findings undoubtedly supported the mayor finding of the present classroom action study. Clearly, the obtained comparative percentages of the items of the questionnaires indicate the subjects' positive changing attitudes and motivation in mastering vocabulary through interactive games. These findings also convincingly proved the effectiveness of interactive games in improving English vocabulary.

To make it vivid, the main findings of the present classroom action study, that is, the increasing comparative mean figures of the IR score and the post test score obtained by the seventh grade students of SMP N 3 Mengwi for cycle I and cycle II can be graphically presented as the following:

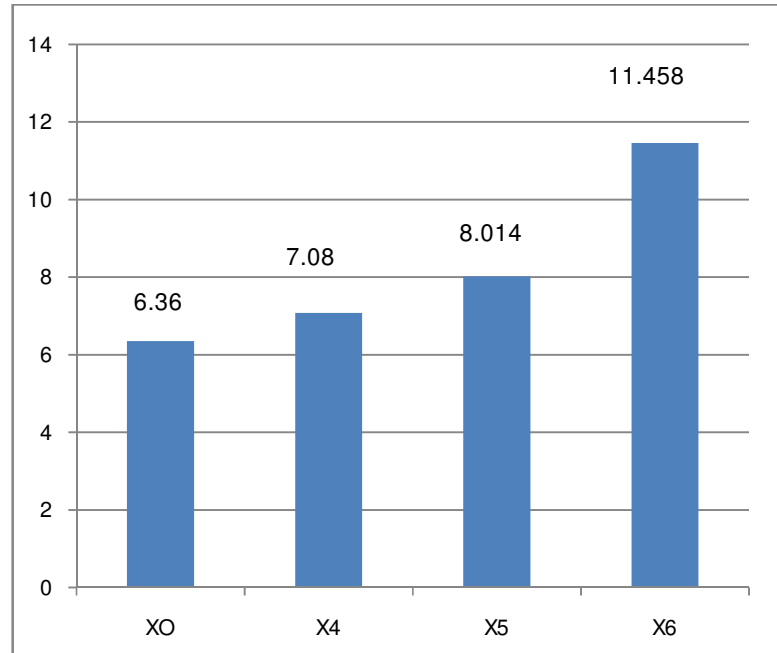
**Figure 5**

Graph Depicting the Subject' Progressing Mastery in Learning Vocabulary  
Through Interactive Games



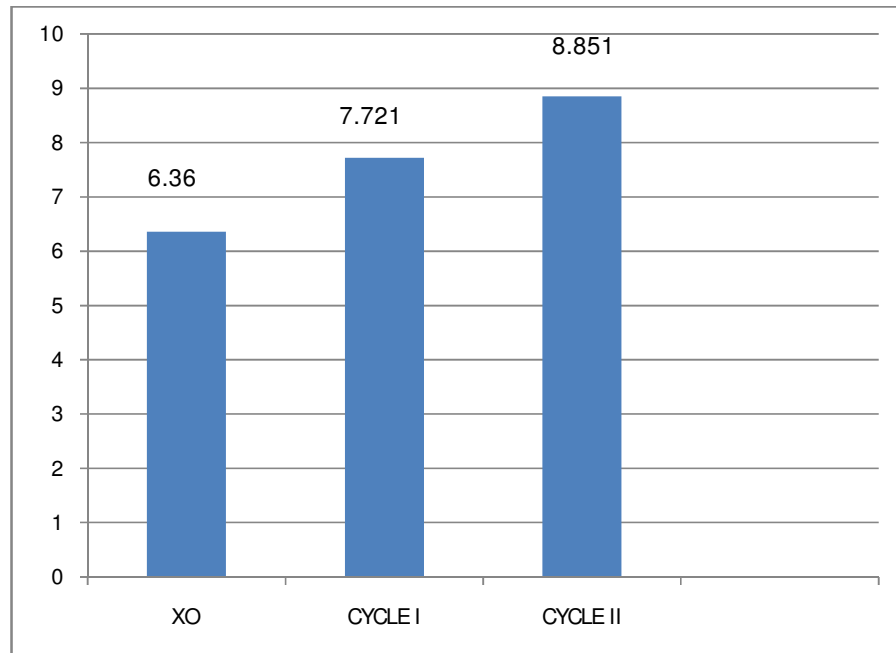
**Figure 6**

Graph Depicting the Subject' Progressing Mastery in Learning Vocabulary  
Through Interactive Games



**Figure 7**

Graph Depicting the Subject' Progressing Mastery in Learning Vocabulary  
Through Interactive Games



#### 4.3 Discussions of the Findings

It has been stated that the purpose of this study was to improve students' mastery in English vocabulary through interactive games for the seventh grade students of SMPN 3 N Mengwi in academic year of 2012/2013. The finding of this study certainly accepted hypothesis stated previously. It was proven that by using interactive games students' mastery in English vocabulary could be improved. The data analysis shows that the mean of the IR or pre-test scores ( $X_0$ ) obtained by the subjects under study in vocabulary mastery showed the mean

figure of 6.36. This mean figure clearly shows that the ability of the subjects under study is relatively low. Knowing that vocabulary mastery is one of important language component therefore this problem has to be immediately solved. It was hard to find out why the ability of the students in vocabulary mastery was quite low as there were many factors dealing with it. The result of the data analysis of reflection scores in cycle 1 (S1, S2 and S3) showed the increasing mean figures of 7.42, 7.70, and 8.042. The mean figure obtained by the subjects under study for each session in cycle I was obviously much higher than the mean figure of the IR scores. The grand mean figure of the reflection of post-test score obtained by the subjects under study in cycle 1 was 7.721. It was much higher than the mean figure of the IR scores. This grand mean figure for cycle 1 showed the obvious improvement of the students' mastery in learning vocabulary through interactive games. The results of the data analysis of reflection of post-test scores obtained by the subjects under study for cycle II (S4, S5 and S6) pointed out the increasing mean figures of 7.08, 8.014 and 11.458 compared with the mean figure of IR scores, the mean figure obtained by the subjects for each session was convincingly much higher than the IR mean figure. The grand mean figure of the reflection or post test score obtained by the subjects under study in cycle I was 7.721 and in cycle II was 8.851. There was significant difference of 1.130 between the main figure of cycle I and cycle n. This was due to the fact that cycle n was a revised version of cycle I, in that the teaching scenarios or the lesson plants in cycle II were revised by taking into account the weakness consequently.



The comparative percentage figure of the total response of the questionnaire for item A, B, C and D were 4.68% (means strongly agree), 31.82%, (means agree), 2.14% (means undecided) and 0% (means disagree). This figure proved that the subject' positive changing behaviors in learning vocabulary through interactive games.

The findings of the present classroom action study were in line with the existing research findings, which have revealed the effectiveness of interactive games in learning vocabulary. Although all the finding of the present classroom action study clearly revealed the improvement of the mastery in learning vocabulary by the seventh grade student of SMP N 3 Mengwi. It had however, rather limited validity and reliability. The researcher folly realized and admitted that the established finding have some weak versions. This was due to the fact that there are many aspects that could contaminate the validity and reliability of the established findings. This mean that the findings of the present classroom actions study should be only used as one of the optional technique.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

The discussions throughout the present classroom action study which dealt with teaching vocabulary by using interactive games to the seventh grade students of SMP N 3 Mengwi, in academic year 2012/2013 could finally be concluded in this chapter. Some practical suggestions in reference to the significance of the established research findings are also recommended in this chapter so that the findings of this study could essentially give some benefits for the English teachers and the seventh grade students of SMP N 3 Mengwi.

#### 5.1 Conclusion

On the basic of findings and discussion in previous chapter, it can be summarized that there was a significant effect of using interactive games upon the achievement on the vocabulary mastery especially on the seventh grade students of SMP N 3 Mengwi. As it has previously shown that the students' average score in the pre-test was 6.36 and then the mean figure improved to 7.721 in terms of level of mastery. This mean score was obtained by calculating the average point in the post-test 1 (7.42), post-test 2 (7.70), post-test 3 (8.042) then divided by 3. Following the second cycle treatments, the grand mean of the student's achievement increase significantly to 8.851. This mean score was also derived from adding three means score (post-test 4, post-test 5, post-test 6) those were 7.08, 8.014 and 11.458 after that it was divided by 3. Therefore, interactive games

contributed significantly to improve the students' mastery on the vocabulary mastery of English words.

Apart from the result of the tests and observation, the researcher also made use of questionnaire to find out the student's perception toward the teaching method applied. The analysis of the questionnaire scores showed the comparative percentages of 4.68%, 31.82%, 2.14%, 0% for the respective total response of the items of the questionnaires options A, B, C, D. In addition, the application of interactive games was also able to raise the students motivation, interest and enjoyment in learning as it was shown by the result of the observation. The result of the questionnaire also indicated a good findings in terms of students' responses towards the application of interactive games. The students enjoyed the class of interactive games. Moreover, the technique could also reduce the students' boredom, which made it possible for the students to learn English at their best.

## **5.2 Suggestions**

Regarding to the results of the study, the researcher would like to suggest the following :

1. It is suggested to English teachers to be creative and innovative in teaching and practicing different vocabulary teaching technique. English teachers especially the one who teaches English in SMP N 3 Mengwi should try interactive games in teaching vocabulary, since it has been proved that the students surely become more active in teaching learning process. Besides that the English teacher in SMP N 3 Mengwi is suggested to make better preparation in planning teaching

English for the future. In this case, the teacher should give more attention to English vocabulary, since vocabulary plays a very important role in communication. Moreover, if they are given a game, it will stimulate or help the brain to learn more effectively in learning vocabulary. Other variations of technique are also suggested which can also create a good atmosphere in the classroom and rejuvenates the students.

2. The pre-existing fact showed student's mastery in English vocabulary was very low, and after the treatment with interactive games, students are recommended to have more practices with their friends in learning vocabulary, by using a variation of interactive games. In addition, more practices will certainly increase their achievement in vocabulary.
3. Since in this study, the use of interactive games is only experimented in teaching vocabulary, it is recommended to conduct further researches to examine and investigate the effectiveness of interactive games in teaching English for students of junior school.

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# APPENDICES

## APPENDIX 1

### LIST OF THE STUDENT'S NAMES

#### VII<sup>E</sup>

1. Made Ardi Satria Wardana
2. I Kadek Angga W
3. Ni Kadek Ayu Rina Dwi Cahyani
4. Komang Ayu Sri Wulandari
5. I Made Gede Bagus Pasek Dwipayana
6. Putu Dian Gmelina
7. I Gd Dikki Candra Ari W
8. Ni Putu Elda Damayanti
9. Ni Luh Gede Elys Sandra Dewi
10. I wayan Erik Eryanto
11. Erva Pryanka Aryandika
12. Ni Kadek Herna Wulan Sari
13. Ni Kadek Indah Pebriyanti
14. Ni Pt Indah septiyaningsih
15. I Made Jendi Harta B
16. I PT kori Agung S P
17. I Made Krisna Yogandana
18. Ni Putu Milayanti
19. I Gede Palguna Tresna Diputra
20. Pingkan Ayu Ningtyas
21. Ni Made Pratiwi
22. Singurah Rai Putra Jaya
23. Regina Putu Irmayanti
24. Ricko Hari W
25. Ni Wayan Rika Widyaning seftyani
26. Ni Putu Sinta Apriyanti Dewi
27. Ni Komang Suharjaya
28. I Md Sukarunia Putra
29. Putu Surya Adinata
30. I Made Tangkas H. W
31. Thimothy Tonny Meilinium
32. Ni Komang Tri Handayani
33. Wahyu Pratama
34. Ni Putu Winda Widiari
35. I Md Wirawan Suputra
36. Gd Ngurah Bagus Wisnu Hartanto



## APPENDIX 2

### Pre Test

Replace the underlined word(s) with another *of similar* meaning and write its number in the brackets provided !

1. Helmet is meant to protect the head from big accident on the road.  
(1) keep (3) shield  
(2) conceal (4) save (.....)
2. H.I.V AIDS is a disease that affects to all of the humans mind and body.  
(1) sickness (3) state  
(2) drug (4) condition (.....)
3. Nobody is perfect; everyone makes errors.  
(1) losses (3) true  
(2) faults (4) bad (.....)
4. We see various kinds of animals at the zoo.  
(1) plentiful (3) similar  
(2) different (4) abundant (.....)
5. Peter was confident that he would pass his examination.  
(1) happy (3) hoping  
(2) clear (4) sure (.....)
6. These porcelain vases are easily broken.  
(1) weak (3) fragile  
(2) worried (4) soft (.....)
7. Please do not forget to bring my book.  
(1) recall (3) recollect  
(2) remind (4) remember (.....)
8. The coffee machine was out of order  
(1) losses (3) wrong  
(2) broken (4) mistakes (.....)

9. Water is essential to all living things.
- (1) necessary                      (3) plentiful  
(2) suitable                      (4) valuable                      (.....)
10. many tourist will be traveling on march, because its holiday school.
- (1) visitor                      (3) guide  
(2) foreigner                      (4) translator                      (.....)

**Underline the word which has the *opposite* meaning to the word in bold!**

11. jack wanted to **accept** my motorcycle now but he had already (refuse, take, confirm) when I was given him 2 month ago.
12. The **strong** man will soon (wild, weak, shrink) when he's fell make a mistake.
13. Some of the **ancient** buildings have been torn down to make room for (tall, vacant, modern) ones.
14. The (narrow, small, short) road is not **wide** enough for the lorry to pass through.
15. The top of the table is (clean, beautiful, smooth) but its bottom is **rough**.
16. The **sharp** knife was used so frequently that it became (smooth, jagged, blunt).
17. You have to stop thinking about the **past** and concentrate on the (future, forward, modern).
18. It is not (easy, quick, hard) to solve a **difficult** problem like this one.
19. The **poor** farmer borrowed some money from his (healthy, wealthy, wise) cousin.
20. It is not **safe** to travel alone in this (strange, lonely, dangerous) place.

## APPENDIX 3

### Teaching and Learning Scenario of the Session 1 in Cycle I

Subject	: English
Theme	: Hobbies and Dinosaurs
Sub Theme	: Favorite hobby
Topic	: Synonym and antonym Matching
Language Skill	: Writing
Education	: Junior high School
Class	: VII E
Time Allotment	: 2 x 40 minutes
Standard Competence	: Having the ability to comprehend usage new vocabulary related to the theme and topic of vocabulary as suggested by English Teaching syllabus

#### I. Basic Competence:

Students have adequate understanding of new vocabulary

#### II. Indicator:

1. Identifying new vocabulary
2. Mention and identify the meaning of new vocabulary
3. Getting contextual meaning
4. Getting synonym of the new vocabulary
5. Getting antonym of the new vocabulary

#### III. Instructional Goal

1. Students are able to identify new vocabulary
2. Students are able to mentioning new vocabulary
3. Students are able to get the contextual meaning
4. Students are able to get the synonym of the new vocabulary
5. Students are able to get the antonym of contextual meaning

#### IV. Material and Sources:

- 1 Students' English book, work book (LKS)
- 2 Dictionary

V. Teaching Media:

1. Color paper and pencil or board marker
2. Interactive games (matching synonym and antonym)

VI. Teaching Learning Activity:

1. Discussion and sharing opinion
2. Interactive Games
3. Giving post-test

TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	TIME
A. Pre Activity	A. Pre Activity	
<ol style="list-style-type: none"> <li>1. The teacher greets the students</li> <li>2. The teacher checks the students' attendance</li> <li>3. The teacher asks the students about related with hobby and Dinosaurs</li> <li>4. The teacher explains about hobby and Dinosaurs</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher greets the students</li> <li>2. The Students pay attention and raise their hand, when their names are called</li> <li>3. The students answer the teacher's questions</li> <li>4. The students pay attention</li> </ol>	<p>5 minutes</p> <p>5 minutes</p>
B. Whilst Activity	B. Whilst Activity	
<ol style="list-style-type: none"> <li>1. The teacher introduces interactive games</li> <li>2. The teacher tells the rules of interactive games</li> <li>3. The teacher gives examples about interactive games</li> <li>4. The teacher asks students to do in group to match each word with it similar meaning</li> </ol>	<ol style="list-style-type: none"> <li>1. The students pay attention</li> <li>2. The Students pay attention</li> <li>3. The students listen carefully</li> <li>4. The students match the word with it similar meaning</li> </ol>	<p>30 minutes</p> <p>30 minutes</p>

5. The teacher discusses the task of interactive game	5. The students respond by sharing their opinion	
C. Post Activity	C. Post Activity	
<ol style="list-style-type: none"> <li>1. The teacher conducts the post test</li> <li>2. The teacher asks the Students to replace the underlined word(s) with another of similar meaning</li> <li>3. The Teacher ends the class by saying good bye</li> </ol>	<ol style="list-style-type: none"> <li>1. The students do the post test</li> <li>2. The students answer the students' worksheet</li> <li>3. The students replied</li> </ol>	10 minutes

VII. Evaluation:

The evaluation is being done by observation when the students do in group to match each word with it similar meaning and post test.

Denpasar, 07<sup>th</sup> May 2013

Researcher

(I GEDE SURYA PRAJANA)  
NPM:09.8.03.51.31.2.5.2.3395

## **APPENDIX 4**

### **Teaching and Learning Scenario of the Session 2 in Cycle 1**

Subject	: English
Theme	: Hobbies and Dinosaurs
Topic	: Words related to status or occupation
Language Skill	: Writing
Education Unit	: Junior high School
Class	: VII E
Time Allotment	: 2 x 40 minutes
Standard Competence	: Having the ability to comprehend usage new vocabulary related to the theme and topic of vocabulary as suggested by English Teaching syllabus

#### **I. Basic Competence:**

Students have adequate understanding of new vocabulary

#### **II. Indicator:**

1. Understand the words related to status
2. Match the sentences with the words related to status or occupation
3. Do the task carefully

#### **III. Instructional Goal:**

1. Students are able to add the suffix -ist, -er, -or, -ent, -eer and -ant to some words that refer to a person's occupation or status.
2. Students are able to match the sentences with the words related to status or occupation.
3. Students are able to do the task carefully.

#### **IV. Material and Sources:**

1. Students' English book, work book (LKS)
2. Dictionary

V. Teaching Media:

1. Color paper and pencil or board marker.
2. Interactive games (add the suffix -ist, -er, -or, -ent, -eer and -ant to some words that refer to a person's occupation or status in a piece of paper).

VI. Teaching Learning Activity:

1. Giving explanation about the topic
2. Discussion and sharing opinion
3. Interactive Games
4. Giving Post-test

TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	TIME
A. Pre Activity	A. Pre Activity	
<ol style="list-style-type: none"> <li>1. The teacher greets the students</li> <li>2. The teacher checks the students' attendance</li> <li>3. The teacher asks the students whether they know about the words related to occupation and hobby</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher greets the students</li> <li>2. The Students pay attention and raise their hand, when their names are called</li> <li>3. The students answer the teacher's questions</li> </ol>	<p>5 minutes</p> <p>5 minutes</p>
B. Whilst Activity	B. Whilst Activity	
<ol style="list-style-type: none"> <li>1. The teacher explains about the works related to occupation and hobby</li> <li>2. The teacher gives interactive games about the works related to status and tells the rules of interactive games</li> <li>3. The teacher asks students to do in group to add the suffix -ist, -</li> </ol>	<ol style="list-style-type: none"> <li>1. The students pay attention</li> <li>2. The Students acclaim and pay attention carefully</li> <li>3. The students work together in group and try to do the best in interactive games</li> </ol>	60 minutes

er, -or, -ent, -eer and -ant to some words that refer to a person's occupation or status		
--	--	--

4. The teacher discusses the task of interactive games	4. The students pay attention and share their opinion	
C. Post Activity	C. Post Activity	
1. The teacher conducts the post test 2. The teacher asks the students to match the sentences with appropriate related to status or occupation 3. The Teacher ends the class by saying good bye	1. The students do the post test 2. The students answer the students' worksheet  3. The students replied	10 minutes

VII. Evaluation:

The evaluation is being done by observation when the students do in group to add the suffix -ist, -er, -or, -ent, -eer and -ant to some words that refer to a person's occupation or status and post test.

Denpasar, 08<sup>th</sup> May 2013

Researcher

(I GEDE SURYAPRAJANA)  
NPM:09.8.03.51.31.2.5.2.3395



## APPENDIX 5

### Teaching and Learning Scenario of the Session 3 in Cycle I

Subject	: English
Theme	: Hobbies and Dinosaurs
Sub Theme	: Hobby
Topic	: Synonyms and Antonyms Matching
Language Skill	: Writing
Education Unit	: Junior high School
Class	: VII E
Time Allotment	: 2 x 40 minutes
Standard Competence	: Having the ability to comprehend usage new vocabulary related to the theme and topic of vocabulary as suggested by English Teaching syllabus

#### I. Basic Competence:

Students have adequate understanding of new vocabulary.

#### II. Indicator:

1. Identifying new vocabulary
2. Mentioning new vocabulary
3. Getting contextual meaning
4. Getting synonym of the new vocabulary
5. Getting antonym of the new vocabulary

#### III. Instructional Goal:

1. Students are able to identify new vocabulary about *dinosaurs and hobby*
2. Students are able to mention and identify the meaning of new vocabulary
3. Students are able to get the contextual meaning
4. Students are able to get the synonym of new vocabulary
5. Students are able to get the antonyms of new vocabulary

#### IV. Material and Sources:

- 1 Students' English book, work book (LKS)
- 2 Dictionary

V. Teaching Media:

1. Color paper and pencil or board marker
2. Interactive games (matching synonym and antonym)

VI. Teaching Learning Activity:

1. Giving explanation about the topic
2. Interactive Games
3. Giving Post-test

TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	TIME
A. Pre Activity	A. Pre Activity	
<ol style="list-style-type: none"> <li>1. The teacher greets the students</li> <li>2. The teacher checks the students' attendance</li> <li>3. The teacher asks the students about hobby</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher greets the students</li> <li>2. The Students pay attention and raise their hand, when their names are called</li> <li>3. The students try to share their opinion</li> </ol>	10 minutes
B. Whilst Activity	B. Whilst Activity	
<ol style="list-style-type: none"> <li>1. The teacher explains about the topic</li> <li>2. The teacher gives interactive games and tells the rules of interactive games</li> <li>3. The teacher asks students to do in pair to have quick search, quick thinking, synonym and antonym matching</li> </ol>	<ol style="list-style-type: none"> <li>1. The students pay attention</li> <li>2. The Students pay attention</li> <li>3. The students work together with her/his partner</li> </ol>	60 minutes
<ol style="list-style-type: none"> <li>4. The teacher discusses the task of interactive game</li> </ol>	<ol style="list-style-type: none"> <li>4. The students listen and share their opinion</li> </ol>	

C. Post Activity	C. Post Activity	
<ol style="list-style-type: none"> <li>1. The teacher conducts the post test</li> <li>2. The teacher asks the students to write down a work(s) with another of similar meaning and a work(s) with the opposite meaning.</li> <li>3. The Teacher ends the class by saying good bye.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students do the post test</li> <li>2. The students answer the students' worksheet</li> <li>3. The students replied</li> </ol>	10 minutes

VII. Evaluation:

The evaluation is being done by observation when the students make a flow chart to work out the sequence of the steps taken to remove fossils from rock, and post test.

Denpasar, 14<sup>th</sup> May 2013

Researcher

(I GEDE SURYAPRAJANA)  
NPM:09.8.03.51.31.2.5.2.3395

## **APPENDIX 6**

### **Teaching and Learning Scenario of the Session 4 in Cycle II**

Subject	: English
Theme	: Hobbies and Dinosaurs
Sub Theme	: How Dinosaurs Get Their Names
Topic	: Synonyms Matching
Language Skill	: Writing
Education Unit	: Junior high School
Class	: VII E
Time Allotment	: 2 x 40 minutes
Standard Competence	: Having the ability to comprehend usage new vocabulary related to the theme and topic of vocabulary as suggested by English Teaching syllabus

#### **I. Basic Competence:**

Students have adequate understanding of new vocabulary

#### **II. Indicator:**

1. Identifying new vocabulary
2. Mentioning new vocabulary
3. Getting contextual meaning
4. Getting synonym of the new vocabulary

#### **III. Instructional Goal**

1. Students are able to identify new vocabulary
2. Students are able to mention new vocabulary
3. Students are able to get contextual meaning
4. Students are able to get the synonyms of the words

#### **IV. Material and Sources:**

- 1 Students' English book, work book (LKS)
- 2 Dictionary

V. Teaching Media:

1. Color paper and worksheet
2. Interactive games (matching synonym)

VI. Teaching Learning Activity:

1. Interactive games with Quick Search and Quick Thinking
2. Interactive games with Synonym Matching
3. Discussion and sharing opinion

TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	TIME
A. Pre Activity	A. Pre Activity	
<ol style="list-style-type: none"> <li>1. The teacher greets the students</li> <li>2. The teacher checks the students' attendance</li> <li>3. The teacher asks the students about how Dinosaurs get their names</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher greets the students</li> <li>2. The Students pay attention and raise their hand, when their names are called</li> <li>3. The students answer the teacher's questions</li> </ol>	<p>5 minutes</p> <p>5 minutes</p>
B. Whilst Activity	Whilst Activity	
<ol style="list-style-type: none"> <li>1. The teacher explains about how Dinosaurs get their names</li> <li>2. The teacher gives interactive games and tells the rules of interactive games</li> <li>3. The teacher gives examples about interactive games</li> <li>4. The teacher asks students to do in pair to have quick search, quick thinking and synonym matching</li> </ol>	<ol style="list-style-type: none"> <li>1. The students pay attention</li> <li>2. The Students pay attention</li> <li>3. The students listen carefully</li> <li>4. The students work together with her/his partner</li> </ol>	60 minutes

5. The teacher discusses the task of interactive game.	5. The students respond by sharing their opinion	
C. Post Activity	C. Post Activity	
1. The teacher conduct the post test 2. The teacher asks the students to match and write down a work(s) with another of similar meaning 3. The Teacher ends the class by saying good bye.	1. The students do the post test 2. The students answer the students' worksheet  3. The students replied	5 minutes   5 minutes

VII. Evaluation:

Take the students class and post-test score through direct observation of students activity in the class and post-test.

Denpasar, 15<sup>th</sup> May 2013

Researcher

(I GEDE SURYAPRAJANA)  
NPM:09.8.03.51.31.2.5.2.3395

## APPENDIX 7

### Teaching and Learning Scenario of the Session 5 in Cycle II

Subject	: English
Theme	: Hobbies and Dinosaurs
Sub Theme	: How Dinosaurs Get Their Names
Topic	: Antonyms Matching
Language Skill	: Writing
Education Unit	: Junior high School
Class	: VII E
Time Allotment	: 2 x 40 minutes
Standard Competence	: Having the ability to comprehend usage new vocabulary related to the theme and topic of vocabulary as suggested by English Teaching syllabus

#### I. Basic Competence:

Students have adequate understanding of new vocabulary

#### II. Indicator:

1. Identifying new vocabulary
2. Mentioning new vocabulary
3. Getting contextual meaning
4. Getting antonym of the new vocabulary

#### III. Instructional Goal:

1. Students are able to identify new vocabulary
2. Students are able to mention new vocabulary
3. Students are able to get contextual meaning
4. Students are able to get the antonym of the words

#### IV. Material and Sources:

- 1 Students' English book, work book (LKS)
- 2 Dictionary

TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	TIME
A. Pre Activity	A. Pre Activity	
<ol style="list-style-type: none"> <li>1. The teacher greets the students</li> <li>2. The teacher checks the students' attendance</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher greets the students</li> <li>2. The Students pay attention and raise their hand, when their names are called</li> </ol>	10 minutes
B. Whilst Activity	V. Whilst Activity	
<ol style="list-style-type: none"> <li>1. The teacher reminds about the last lesson and about words related with it</li> <li>2. The teacher gives interactive games and tells the rules of interactive games</li> <li>3. The teacher gives examples about interactive games</li> <li>4. The teacher asks students to do quick search, quick thinking and antonym matching with her/his partner</li> <li>5. The teacher discusses the task of interactive game</li> </ol>	<ol style="list-style-type: none"> <li>1. The students pay attention and share their opinion about the last lesson</li> <li>2. The Students pay attention</li> <li>3. The students listen carefully</li> <li>4. The students work together with her/his partner</li> <li>5. The students respond by sharing their opinion</li> </ol>	60 minutes
C. Post Activity	C. Post Activity	
<ol style="list-style-type: none"> <li>1. Te teacher conducts the post test</li> <li>2. The teacher asks the students to write down the opposite of each of the words on the left</li> <li>3. The Teacher ends the class by saying good bye.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students do the post test</li> <li>2. The students answer the students' worksheet</li> <li>3. The students replied</li> </ol>	10 minutes



V. Teaching Media:

1. Color paper and worksheet
2. Interactive games (matching antonyms)

VI. Teaching Learning Activity:

1. Interactive games with Quick Search and Quick Thinking
2. Interactive games with Antonyms Matching
3. Discussion and sharing opinion

VII. Evaluation:

Take the students score through direct observation of students activity in the class and post-test.

Denpasar, 21<sup>th</sup> May 2013

Researcher

(I GEDE SURYAPRAJANA)  
NPM:09.8.03.51.31.2.5.2.3395

## APPENDIX 8

### Teaching and Learning Scenario of the Session 6 in Cycle II

Subject	: English
Theme	: Hobbies and Dinosaurs
Topic	: Synonym, antonym and words related to status or occupation
Language Skill	: Writing
Education Unit	: Junior high School
Class	: VII E
Time Allotment	: 2 x 40 minutes
Standard Competence	: Having the ability to comprehend usage new vocabulary related to the theme and topic of vocabulary as suggested by English Teaching syllabus

#### I. Basic Competence:

Students have adequate understanding of new vocabulary

#### II. Indicator:

1. Getting synonyms of the new vocabulary
2. Getting antonyms of the new vocabulary
3. Match the sentences with the words related to status or occupation

#### III. Instructional Goal:

1. Students are able to get the synonyms of new vocabulary
2. Students are able to get the antonyms of new vocabulary
3. Students are able to match the sentences with the words related to status or occupation

#### IV. Material and Sources:

- 1 Students' English book, work book (LKS)
- 2 Dictionary

#### V. Teaching Media:

1. Color paper and pencil or board marker

2. Interactive games (matching synonym and antonym and words related to status)

VI. Teaching Learning Activity:

1. Interactive Games

TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	TIME
A. Pre Activity	A. Pre Activity	
<ol style="list-style-type: none"> <li>1. The teacher greets the students</li> <li>2. The teacher checks the students' attendance</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher greets the students</li> <li>2. The Students pay attention and raise their hand, when their names are called</li> </ol>	10 minutes
B. Whilst Activity	B. Whilst Activity	
<ol style="list-style-type: none"> <li>1. The teacher gives interactive games and tells the rules of interactive games</li> <li>2. The teacher gives examples about interactive games</li> <li>3. The teacher asks students to practices the interactive game.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students pay attention</li> <li>2. The Students pay attention</li> <li>3. The students take a part in interactive game</li> </ol>	60 minutes
C. Post Activity	C. Post Activity	
<ol style="list-style-type: none"> <li>1. The teacher conducts the post test</li> <li>2. The teacher asks the students to find the</li> </ol>	<ol style="list-style-type: none"> <li>1. The students do the post test</li> <li>2. The students answer the students' worksheet</li> </ol>	

synonym and antonym of word and word related to status 3. The Teacher ends the class by saying good bye	3. The students replied	10 minutes
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VII. Evaluation:

Take the students score through direct observation of students activity in the class and post-test.

Denpasar, 22<sup>th</sup> May 2013

Researcher

(I GEDE SURYAPRAJANA)  
NPM:09.8.03.51.31.2.5.2.3395

## APPENDIX 9

### Post Test 1 in Cycle I

#### Vocabulary Test

Replace the underlined word(s) with another of SIMILAR meaning and Write its number in the brackets provided !

1. Dinosaurs were enormous reptiles.  
(1) strong (3) wild  
(2) fierce (4) huge (.....)
2. you have a new friend now in the front of class , how do you say to him?  
(1) need (3) find  
(2) old (4) recent (.....)
3. When the student find new hobby, they will do it every moment.  
(1) get (3) take  
(2) look for (4) throw (.....)
4. what is the student say when the student meeting with the teacher in the morning?  
(1) cut (3) talk  
(2) bring (4) deal (.....)
5. The fossils are very fragile. If that is so, the scientist wrap them in sack cloth and cover them in wet plaster for protection  
(1) easily broken (3) smooth  
(2) strong (4) harsh (.....)
6. The scientists chip away the section of the rock in which the fossil lie.  
(1) sell (3) buy  
(2) cut (4) make (.....)

7. The fossils are very large and heavy.
- (1) dirty (3) light  
(2) big (4) weight (.....)
8. If some bones are missing or badly broken, new parts may be made from plaster.
- (1) dirty (3) large  
(2) fragile (4) lose (.....)
9. The scientists study and compare the assembled skeletons to those of similar animals alive to day.
- (1) meat (3) bones  
(2) skin (4) legs (.....)
10. Each fossilized bone, tooth, claw or even footprint that is found and studied becomes part of a huge dinosaur databank.
- (1) small (3) light  
(2) big (4) weight (.....)

**Underline the word which has the OPPOSITE meaning to the word in bold!**

11. **Fresh** bread will become (solid, stale, soft) in few day.
12. The explorers **defended** themselves when the savages (attacked, captured, destroyed) them.
13. The carpenters have **finished** building the house which they (built, began, took) two months ago.
14. This shop sells both **foreign** and (strange, familiar, local) products.
15. Is this statement (real, true, honest) or **false**?
16. There is no **easy** solution to such a/an (strange, difficult, unusual) problem.
17. I thought the snake was **dead** but it was still (alive, moving, well).
18. Mr. Dass (sold, rented, lent) his car which he **bought** a year ago.
19. Your parents will find out the truth, **sooner** or (earlier, later, after).
20. The **raw** meat was placed over the fire until it was (cooked, delicious, ready).

## APPENDIX 10

### Post Test 2 in Cycle I

#### Vocabulary Test

##### Words related to status or occupation

Fill in each blank with the correct word from the box below. Use each word only once.

plumber	waiter	mountaineer	cobbler
surgeon	dentist	artist	customer
director	florist	photographer	archer
mechanic	tailor	inventor	vegetarian
millionaire	pedestrians	athletes	passengers

1. He bought a bouquet of roses from roses from the \_\_\_\_\_
2. The \_\_\_\_\_ is examining my teeth.
3. The \_\_\_\_\_ who served us the food was polite and cheerful.
4. A team of nurses assisted the \_\_\_\_\_ during the operation.
5. The \_\_\_\_\_ will use sound effects in the movie to make the dinosaurs sound frightening.
6. What a beautiful painting of the Tyrannosaurus Rex! Who is the talented \_\_\_\_\_ who drew it ?
7. Without the help of the skillful \_\_\_\_\_, the scientist could not have climbed this high.
8. "Where's my camera lens?" the \_\_\_\_\_ asked anxiously.
9. I called the \_\_\_\_\_ because one of the pipes was leaking.
10. The \_\_\_\_\_ took only a few minutes to mend my shoes.
11. Mrs. Lee is a regular \_\_\_\_\_ of this shop.
12. The \_\_\_\_\_ shot at the target with his bow and arrow.
13. The \_\_\_\_\_ is repairing my motorcycle.
14. The \_\_\_\_\_ made Mr. Dass a new suit.

15. Alexander Graham Bell was the \_\_\_\_\_ of the telephone.
16. Mr. Row does not eat meat; he is a \_\_\_\_\_
17. A \_\_\_\_\_ has invested several million dollars in this company.
18. Several \_\_\_\_\_ were badly hurt when their train was derailed.
19. \_\_\_\_\_ should use the overhead bridge to cross the road.
20. All the \_\_\_\_\_ were proud to represent their countries in the Olympics.



## APPENDIX 11

### Post Test 3 in Cycle I Vocabulary Test Synonym Matching

Write down a word(s) with another of SIMILAR meaning. Choose from the ones on the right!

1. allow = .....
2. seldom = .....
3. mute = .....
4. show = .....
5. general = .....
6. confident = .....
7. easily broken = .....
8. pardon = .....
9. eager = .....
10. journey = .....

angry  
forgive  
common  
trip  
permit  
fragile  
rarely  
sure  
dumb  
demonstrate

Write down the opposite of each of the words on the left. Choose a suitable word from the box carefully !

11. advance x .....
12. defended x .....
13. dead x .....
14. amateur x .....
15. attract x .....
16. raw x .....
17. adult x .....
18. follow x .....
19. punishment x .....
20. difficult x .....

alive  
distract  
cooked  
retreat  
child  
attacked  
reward  
easy  
professional  
lead

## APPENDIX 12

### Post Test 4 in Cycle II

#### Vocabulary Test

#### Synonym Matching

Write down a synonym for each of the words on the left. Choose a suitable word from the box carefully !

1. habit = .....
2. nice = .....
3. near = .....
4. awful = .....
5. polite = .....
6. brave = .....
7. optimistic = .....
8. funny = .....
9. handsome = .....
10. dull = .....
11. impolite = .....
12. leave = .....
13. quiet = .....
14. quick = .....
15. cheap = .....
16. hand = .....
17. pretty = .....
18. safe = .....
19. travel = .....
20. famous = .....

popular
close
courteous
hopeful
pleasant
good looking
rude
abandon
silent
terrible
valiant
difficult
beautiful
inexpensive
amusing
secure
journey
custom
boring
rapid

## APPENDIX 14

### Post Test 6 in Cycle II

#### Vocabulary Test

#### Antonym Matching

Write down the opposite of each of the words on the left. Choose a suitable word from the box carefully !

1. all                    x .....
2. active                x .....
3. dead                  x .....
4. modern                x .....
5. absent                x .....
6. arrive                x .....
7. defend                x .....
8. after                  x .....
9. well                    x .....
10. dwarf                x .....
11. shy                    x .....
12. weak                 x .....
13. liquid                x .....
14. fail                    x .....
15. hard                  x .....
16. deep                 x .....
17. joy                    x .....
18. disbelieve         x .....
19. bless                 x .....
20. excited              x .....

before
badly
giant
strong
attack
alive
solid
ancient
succeed
soft
shallow
bold
present
sorrow
believe
depart
curse
none
passive
calm

## APPENDIX 13

### Post Test 5 in Cycle II

#### Vocabulary Test

Fill in each blank with the correct word from the box below. Use each word only once.

lawyer	artist	pilot	principal
musician	cashier	chef	barber
employer	electrician		

1. That \_\_\_\_\_ has worked in menu restaurants.
2. The \_\_\_\_\_ has won many cases in court.
3. You don't have to be a/an \_\_\_\_\_ to change a simple light bulb.
4. I receive my salary from my \_\_\_\_\_ once a month.
5. James is a very talented \_\_\_\_\_. He can play seven different musical instruments.
6. The \_\_\_\_\_ did an oil painting of China town.
7. The \_\_\_\_\_ ejected from the burning plane.
8. Although the \_\_\_\_\_ was strict and firm, all the pupils like him.
9. I told the \_\_\_\_\_ to trim an inch of my hair.
10. I asked the \_\_\_\_\_ for receipt.

**Replace the underlined word(s) with another of SIMILAR meaning and Write its number in the brackets provided !**

11. When a dinosaur dies, its flesh rot away and only its skeleton remain.

- |          |          |         |
|----------|----------|---------|
| (1) meat | (3) teem |         |
| (2) bone | (4) skin | (.....) |

12. The scientists search for information.

- |          |         |         |
|----------|---------|---------|
| (1) hunt | (3) get |         |
| (2) work | (4) see | (.....) |

13. Please pardon me if I have hurt your feelings.

- |           |             |         |
|-----------|-------------|---------|
| (1) scold | (3) forgive |         |
| (2) leave | (4) forget  | (.....) |

14. The scientists conduct experiments and do research to verify their idea.

- |              |         |         |
|--------------|---------|---------|
| (1) do       | (3) see |         |
| (2) look for | (4) get | (.....) |

15. The scientists gather evidence

- |             |           |         |
|-------------|-----------|---------|
| (1) collect | (3) learn |         |
| (2) make    | (4) get   | (.....) |

**Underline the word which has the OPPOSITE meaning to the word in bold!**

16. Please **follow** me; I shall (show, give, lead) the way.

17. The strong man carried the **heavy** box as though it was as (easy, empty, light) as feather.

18. The bridge which was **built** across the river has been (destroyed, repaired, removed).

19. The train had already (left, stopped, waited) the station when we **arrived**.

20. That wicked man has more **enemies** than (slaves, friends, relatives).

## APPENDIX 15

Jawablah pertanyaan dibawah ini sesuai dengan ini sesuai pendapat adik-adik mengenai belajar Vocabulary (kosa-kata) melalui Interactive Games dengan memberi tanda silang pada (X) pada huruf A, B, C, atau D.

### QUESTIONNAIRE

1. Bagaimana pendapat murid-murid, bila Guru mengajar English Vocabulary (kosa-kata Bahasa Inggris) sambil bermain dengan menggunakan Interactive Games (Synonym Matching, Antonym Matching and Matching sentences with appropriate word(s)) ?
  - a. sangat menyenangkan
  - b. menyenangkan
  - c. kurang menyenangkan
  - d. tidak menyenangkan
  
2. Bagaimana perasaan murid-murid bila belajar vocabulary melalui Interactive Games (Synonym Matching, Antonym Matching and Matching sentences with appropriate word(s)) secara berkelompok ?
  - a. sangat senang
  - b. senang
  - c. kurang senang
  - d. tidak senang
  
3. Bagaimana perasaan murid-murid bila belajar vocabulary melalui Interactive Games (Synonym Matching, Antonym Matching and Matching sentences with appropriate word(s)) secara perseorangan ?
  - a. sangat senang
  - b. senang
  - c. kurang senang
  - d. tidak senang
  
4. Bagaimana pendapat murid-murid tentang cara / aturan permainan Interactive Games (Synonym Matching, Antonym Matching and Matching sentences with appropriate word(s)) ?
  - a. sangat mudah dimengerti
  - b. mudah dimengerti
  - c. kurang mudah dimengerti
  - d. tidak mudah dimengerti

5. Apakah dengan Interactive Games (Synonym Matching, Antonym Matching and Matching sentences with appropriate word(s)) ini, memberikan manfaat dalam meningkatkan kemampuan murid-murid dalam belajar vocabulary ?
  - a. sangat bermanfaat
  - b. bermanfaat
  - c. kurang bermanfaat
  - d. tidak bermanfaat
  
6. Apakah murid-murid sering mengalami kesulitan pada saat menuliskan kata-kata yang diberikan guru ?
  - a. sangat sering
  - b. sering
  - c. jarang
  - d. tidak pernah
  
7. Apakah di dalam murid-murid menulis kata-kata (vocabulary), murid-murid mengerti artinya ?
  - a. sangat mengerti
  - b. agak mengerti
  - c. kurang mengerti
  - d. tidak mengerti
  
8. Setelah murid-murid belajar dengan Interactive Games apakah murid- murid merasa lebih mudah untuk mengerti arti kata-kata dalam bahasa inggris (vocabulary)?
  - a. sangat mudah
  - b. mudah
  - c. kurang mudah
  - d. tidak mudah
  
9. Bagaimana menurut murid-murid jumlah kata-kata yang diajarkan ?
  - a. sangat sedikit
  - b. cukup
  - c. banyak
  - d. sangat banyak
  
10. Apakah murid-murid senang mengikuti pelajaran ini ?
  - a. sangat senang
  - b. senang
  - c. kurang senang
  - d. tidak senang

## **APPENDIX 16**

### **Key Answer**

#### **Pre Test**

1. (3) shield
2. (1) sickness
3. (2) faults
4. (2) different
5. (4) sure
6. (3) fragile
7. (4) remember
8. (2) broken
9. (1) necessary
10. (2) foreigner
11. refuse
12. weak
13. modern
14. narrow
15. smooth
16. smooth
17. future
18. easy
19. wealthy
20. dangerous



## **APPENDIX 17**

### **Key Answer Post Test 1 in Cycle I**

1. (4) huge
2. (4) recent
3. (3) talk
4. (3) calculate
5. (1) easily broken
6. (2) cut
7. (4) weight
8. (4) lose
9. (3) bones
10. (2) big
11. (stale)
12. (attacked)
13. (began)
14. (local)
15. (true)
16. (difficult)
17. (alive)
18. (sold)
19. (later)
20. (cooked)

## **APPENDIX 18**

### **Key Answer Post Test 2 in Cycle I**

1. florist
2. dentist
3. waiter
4. surgeon
5. director
6. artist
7. mountaineer
8. photographer
9. plumber
10. cobbler
11. customer
12. archer
13. mechanic
14. tailor
15. inventor
16. vegetarian
17. millionaire
18. passengers
19. pedestrian
20. athletes

## **APPENDIX 19**

### **Key Answer Post Test 3 in Cycle II**

1. permit
2. rarely
3. dumb
4. demonstrate
5. common
6. sure
7. fragile
8. forgive
9. angry
10. trip
11. retreat
12. attacked
13. alive
14. professional
15. distract
16. cooked
17. child
18. lead
19. reward
20. easy

## **APPENDIX 20**

### **Key Answer Post Test 4 in Cycle II**

1. custom
2. pleasant
3. close
4. terrible
5. courteous
6. huge
7. hopeful
8. amusing
9. good looking
10. boring
11. rude
12. abandon
13. silent
14. rapid
15. inexpensive
16. difficult
17. beautiful
18. secure
19. journey
20. popular

## **APPENDIX 22**

### **Key Answer Post Test 6 in Cycle II**

1. none
2. passive
3. alive
4. ancient
5. present
6. depart
7. attack
8. before
9. badly
10. giant
11. bold
12. strong
13. solid
14. succeed
15. soft
16. shallow
17. sorrow
18. believe
19. curse
20. calm

## **APPENDIX 21**

### **Key Answer Post Test 5 in Cycle II**

1. chef
2. lawyer
3. electrician
4. employer
5. musician
6. artist
7. pilot
8. principal
9. barber
10. cashier
11. (1) meat
12. (1) hunt
13. (3) forgive
14. (1) do
15. (1) collect
16. lead
17. light
18. destroyed
19. left
20. friends

## AUTOBIOGRAPHY



I Gede Surya Prajana was born in Denpasar on 26 January 1991. He comes from Tabanan and he lives at Sanur village, Denpasar, Bali. His Balinese. His father is I Wayan Dadu and His Mother is Ni Made Sukani. He is the first child in his family, He has one brother. He comes from simple and ordinary family. His father is an employee and his mother is an employee as well. They want their son could be a teacher in the future. He started his kindergarden at TK Hotel Bali Beach in 1995 until 1997 that spent 2 years to finish. He started his Elementary school at SD N No. 2 Sanur in 1997 until 2003 that spent 6 years to finish his first grade until sixth grade. He started his junior high school at SMP N 9 Denpasar in 2003 until 2006 that spent 3 years to finish his seventh grade until ninth grade. He started his senior high school at SMA Dwijendra Denpasar in 2006 until 2009 that spent 3 years to finish my tenth until twelfth grade. He started his college at Mahasaraswati university in 2009 until 2013. He took English Department Faculty of Teacher Training and Education. He want to make his parents proud of him. He want to be an English Teacher because he want to share his knowledge and some experience with other people.