

**THE EFFECTIVENESS OF USING CATEGORY GAME IN TEACHING
VOCABULARY TO THE SEVENTH GRADE STUDENTS OF MTS
MIFTAHUL ULUM BALONG IN ACADEMIC YEAR 2016/2017**

THESIS

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2017**

PONOROGO

ABSTRACT

MAHARANI, ANGGI SUCI SETYA. 2017. The Effectiveness of Using Category Game in Teaching Vocabulary to The Seventh Grade Students of MTs MiftahulUlumBalong in Academic Year 2016/2017. Thesis, English Education Department, Faculty of Teaching and Education, The Institute for Islamic Studies of Ponorogo, Advisor Dra. Aries Fitriani, M. Pd.

Key Words : Category Game strategy, Teaching Vocabulary.

Vocabulary is a crucial thing in a language. It plays an important role in language learning that links four language skills of listening, speaking, reading, and writing. Teachers must apply some techniques to attract their students to improve their vocabulary. One of many techniques is Category Game strategy. It is a kind of game that can encourage students' motivation to improve their vocabulary.

The objective of this research is to find out whether the seventh grade students of MTs MiftahulUlumBalong who are taught by using Category Game strategy can improve their vocabulary achievement than those who are not.

This research applied quantitative approach and used the quasi-experimental design. It used two classes which are taught by using two different strategies. The experimental class was taught by using Category Game strategy and control class was taught by using question and answer strategy. The population was the seventh grade students of MTs MiftahulUlum which consist of 81 students. The sample is 52 students (26 experimental classes, 26 control class). The data was gathered through test. This research was conducted by following procedure: giving pre-test, applying the treatment, and giving the post-test.

After getting the score of the test, the data were analyzed and processed by using T-test formula by using SPSS. The result of this research shows that the average of pre-test of experimental class is 63,192 and the average of post-test is 77,807. The value of t test = 5,272 is consulted with 5% significance level with db 50, that is 2,01 (t test > t table), So, H_a is accepted and H_o is rejected.

So, it can be concluded that there is significant effect on students' vocabulary achievement that is taught by using Category Game strategy. In other word, Category Game strategy is effective on students' vocabulary achievement of seventh grade students of MTs Miftahul Ulum Balong Ponorogo.

CHAPTER 1

INTRODUCTION

A. Background of Study

Language is ultimately important in human life. It is a means to communicate and interact with one another. According to Collins Cobuild Essential English Dictionaries defines language as a system of communication through which consists of a set of sounds and written symbols which are used by the people of a particular country for talking or writing.¹ Harmer states that language is about communication.² Whereas, Encyclopaedia Britannica states that language is a system of conventional spoken or written symbols by means of which human beings, as members of a social group and participants of its culture, communicate.³ A language is used to communicate our thoughts and ideas. It is also used to express human's feelings or to adapt with social environment.

In this modern technology and globalization, there is urgent need to get in touch with people around the world.⁴ English language known as an international language. It is currently the most widely spoken language in the world.⁵ It is a key to go into a global world. It has been used as a means of communication around

¹ Dr. M. F. Patel and Praveen M. Jain, English Language Teaching, (Jaipur: Sunrise, 2008), pg. 27-28.

² Jeremy Harmer, How To Teach English, (England: Pearson Education Limited, 2007), pg. 9.

³ Dr. M. F. Patel and Praveen M. Jain, English Language Teaching, pg. 29.

⁴ Sutanto Leo, A Challenging Book To Practice Teaching in English, (Yogyakarta: ANDI OFFSET, 2013), pg. 7.

⁵ Charles F. Meyer, Introducing English Linguistics, (New York: Cambridge University Press, 2009), pg. ix.

the world. Globalization forces to master English so they can survive in their work, social, education and another field of their life. Therefore, people should understand and master English to get a broader knowledge, information, and technology.

There are four skills in English language: listening, speaking, reading, and writing. These four skills are often divided into two types, receptive and productive skills. Receptive skill is a term used for reading and listening, skills where meaning is extracted from discourse. Productive skill is a term for speaking and writing, skills where students have to produce something.⁶

All of the language skills must be learned the whole by students in order to understand English language. Before mastering the four language skills, a language learner should have enough vocabulary. It is because vocabulary plays an important role in language learning that links the four language skills of listening, speaking, reading and writing. In listening, students' vocabulary influences their understanding of people's speech or discussion. In speaking, their vocabulary affects to how well they deliver a message. While, in writing, students' vocabulary influences to how clear they convey their ideas to the reader. And in reading, their vocabulary level affects to their understanding towards a text. In other words, to interact well in a certain language, students should acquire an adequate number of words. The acquisition of vocabulary

⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (UK: Pearson,tt), pg. 265.

would help learners' understanding. On the other hand, a limited vocabulary is like having a barrier that precludes a learner to learn a language.

Unfortunately, there are many language learners face difficulties in learning a language. Limited knowledge of vocabulary and sentence structure are considered as the main problems in learning language. As explained before, vocabulary is a crucial and central thing in learning language. It is because the purpose of language learning is a learner can communicate by using a certain language. If a learner does not have a sufficient vocabulary, they would be difficult to interact with other people, to understand and express their ideas.

Based on the researcher's observation that is conducted in MTs Miftahul Ulum Balong Ponorogo, the researcher found some problems related to students achievement in learning English language. They judged that English lesson is a difficult course. In teaching learning process, they had difficulties in understanding and comprehending the meaning of some words moreover unfamiliar words. They had low level of vocabulary mastery. The class activities just depend on the textbook, so that the lesson did not run effectively and often made the students felt bored during the class. It also made the students had low participation in English class.⁷

Realizing the importance of vocabulary, teacher should have an interesting way to teach vocabulary to their students. Based on the interview to the English teacher of MTs Miftahul Ulum, students are difficult in learning English caused

⁷ The result of observation in MTs Miftahul Ulum Balong Ponorogo 14th-15th March 2017.

by a limited vocabulary. To improve students' vocabulary mastery, the teacher asked students to find the difficult words in dictionary or to memorize a number of words from dictionary but it is not increase their vocabulary. It is because their memorized words did not applied in many times or even they just memorize it without knowing its meaning so they will just know list of words.⁸

There are some ways that can make teaching vocabulary more interesting. There are some strategies, methods, techniques, and media that can be applied by teacher in order to make students interested in learning English especially in improving their vocabularies. Teacher can use some strategies during teaching vocabulary, such as, social strategies, memory strategies, cognitive strategies, or metacognitive strategies. The teacher also can use some media that can help the students to learn vocabulary, such as, by using objects, pictures, illustrations, expressions or gestures. Beside that, there are several techniques that can be applied in teaching vocabulary, such as, by using mnemonics, word cards, guessing from the context, using dictionaries, or using games. However, the teacher must be able to choose a good and appropriate strategy, method, technique or media for their students.

One of some strategies that can be used in teaching vocabulary is by using games. According to Hornby, game is an activity that we do to have fun.⁹ In

⁸Interview result with English teacher of MTs Miftahul Ulum Balong Ponorogo Shoimun, S. Pd at MTs Miftahul Ulum Balong on Thursday, 16th March 2017 at 10.00 a.m.

⁹ A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 1995), pg. 486.

learning a language, games also can be useful. According to Phillips, game in the language classroom will help children to see learning language, especially English as enjoyable and rewarding.¹⁰ Through games, language learner can study a language in fun and easy way. It assists the teacher to build a good atmosphere for optimal teaching learning process. Beside that, games can build a comfortable and interesting class that enable language learner to interact each other and also can decrease learners' nervousness during the class.

There are many games that can be used in teaching vocabulary. One of some games is "Category Game". Category game is a game based on the popular party game Scategories. It is a kind of game that can be used to activate students' vocabulary and have a bit of fun. This game can encourage the learner to study and have motivation to improve their vocabulary. The player should have a wide knowledge of vocabulary to play the game.

The researcher chooses Category Game because it is a kind of game that can help the teacher in teaching vocabulary. This game can be used to review and also improve learners' vocabulary achievement in more interesting way. They can enjoy the process of learning a language in more fun and joyful situation. So, it can decrease the learners' level of saturation when they learn a language.

Based on the problems that explained above and the potential of Category Game in improving students vocabulary mastery, the researcher tries to apply the Category Game strategy in teaching learning process of English language at the

¹⁰ S. Phillips, *Young Learners*, (Oxford: Oxford University Press, 1997), pg. 85.

seventh grade students of MTs Miftahul Ulum Balong Ponorogo. So, the title of study that will be taken by the researcher is **“The Effectiveness of Using Category Game in Teaching Vocabulary to The Seventh Grade Students of MTs Miftahul Ulum Balong in Academic Year 2016/2017”**.

B. Limitation of Problem

Based on the background of study that has explained above, the researcher gives limitation of problem to avoid the far ranging of discussion. The limitation of study are:

1. This study focuses on the use of Category Game strategy in teaching vocabulary.
2. This research takes the seventh grade students of MTs Miftahul Ulum Balong, Ponorogo in academic year of 2016/2017.

C. Statement of Problem

Based on the background of study, the researcher arrange the statement of problem as follow:

Do the seventh grade students of MTs Miftahul Ulum Balong who are taught using Category Game strategy get better achievement than those who are not?

D. Objective of Study

Based on the statement of problem above, the researcher formulates the objective of study as follow:

To find out whether the seventh gradestudents of MTs Miftahul Ulum Balong who are taught using Category Game strategycan improve their vocabulary achievement than those who are not.

E. Significance of Study

The results of this study are expected can give both theoretical and practical contribution in educational environment.

1. Theoretical

The results of this research are expected can give contribution as a reference and knowledge to improve students vocabulary achievement.

2. Practical

a. Teacher

The result of this study is expected can be a reference to teacher as one of strategy that can be used to improve students' vocabulary achievement.

b. Students

The researcher hopes that the use of this strategy can improve students' vocabulary achievement.

c. Readers

This study is expected can be a reference to the readers or other researchers to conduct a further research concerning with English language.

F. Organization of Thesis

In this research, the researcher uses the organization of the study that consists of five chapters as follows:

The first chapter of this research is introduction. It consists of background of study, limitation of the problem, research problem, objective of study, and significance of study.

The second chapter is review of related literature that consists of theoretical background, previous research findings, theoretical framework, and hypothesis.

The third chapter is research methodology consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

The fourth chapter is finding and discussion. It consists of data analysis, discussion, and interpretation.

The fifth chapter is closing. It consists of conclusion and recommendation as the end discussion content series of thesis.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Vocabulary

a. Definition of Vocabulary

As explained in the background of study, vocabulary takes a fundamental role in language learning. Vocabulary knowledge refers to all of the word forms and meanings that we know and is a key component of language comprehension.¹¹ It is the main element in the process of learning, mastering and using language. Without a sufficient vocabulary, people cannot communicate effectively to express their ideas or to give information in both oral and written form.

There are some definitions of vocabulary proposed by some experts. According to Hornby, vocabulary is defined into the terms of:

- a. The total number of words in a language.
- b. All the words known to a person or used in a particular book, subject.
- c. A list of words with their meanings.¹²

¹¹ Julia M. Carroll, et. Al, *Developing Language and Literacy: Effective Intervention in The Early Years* (United States: Wiley-Blackwell, 2011), pg. 2.

¹² A S Hornby, *Oxford Advanced Learner's Dictionary of Current English* pg. 1331.

Penny Ur states that vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word, for example, post office and mother in law, which are made up of two or three words but express a single idea.¹³

According to Dr. Raphael, vocabulary, broadly defined, is knowledge about words and words meanings.¹⁴ Whereas, Harmer stated that vocabulary includes not only all the words in a language, but also the way words collocate (join together) into lexical phrases and chunks.¹⁵

Beside that, vocabulary can be defined as the collection of words that an individual knows.¹⁶ It means that vocabulary is defined as the total number of words that someone have in a certain language.

Based on some definitions above, it can be stated vocabulary is a set or list of words of a particular language that have understood by an individual. These words are not always in a term of single word but also can made up from two or three words.

b. Kinds of Vocabulary

¹³ Penny Ur, *A Course in Language Teaching, Practice and Theory* (New York: Cambridge University Press, 1996), pg. 60.

¹⁴ Taffy E. Raphael, *Vocabulary Teaching and Learning* (Chicago: Mc Graw Hill,), pg. 2.

¹⁵ Jeremy Harmer, *How To Teach English* pg. 285.

¹⁶ Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw Hill, 2005), pg. 121.

In order to improve language skills, learners should have a big number of vocabulary. The more words learners know, they can get better in comprehending and producing a language. There are some different kinds of vocabulary. There are some different kinds of vocabulary. According to Nation, there are two kinds of vocabulary, as follows:¹⁷

1) Receptive Vocabulary

The terms receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it. Receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning.

2) Productive Vocabulary

Productive vocabulary carries the idea that we produce language forms by speaking and writing to convey messages to others. Productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken and written word form.

c. The Importance of Vocabulary

¹⁷ I. S. P. Nation, *Learning Vocabulary in Another Language* (United Kingdom: Cambridge University Press, 2001), pg. 37 - 38.

Vocabulary is a set of words in a certain language. David Wilkins, a linguist, stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.¹⁸ This expression shows that by learning grammar our ability in learning language will not improve very much. But we will see more improvement when we learn a lot of words.

Vocabulary is a crucial aspect in a language that should be learnt well. Swan and Walter wrote that vocabulary acquisition is the largest and most important task facing the language learner.¹⁹ A language learner should have a wide knowledge of vocabulary in order to be able to listen, speak, read, and write in a certain language. A language learner with poor mastery of vocabulary knowledge cannot communicate in the target language well, both written and verbal communication will be hard to understand. They will be difficult in expressing their ideas, feeling, opinion, and their thought.

As we know that vocabulary is a basic or foundation in learning a language. Rivers has argued that the acquisition of an adequate vocabulary is essential for successful second language use, because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible

¹⁸ Scott Thornbury, *How To Teach Vocabulary* (England: Pearson Education Limited, 2002), pg. 13.

¹⁹ *Ibid.*, pg. 14.

communication.²⁰ It is because the goal of learning a language is to be able to communicate by using the language. As stated by Emily F. Calhoun that “words are used to communicate ideas. The more words you own, the better you can communicate”.²¹ It means that to have a good interaction with other people, we must have enough vocabulary that can express our feelings or idea that we want to convey to other people.

Based on the explanation above, it can be concluded that vocabulary knowledge is really important. So, a language learner should pay a greater attention in vocabulary. It is important to make a language learner easier to improve their four language skills in order to get better ability to communicate in a certain language. Learners have to master a large knowledge of vocabulary to convey their idea, opinion, and feelings.

d. Teaching Vocabulary

Vocabulary is important for language learners because only with adequate number of vocabulary, a learner can communicate with others, express their ideas in oral and written form. They know how

²⁰ David Nunan, *Language Teaching Methodologies* (Sydney: Prentice Hall, tt), pg. 117.

²¹ Emily F. Calhoun, *Teaching Beginning Reading and Writing* (USA: Association for Supervision and Curriculum Development, 1999), pg. 111.

communication stops when learners lack the necessary words.²² Thus, the teachers must have a good idea of how to expand the language learners' vocabulary, so that their interest in language learning will be improved.

Realizing the importance of vocabulary, teacher must have ability in teaching vocabulary. They must know the condition of their students, so, they can choose the best way to teach vocabulary to their students. According to Norbert Schmitt, there is no "right" or "best" way to teach vocabulary. The best practice in any situation will depend on the type of student, the words that are targeted, the school system and curriculum, and many other factors.²³ It means that in teaching vocabulary there is no best way to teach their students. The way a teacher teaches vocabulary will be flexible.

Vocabulary teaching and learning must fit into the broader framework of a language course. One way to make sure that there is a balanced range of learning opportunities is to see a language course as consisting of four strands. They are as follows:²⁴

- 1) Learning from meaning - focused input – learning through listening and reading.

²² Virginia French Allen, *Techniques in Teaching Vocabulary* (New York: Oxford University Press, 1983), pg. 5.

²³ Norbert Schmitt, *Vocabulary in Language Teaching* (USA: Cambridge University Press, 2000), pg. 142.

²⁴ David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), pg. 133.

- 2) Deliberate language - focused learning – learning from being taught sounds, vocabulary, grammar, and discourse.
- 3) Learning from meaning - focused – learning by having to produce language in speaking and writing.
- 4) Developing fluency - becoming quick and confident at listening, speaking, reading, and writing.

Learners consider vocabulary as a very important part of language learning. One of difficulties in planning for teaching vocabulary is making sure that it does not cover other essential parts of language learning. To avoid this, the teacher must have a set of guiding principles that can be applied in a variety of teaching and learning situations. These are some principles for teaching vocabulary:²⁵

- 1) Focus on the most useful vocabulary first.

Some words can be used in a wide variety of circumstances. Other have much more limited use. Teaching useful vocabulary before less useful vocabulary gives learners the best return for their learning effort.

- 2) Focus on the vocabulary in the most appropriate way.

The first principle looked at what words to teach and learn. This principle looks at how they should be taught and learned. The

²⁵Ibid., pg. 135-140.

teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

- 3) Give attention to the high frequency words across the four strands of a course.

High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading, and writing. It means that teacher must give attention to the number of words that are taught to the students.

- 4) Encourage learners to reflect on and take responsibility for learning.

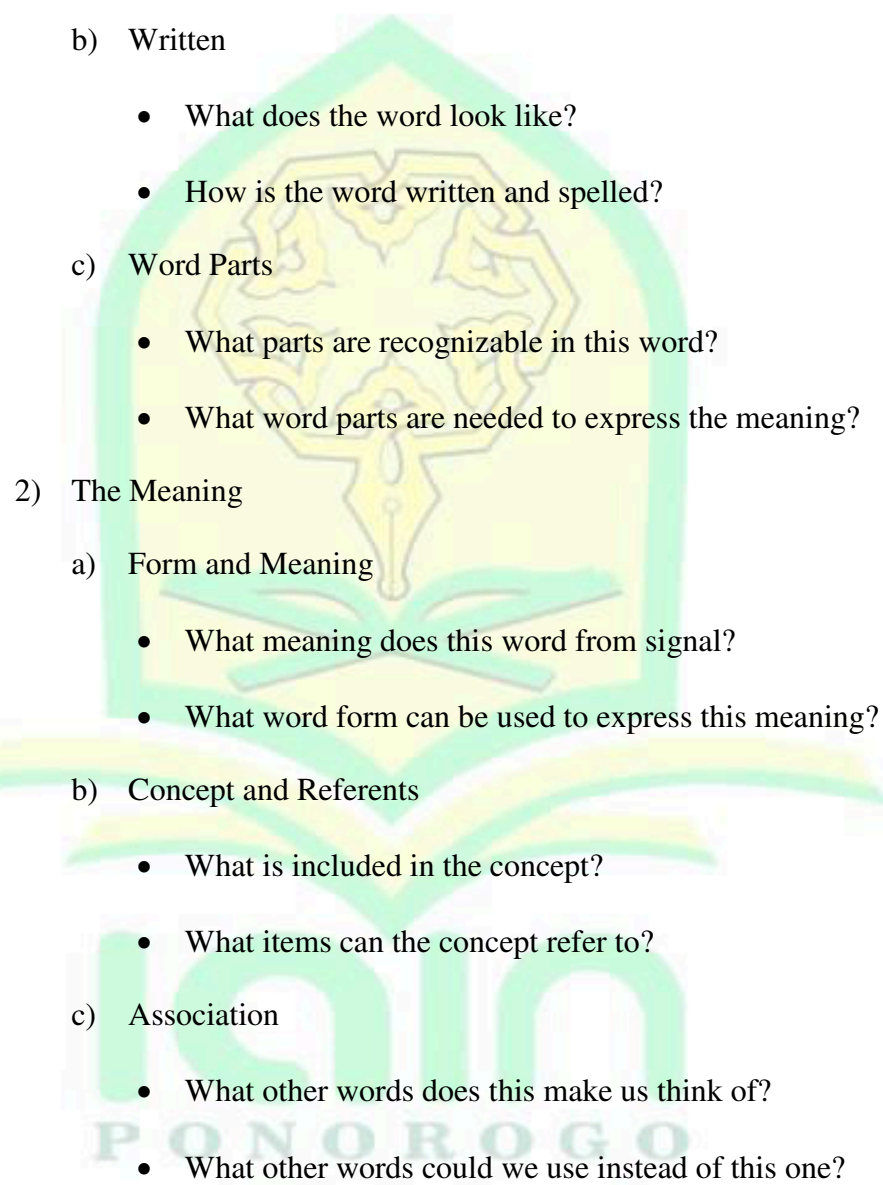
There is an important principles beside choosing what vocabulary to teach and conditions needed for learning it, that is that learners need to realize that they must be responsible for their own learning. Taking this responsibility requires:

- a) Knowledge of what to learn and the range of options or learning vocabulary.
- b) Skill in choosing the best options.
- c) The ability to monitor and evaluate progress with those options.

e. Aspects of Vocabulary

According to Nation, there are three aspects of vocabulary. They can be showed as follow:

- 1) The Form

- 
- a) Spoken
 - What does the word sound like?
 - How is the word pronounced?
 - b) Written
 - What does the word look like?
 - How is the word written and spelled?
 - c) Word Parts
 - What parts are recognizable in this word?
 - What word parts are needed to express the meaning?
- 2) The Meaning
- a) Form and Meaning
 - What meaning does this word form signal?
 - What word form can be used to express this meaning?
 - b) Concept and Referents
 - What is included in the concept?
 - What items can the concept refer to?
 - c) Association
 - What other words does this make us think of?
 - What other words could we use instead of this one?
- 3) The Use
- a) Grammatical Functions

- In what patterns does the word occur?
- In what patterns must we use this word?

b) Collocations

- What words or types of words occur with this one?
- What words or types of words must we use with this one?

c) Constraints on use (register, frequency, ...)

- When, where and how often would we expect to meet this word?
- When, where and how often can we use this word?²⁶

f. Testing Vocabulary

A test is important in teaching and learning activity. A test, in simple terms, is a method measuring a person's ability, knowledge, or performance in a given domain.²⁷ Without testing, there is no reliable means of knowing how effective a teaching sequence has been.²⁸ A test provides feedback, for both learners and teachers.

In language teaching and learning activity, a test is also needed. It is used to measure how far a learner mastered a language. It helps teacher to know in which aspect of language students have gaps and

²⁶ I. S. P. Nation, *Learning Vocabulary in Another Language* pg. 40 – 41.

²⁷ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, 2003), pg. 3.

²⁸ Scott Thornbury, *How To Teach Vocabulary* pg. 129.

difficulties. So, the teacher can know which aspect of language that need to be given special attention.

Vocabulary as an important component in a language, is also need to be tested. There are some possible reasons why vocabulary should be tested. The most common one is to find out if students have learned the words that were taught, or that they were expected to learn (achievement test). Beside that, a teacher may want to find where students' vocabularies have gaps so that they can give specific attention to those areas (diagnostic test). It can also be used to help place students in the proper classlevel (placement test). Vocabulary items that are part of commercial proficiency test, such as TOEFL provide some indication of a learner's vocabulary size, which is related to overall language proficiency.²⁹

After knowing the reasons why testing vocabulary is needed, we have to know the type of test in language teaching. There are some types of language test, as follows:

1) Multiple Choice

Multiple choice questions are those where students are given alternatives to choose from.³⁰ This kind of test are the most popular way of testing in that they are easy to score (a computer can do it)

²⁹ Norbert Schmitt, *Vocabulary in Language Teaching* pg. 164.

³⁰ Jeremy Harmer, *How To Teach English* pg. 168.

and they are easy to design (or seem to be). Moreover, the multiple choice format can be used with isolated words, words in a sentence context, or words in whole text.

However, multiple choice also has negative side. This kind of tests have been criticised because:

- a) Learners may choose the answer by a process of elimination, which hardly constitutes 'knowing' the right answer.
- b) Depending on the number of possible answer (called distractors), there is one-in-three (or one-in-four) chance the answer right.
- c) They test recognition only – not the ability to produce the word.
- d) They are not as easy to design as they appear. On what basis are the distractors chosen, for example? Synonyms? Words commonly confused? Words of a similar sound or spelling?

2) Gap – Fill

Gap – fill or fill in tests are those where in a word or phrase is replaced by a blank in a sentence or longer text, and the students' job is to fill in that missing word or phrase.³¹ This kind of test requires learners to recall the words from memory in order to complete a sentence or text.

³¹ James Dean Brown, *Testing In Language Programs* (New Jersey: Prentice-Hall, 1996), pg. 58.

The best known example of the gap fill type of test is the cloze test. In a cloze test, the gaps are regularly spaced – e.g. every seven, eight, or nine words. In this way, knowledge of a wide range of words type – including grammar words as well as content words – is tested.³²

Another variety of gap – fill tests learners knowledge of word formation. It asks students to convert words from one form to another so as to fit a context. This kind of task tests learners' knowledge of derivations. It also tests their ability to interpret the surrounding context, in order to make the correct choice among several possible derivations.³³

3) One Way

One way is simply to ask learners to write sentences of their own that so the meaning of targeted words. However, as experienced teachers know, it is often difficult to assess learners' words knowledge on the basis of their own sentences.³⁴

A more revealing test of productive vocabulary knowledge is to set learners the task of writing a whole text that includes the selected vocabulary items. This is feasible only if the words

³² Scott Thornbury, *How To Teach Vocabulary* pg. 133.

³³ *Ibid.*, pg. 134.

³⁴ *Ibid.*, pg 134.

themselves are likely to co-occur. When scoring such a test, marks can be allocated for both correct form and appropriate use of each of the selected words.³⁵

2. Category Games

a. Definition of Games

Teaching vocabulary is not an easy thing to do. There are several techniques that can be used to teach vocabulary. The teacher should have an attractive technique to teach vocabulary so that students feel enthusiasm to learn. They are also choose an appropriate technique for their students. One of many techniques that applied in teaching vocabulary is by using game.

According to Robert Heinich, a game is an activity in which participants follow prescribed rules that differ from those of real life as they strive to attain a challenging goal.³⁶ Whereas, Jill Hadield stated that game is an activity with rules, a goal and an element of fun.³⁷ It can be concluded that game is an activity that a person does to be enjoyed or have some feels of fun.

There are a lot of kinds of games. One kind of games is language games. Language games is a kind of games that is used in teaching and

³⁵Ibid., pg.135.

³⁶ Robert Heinich, *Instructional Media and Technologies for Learning* (USA: Pearson Education, 2002), pg. 29.

³⁷ Jill Hadfield, *Intermediate Vocabulary games* (England: Pearson Education, 1999), pg. 4.

learning activity to make the students easier to learn a certain language. The emphasis is on successful in communication than the concreteness of language.³⁸

b. Kinds of Language Games

Learning a language is not an easy thing to do. The learners need to have some effort to acquire a language. Games can help learners to motivate them and sustain their interest in learning a language. Besides that, games can help the teacher to create the language in useful and meaningful contexts.

There are many kinds of language games which can be used in language teaching, especially in teaching English. Lewis and Bedson divided games according to their general character spirit. They are as follows:³⁹

- 1) Movement Games. It is a kind of games which learners physically active.
- 2) Card Games. A kind of games which learners collect, give away, sort and count cards. Cards can have a meaning in a game, or simply serve as a symbol for object or action.

³⁸ Imas Febriyansyah, *Improving Students' Vocabulary Mastery Through Bingo game For Grade X of SMAN 4 Purworejo in Academic Year of 2014/2015* (Yogyakarta: Universitas Negeri Yogyakarta, 2014), pg. 25.

³⁹ Ibid., pg. 26.s

- 3) Board Games. All games which mainly involve moving makers along path.
- 4) Dice Games. A kind of games which players use or more dice. A dice can have numbers on the faces or colors, letters or alphabet.
- 5) Drawing Games. They require creativity and sensitivity towards world. The learners must be able to understand instructions and describe their art.
- 6) Guessing Games. The aim of this game is to guess the answer of the questions given.
- 7) Role Play Games. They can vary from guided drama to free speaking activities but it depends on the language level, curiosity, and confidence of players.
- 8) Team Games. They can belong to other categories but also require cooperative teamwork.
- 9) Word Games. The kind of games allow utilizing learners' enjoyment with words.

c. Definition of Category Games

Games can be useful in teaching vocabulary. It will help students to memorize the words in the more easy way. It can lower students anxiety while learning vocabulary. Beside that games can make the situation of the class relax and enjoyable. So the students feel comfortable and it will make them easier to acquire the new words.

One of many strategies that is used to teach vocabulary is by using games. There are many games that can help students in learning vocabulary such as Bingo game, Taboo, pictionary, last one standing, hangman, and many other. One of many language game is Category Games. It is a kind of word games. Category Game is a popular and easy game to do. It is often known in some name such as alphabet game or abc game. It is an effective technique for students to get the practice they need while they are learning new vocabulary words. It can help students to increase their motivations and interests in learning vocabulary.

d. Procedure of Applying Category Games

This game can be played in pair or small group. There are some versions of category game, such as, category game that based on alphabetic and certain category. The rule of this game is the player should mention words based on a category and the words should be begin a certain alphabet that have been decided. For example the teacher chooses animal category, then he or she calls out the alphabet (e.g., B!). Then the students should mention words like birds, bear, buffalo, butterfly, and others. Students who cannot mention the name of animal that begin in “B” lose.⁴⁰

⁴⁰ Scott Thornbury, How To Teach Vocabulary pg. 102.

And the other version of category game is by using board or paper. This version of Category Game is commonly played. The procedures of this game are:

- 1) At the beginning, the teacher divided the students into some group.
- 2) Each group has to decide one person as representative. This representative should present the result of his or her group.
- 3) After that, the teacher gives a piece of paper for each group.
- 4) In the paper, students should write table that consists of some column. In each table, it is labelled with some categories (e.g., animal, fruit, artists and the other).
- 5) After that, the teacher will give command to begin the game.
- 6) Then the teacher calls out an alphabet (e.g. B!) and students have to write down words that begin with that letter as much as possible for each category.
- 7) They are given a time limit to write down the words (e.g. 20 counts) and after the time is out, they have to stop write.
- 8) When the time is out, each group must send their representative to present their group's work.
- 9) The teacher will confirm their answer and give point for each correct answer.
- 10) The group with the biggest point will win the game.

B. Previous Study

This research discusses about the use of category game as a technique that can improve students' vocabulary mastery. The researcher takes some study that had conducted as a reference as follow:

1. Thesis by Suci Midsyahri Azizah with the title "Improving Students' Vocabulary Mastery by Using Vocabulary Charts Technique At The Seventh Grade Students of SMP Ma'arif 1 Ponorogo in Academic Year 2010/2011." The researcher conducted a classroom action research to find out whether Vocabulary chart technique can improve students vocabulary mastery. Based on the findings, it is showed that the use of vocabulary charts technique can improve students' vocabulary mastery. It is proved by the criteria of success had been fulfilled. The students can memorize and the fact after using the technique in teaching activity, the average score of students' vocabulary mastery was increased.
2. Thesis by Elys Sa'idah entittle "The Effectiveness of Vocabulary Charts Technique in Increasing Writing Achievement For Eight Grade Students of SMP N 2 Ponorogo In Academic Year 2010/2011." This research is a quasi-experimental research to know whether the vocabulary charts technique is effective or not in increasing students' writing achievement for the eighth grade students of SMP N 2 Ponorogo. The result of this research showed that the average of students' score after they were taught by using vocabulary

charts technique was increased. It means that vocabulary charts technique was effective to increase students' writing achievement.

3. Thesis by Imas Febryansah with the title "Improving Students' Vocabulary Mastery Through Bingo Games for Grade X of SMAN 4 Purworejo in Academic Year 2014/2015." It was a classroom action research that was done by two cycles. The findings of the research was showed that the use of bingo game can improve the score students' vocabulary.

The difference between the three of previous study and the researcherr's research is that the technique used in teaching vocabulary. Those previous study are using vocabulary charts technique and bingo games to improve students' vocabulary achievement, while the researcher used Category Game. Then the researcher wants to measure the effectiveness of using Category Game technique in teaching vocabulary to the seventh grade students of MTs Miftahul Ulum Balong Ponorogo.

C. Theoretical Framework

Category Game realised as an effective technique in teaching vocabulary. It is applied to the seventh grade students of Junior High School to assist them in learning vocabulary. As we know that game is an activity that can bring enjoyable and fun feelings to the participants. This game can help students to learn new words in more easy and fun way. It also can improve students' interest and motivation to learn vocabulary.

Moreover, Category Game can help students in learning vocabulary. This game is so much fun and easy to do. The participants are asked to mention of a word that fits to the category and which begins with given letter. To win this game, the participants should have a broad vocabulary knowledge. So, indirectly, this game makes the students have to learn vocabulary through playing this game. Thus, the students can learn words while playing this game.

D. Hypothesis

Hypothesis is tentative answer of the research problem. That is the reason why research problem usually in the form of questions. It is called a tentative answer because the answer is just based on the relevant theory. It is not according to the fact that have got from data collection.⁴¹

This research is designed to find out whether the use of category game technique is effective to increase students' vocabulary mastery. In order to get the answer of that hypothesis, the researcher proposed Alternative hypothesis (Ha) and Null hypothesis (Ho) which is described as below:

- Ha : There is significant effect of the use of Category Game strategy in students' vocabulary achievement.
- Ho : There is no significant effect of the use of Category Game strategy in students' vocabulary achievement.

⁴¹ Deni Darmawan, Metode Penelitian Kuantitatif (Bandung: Remaja Rosdakarya, 2013), 120.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applied a quantitative approach. A Quantitative approach is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically in instruments, so that numbered data can be analyzed using statistical procedures.⁴² It uses a deductive approach, they begin with a concept then create empirical measures that precisely and accurately capture it in a form that can be expressed in numbers.⁴³

This research applies an experimental research. According to Cook and Campbell, experiment research is all experiments involve at least a treatment, an outcome measure, units of assignment, and some comparison from which change can be inferred and hopefully attributed to the treatment.⁴⁴ It is a kind of research that seeks to determine if a specific treatment influences an outcome. This impact is assessed by providing a specific treatment to one group and withholding it from another and then determining how both groups scored on an outcome.⁴⁵ In this research, the writer applies a quasi-experimental research in two different

⁴² John W. Creswel, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (USA: SAGE Publications, 2009), pg. 4.

⁴³ W. Lawrence Neuman, *Basic of Social Research Qualitative and Quantitative Approach* (Pearson Education, Inc, 2007), 109.

⁴⁴ Dale T. Griffie, *An Introduction to Second Language Research Methods: Design And Data* (USA: TESL-EJ Publications, 2012), pg. 71.

⁴⁵ John W. Creswel, *Research Design*, pg.12.

classes where the researcher choose two classes. One class will be experimental group and one class will be control group.

The process of this research includes pre-test, experimental treatment, and post-test. In the experimental class, the researcher teaches the students by using Category Game strategy. Whereas, the control class is taught by using question and answer strategy. To find out the effectiveness of using Category Game strategy in teaching vocabulary, the researcher gives pre-test and post-test for both of the class. Pre-test is given before the treatment to measure their vocabulary mastery. Then, post-test is given after the researcher gives a treatment to the experimental class. The result of pre-test and post-test is compared to the result of post-test.

Table 3.1 Design of the research:

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experiment (E)	O ₁	X	O ₂
Control (C)	O ₃	-	O ₄

E = Experiment Group

C = Control Group

O₁ = Pre-test of experiment group

O_2 = Post-test of experiment group

O_3 = Pre-test of control group

O_4 = Post-test of control group

Based on the research design above, this research has two classes. Those are experimental class and control class. The pre-test is given to the students to measure the effect of a certain treatment. This research design is divided into three steps:

1. Pre research step

This research step consists of preparing the data that is needed by the researcher before beginning the research. The preparation can be determine the experimental and control class, arrange lesson plan and instrument to get the data, and others.

2. Research step

In this research step, the researcher applies the treatment to the experimental class. The researcher teaches the class by using Category Game strategy. While in control class, the researcher teaches by using question and answer strategy. The data of the research will be gathered from pre-test and post-test.

3. Data analysis step

In this research step, the data which are collected will be analyzed by the researcher. The steps are as follows:

- a. Collect the post-test score from experimental and control class.
- b. Test the data using T-test.

T-test is one of statistical test that used to test the correctness or error of null hypothesis which declare that between two samples mean which randomly taken from same population there is no significant difference.⁴⁶ Before conducting T-test, the researcher must find the other results, they are means, standard deviation, and standard error from each variable.

$$T = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Which:

M_1 : Mean of first group

M_2 : Mean of second group

$SE_{M_1 - M_2}$: Standard error between two of means

B. Population and Sample

1. Population

⁴⁶ Retno Widyaningrum, Statistika (Yogyakarta: Pustaka felicha, 2014), pg. 151.

Population can be defined as all members of a real set of people, events, or subject that the result can be generalized.⁴⁷ According to Sugiyono, population is general area consists of object or subject with certain quality and characteristic that has been decided by researcher to be studied and concluded.⁴⁸ From the statements above, it can be said that population is the whole subject or object of a research that have same characteristic.

The population of this research is seventh grade students of MTs Miftahul Ulum Balong Ponorogo in Academic Year 2016/2017. The seventh grade students of MTs Miftahul Ulum divided into three classes: VII A, VII B, and VII C. The total of population is 81 students.

2. Sample

To make a limitation the number of research subject, the researcher needs to take sample. Sample can be defined as a finite part of a statistical population whose properties are used to make estimates about the population as a whole.⁴⁹ Sugiyono stated that sample is a part of total and characteristic of a population.⁵⁰ It can be concluded that sample is small part of population that is represent the whole subject of research. It can say that sample is representative of population.

⁴⁷ Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction* (Malang: UM Press, 2014), 111.

⁴⁸ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2012), pg. 117.

⁴⁹ Kultar Singh, *Quantitative Social Research Method* (New Delhi: SAGE Publications India, 2007), 88.

⁵⁰ Sugiyono, *Metode Penelitian Pendidikan*, pg. 118.

The sample is taken by using a sampling technique. Sampling is defined as the process of selection of sampling units from the population to estimate population parameters in such a way that the sample truly represents the population.⁵¹ In this research, the researcher used simple random sampling as a sampling technique. This type of sampling is also known as chance sampling or probability sampling where each and every item in the population has an equal chance of inclusion in the sample and each one of the possible samples, in case of finite universe, has the same probability of being selected.⁵² Simple random sample is both the easiest random sample to understand and the one on which other types are modeled. In simple random sampling, a researcher develops an accurate sampling frame, selects elements from the sampling according to a mathematically random procedure, then locates the exact element that was selected for inclusion in the sample.⁵³

Based on the explanation above, the researcher took two classes as sample of research population. Those classes are VII A and VII B which each class consists of 26 students. VII A class decided as experiment class which is taught by using Category Games technique and VII B as control class which is taught by using question and answer technique.

C. Instrument of Data Collection

⁵¹ Kultar Singh, *Quantitative Social Research Method*, pg. 89.

⁵² C. R. Kothari, *Research Methodology; Methods and Techniques* (New Delhi: New Age International, 2004), pg. 15.

⁵³ W. Lawrence Neuman, *Basic of Social Research*, pg. 148.

Research instrument is a device used by the researcher while collecting data to make his work become easier and get a better result complete and systematic in order to make the data are easy to be processed.⁵⁴ It can say that instrument of data collection is all equipment that is used by the researcher to get the data.

In this research, the researcher uses written test as the instrument to collect the data. Type of test that is used in this research is multiple choice test which consist of thirty questions. The test is divided into two parts, pre-test and post-test. The pre-test is conducted at the beginning of the research before the students are given treatment. It is used to get information about students' achievement before the treatment is given in teaching process. Meanwhile, the post-test is given after the students are treated. It is used to find out whether there is any significant effect of using Category Game technique in teaching vocabulary or not.

D. Technique of Data Collection

In the technique of data collection, the researcher uses two techniques to collect the data. They are test and documentation. The test is used to get the primary data, while, documentation is used to get supporting data.

1. Test

⁵⁴Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2006), 192

In this study, the test is used to measure student's vocabulary achievement. A test in simple terms can be defined as is a method of measuring a person's ability, knowledge, and performance in a given domain.⁵⁵ Thus, the researcher can measure the level of student's vocabulary mastery easily.

The test is used to collect the data by researcher. The tests are given to the students, both control group and experimental group, in two times. The first, students are given pre-test. It is given before the researcher gives material and a treatment is applied to experimental group. Pre-test is given to know the level of student's vocabulary achievement before the treatment. The second is post-test. It is given to the students after the material are taught and treatment is given to experiment group.

In this research, the researcher used a test which has been prepared by the resarcher to find out the effect of using Category Game strategy in teaching vocabulary to students of seventh grade class. The test consists of 30 item of multiple choice. The students are asked to answer the questions in 60 minutes.

A good instrument must fulfill two important requirements, they must be valid and reliable. The instruments are tested by using following criteria:

a. Validity

⁵⁵ H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (New York: Longman, 2002), pg. 3.

Validity suggests truthfulness and refers to the match between a construct, or the way a researcher conceptualizes the idea in a conceptual definition, and a measure. It refers to how well an idea about reality “fits” with actual reality.⁵⁶ The result is consulted to critical score for r-product moment. If the obtained coefficient of correlation is higher than the critical score for r-product moment, it means that the test is valid.

To calculate the validity, the researcher used SPSS program or us the formula as follows:⁵⁷

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where:

r_{xy} = Digit of index Product Moment Correlation

N = the number of respondents

$\sum XY$ = The total of result of multiplication between score of X and Y

$\sum X$ = the total score of X

$\sum Y$ = the total score of Y

In this research, the researcher uses SPSS 16.00 to measure the validity. The analyzed is used to find out the r_{xy} , the, consulted with r_{table}

⁵⁶ W. Lawrence Neuman, Basic of Social Research, pg.115.

⁵⁷ Retno Widyaningrum, Statistika, pg. 107

with 5% significance level for product moment with df or db is $n - r$; $29 - 2 = 27$. The index is 0,367. If the value of r_{xy} is higher than r_{table} , the item is valid. If the value of r_{xy} is lower than r_{table} , the item is invalid.

To test the validity and reliability of the instrument, the researcher took sample of 29 respondents of class VII C. Based on the calculation of item validity of pre-test shows that 26 items are valid (1, 2, 4, 5, 7, 9, 10, 11, 13, 14, 16, 17, 18, 20, 21, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35) and 9 items are invalid (3, 6, 8, 12, 15, 19, 22, 23, 24). The calculation result of data validity, as follows:

Table 3.2 Recapitulation Test Item Validity

No Item	'r' arithmetic	'r' table	Explanation
1	0,528	0,367	Valid
2	0,387	0,367	Valid
3	0,296	0,367	Invalid
4	0,521	0,367	Valid
5	0,528	0,367	Valid
6	0,276	0,367	Invalid
7	0,432	0,367	Valid
8	-0,026	0,367	Invalid
9	0,559	0,367	Valid
10	0,433	0,367	Valid
11	0,387	0,367	Valid
12	0,133	0,367	Invalid

13	0,368	0,367	Valid
14	0,432	0,367	Valid
15	0,252	0,367	Invalid
16	0,559	0,367	Valid
17	0,488	0,367	Valid
18	0,473	0,367	Valid
19	-0,444	0,367	Invalid
20	0,590	0,367	Valid
21	0,598	0,367	Valid
22	0,139	0,367	Invalid
23	0,005	0,367	Invalid
24	-0,148	0,367	Invalid
25	0,394	0,367	Valid
26	0,591	0,367	Valid
27	0,528	0,367	Valid
28	0,598	0,367	Valid
29	0,528	0,367	Valid
30	0,528	0,367	Valid
31	0,387	0,367	Valid
32	0,598	0,367	Valid
33	0,368	0,367	Valid
34	0,528	0,367	Valid
35	0,598	0,367	Valid

Based on the table above, among 35 questions, there are 26 items are valid and 9 items are invalid. Thus, the researcher only used 30 items of question for collecting the data.

b. Reliability

Reliability means dependability or consistency. It suggests that the same thing is repeated or recurs under the identical or very similar conditions. The opposite of reliability is a measurement that yields erratic, unstable, or inconsistent.⁵⁸ It refers to the degree of dependability or consistency of test score.

To calculate the validity, the researcher used SPSS program or us the formula as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{s - \sum pq}{s^2} \right)$$

Where:

r_{11} = the reliability coefficient of items

n = the number of item in the test

p = the proportion of students who give the right answer

q = the proportion of students who give the wrong answer

⁵⁸ . Lawrence Neuman, Basic of Social Research, pg.115.

$\sum pq$ = The total number of multiply between p and q.

s^2 = the standard deviation of the test

$$S^2 = \frac{\sum X^2 \frac{(\sum X)^2}{N}}{N}$$

In this research, the reliability of the test is measured by using SPSS 16.00 program for windows. The result of the calculation is as follows:

Table 3.3 Test Item Reliability

'r' arithmetic	'r' table	Expansion
0,887	0,361	Reliable

Based on the calculation result of reliability was the value of the students' reliability instrument is 0,887. Then the value of reliability is consulted with "r" table on the significance level of 5%. The value of "r" table is 0,367. Because of the value of the "r" index of reliability (0,887) > "r" table (0,367), so the test is reliable.

2. Documentation

The other technique used by the researcher to collect the data is documentation. Documentation method is used to find out the data from the written document, such as daily notes, transcript, books, newspaper.⁵⁹It refers to the archival data that helps the researcher to collect the needed data.

⁵⁹ Suharsimi Arikunto, Prosedur, 231

The researcher functioned the document related to the object research such as students name list to be used in determining the team for the experiment and students' examination score from the tests.

E. Technique of Data Analysis

After collecting the data by giving pre-test and post-test to the students, then the researcher will analyze the data. The result of pre-test and post-test will be analyzed by using T-test. Beforebefore using T-test, the data will be analyzed by using normality and homogeneity test.

1. Normality Test

Normality test is a kind of test that is used to know whether a data is well modeled by a normal distribution or not, or to find out whether whether both groups have normal distribution or not. In this research, the researcher uses SPSS 16.00 to calculate the normality test of the data.

2. Homogeneity Test

Homogeneity means the similarity variance of each groups, so the researcher will faced with groups that have same condition from the beginning.⁶⁰ This test is needed to compare some group of data. It is also needed to test the homogeneity of variance in comparing two or more groups. In experimental research, homogeneity is used to know whether experiment and control group that are taken from population have same variant or not.

⁶⁰ Retno Widyaningrum, Statistika, pg. 203.

The formula of homogeneity test as follows:

$$F = \frac{Var\ max}{Var\ min} = \frac{SD_{max}^2}{SD_{min}^2}$$

3. T-test

After testing of normality and homogeneity, the researcher continue to analyze the data by using T-test. T-test is used to determine whether the mean of two groups are statistically different from one another. In T-test, the researcher analyze the data by comparing the score between experimental and control group in pre-test and post-test. The result of the calculation will show whether the application of Category Game technique is effective in teaching vocabulary or not. In this research, the researcher uses SPSS 16.00 to calculate the T value or using the formula of T-test as follows:

$$t = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

t : The value of T

M_1 : Mean variable of experiment group

M_2 : Mean variable of control group

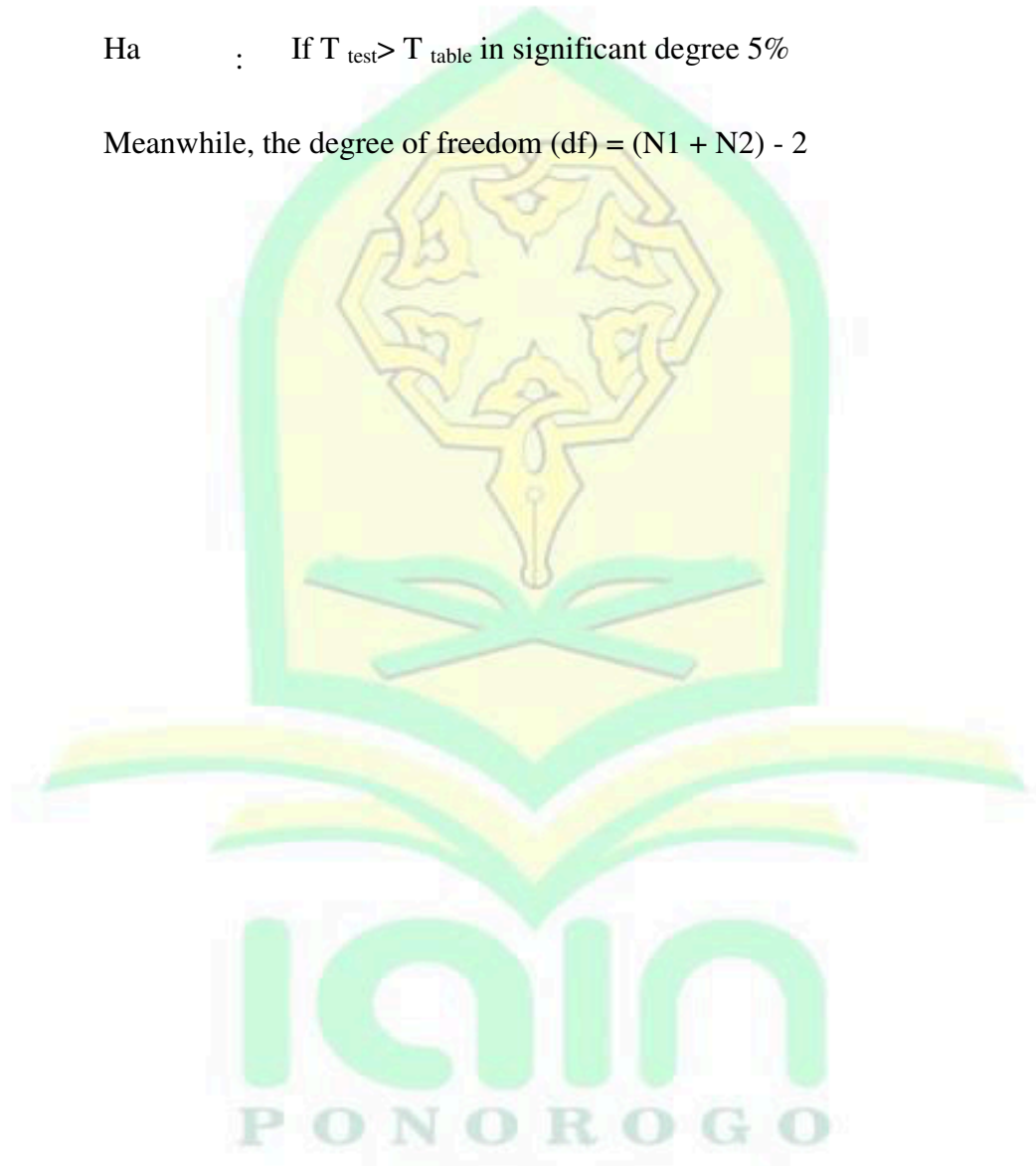
$SE_{M_1 - M_2}$: Difference of standard error between experiment and control group

After calculating the T value, the researcher proposed the alternative hypothesis (ha) and null hypothesis (ho) which is described below:

Ho : If $T_{test} < T_{table}$ in significant degree 5%

Ha : If $T_{test} > T_{table}$ in significant degree 5%

Meanwhile, the degree of freedom (df) = $(N_1 + N_2) - 2$



CHAPTER IV

RESEARCH FINDING

A. Research Location

1. General Location

The research conducted the research at MTs Miftahul Ulum Balong, Ponorogo in academic year 2016/ 2017. It is located in Tasikmadu street, Ngraket village at Balong district, Ponorogo. MTs Miftahul Ulum Balong is the Islamic Junior High School which is built first in Balong area. It is located in one area with MA Miftahul Ulum.

MTs Mifathul Ulum Balong supported by professional educators with education qualification of S1. At its inception (1982), MTs Miftahul Ulum Balong only had a few classes and now has development into 9 classes. MTs Miftahul Ulum Balong developed continuously. As a fact, it got many achievements both in academic and non-academic.

MTs Miftahul Ulum used KTSP and 2013 curriculum. This curriculum was developed from standard of content by school based on their content and potentials. They improved the curriculum based on demands of the times. They used KTSP for eighth and ninth grade students. While the seventh grade students used 2013 curriculum.

2. Vision, Mission, And Goal

Vision

Establishment the excellent in science and IMTAQ of school

Mission

- 1) Developing comprehension and implementing Islamic perception.
- 2) Increasing the quality of education based on demand of the society and development in IPTEK.
- 3) Increasing the achievement based on the students' potential.
- 4) Developing the learning and guidance optimally.

Goal

Create the intellectual an professional muslim cadre.

3. The Organization Structure of MTs Miftahul Ulum Balong

The organization structure of MTs Miftahul Ulum Balong Ponorogo is as below:

- 1) Headmaster : H. Nur Salam
- 2) Deputy of Curriculum : Drs. Mustofa
- 3) Deputy of Infrastructure : MulyonoS. Pd. I.
- 4) Deputy of Student : Winaryono, S. H. I.
- 5) Head of Library : Nurul Hidayah, S. Ag.
- 6) Treasure of School : SuprihatinS. Pd. I.
- 7) Head of Administration : WasisS. Pd. I.
- 8) Staff of Administration : SarniS. Pd. I.

B. Data Description

In this research, the researcher used quasi-experimental research where the researcher took two groups of students as sample. Then, they are taught by using different treatment to find out the effectiveness of a certain treatment. In this research, the researcher took the seventh grade students of MTs Miftahul Ulum Balong Ponorogo as population. Then the researcher took two classes as the sample, one class as control class and one class as experimental class. The total number of students of two classes is 52 students and each class has 26 students. In experimental class, the students were taught by using Category Game strategy, while, in the control class the students were not taught by using special treatment (Category Game strategy). In the control class, the researcher taught them by using question and answer strategy. In the end of this research, the researcher wants to compare between students who are taught by using Category Game strategy and those who are not.

1. The schedule of the research

There are four meetings of this research. They are pre-test, first treatment and second treatments with sustained Category Game strategy, and the last was post-test. And for control class, the learning consisted of four meetings. They are pre-test, first meeting, second meeting, and the last is post-test. The research schedule can be seen in the table below.

Table 4.1 Research Schedule of Experimental Class

Date	Activities
March, 27th 2017	Pre-test
March, 30th 2017	First Treatment
April, 3rd 2017	Second Treatment
April, 6th 2017	Post-test

Table 4.2 Research Schedule of Control Class

Date	Activities
March, 27th 2017	Pre-test
March, 31th 2017	First Meeting
April, 3rd 2017	Second Meeting
April, 7th 2017	Post-test

2. The procedure of the research in experimental class and control class

In the experimental class, the researcher taught the students by using Category Game technique. The learning process was done in a set of the learning process involved in this study such as pre-test, first treatment, second treatment, and post-test.

While in control class, the researcher taught the students by using question and answer strategy. The researcher gave explanation about the material to the students during the class. If there is something that students did not understand about the material, they can ask some questions to the teacher and the teacher will give the answer. The learning process was done

in a set of the learning process involved in this study such as pre-test, first meeting, second meeting, and post-test.

Before teaching the class, the researcher gave post-test to the both class. This activity aimed to know the condition of both class before the researcher gave any treatment. In pre-test, there are 30 test items. The form of the test was multiple choice.

After giving treatment by using Category Game strategy, the researcher held post-test for both experimental class and control class. It was aimed to know students' achievement after giving treatment. There are 30 number of item in post-test. the form of the test is multiple choice. The item test was same for both class.

3. Students' Vocabulary Test Score of Experiment Class

The table below showed the result of students' vocabulary achievement of pre-test and post-test for students who are taught by using Category Game strategy (experimental class).

Table 4.3 The Score of Experimental Class' Vocabulary Test

NO.	NAME	SCORE	
		PRE TEST	POST TEST
1	Alfin Putra P.	57	70
2	Andi Fariski	60	67
3	Budi Santoso	57	73
4	Doni A.	53	80

5	Dony Ersham	50	73
6	Exy Chandra	73	80
7	Freti K.	67	77
8	Hesti Regita	73	83
9	Hidayatur R.	67	80
10	Imam Hadi	60	77
11	Imam Nur A.	57	73
12	Lina Windia	60	83
13	Miftahul K.	77	80
14	M. Altof Z.	67	80
15	M. Asyrofil	50	70
16	Nia Sholifah	77	83
17	Nur Aini S.	77	80
18	Paisal	60	80
19	Pujo Santoso	57	77
20	Rika N.	70	87
21	Rohayati	67	80
22	Rudi H.	53	77
23	Sadam H.	57	73
24	Setiyo P. S.	60	73
25	Tri Susanti	67	80
26	Ziana M.	70	87
Total		1643	2023
Mean		63,192	77,807

From the table above, it can be seen that in the experimental class, the highest score of pre-test is 77 while, the lowest score of pre-test is 50. And for post-test, the highest score of experimental class is 87, while the lowest score is 67. The total score of pre-test is 1643 with the mean is 63,192. Meanwhile, the total score of post-test is 2023 and the mean is 77,807.

4. Students' Vocabulary Test Score of Control Class

The table below showed the result of students' vocabulary achievement of pre-test and post-test for students who are not taught by using special treatment, in this research Category Game strategy (control class).

Table 4.4 The Score of Control Class' Vocabulary Test

NO.	NAME	SCORE	
		PRE TEST	POST TEST
1	Ahmad Nasrul F.	57	63
2	Rifai A. M.	57	60
3	Ali Mursyid	53	57
4	Bela Umi Fathullah	77	80
5	Budi Utomo	53	63
6	Desita Anggun P.	77	83
7	Diyah Putri N.	63	70
8	Duwi Lestari	63	70

9	Ernia Indah S.	67	70
10	Fungki Lorenza	73	80
11	Hamidatun N.	67	73
12	Imam Rifai	50	67
13	Imam Syamsudin	47	53
14	Laili Azizatul R	63	70
15	Mahendra Adi S.	53	53
16	Moh. Sholeh	50	63
17	Nanang	50	57
18	Niken Wardani	73	77
19	Nur Alfinda S.	70	73
20	Nur Rahmat S.	53	53
21	Nurul Izati	67	70
22	Rupin Ratnasarti	70	73
23	Syamsul H.	50	57
24	Sari Mukti	73	70
25	Siti Maisaroh	70	73
26	Hamid Wildan F.	70	73
Total		1616	1751
Mean		62,153	67,346

From the table above, it can be seen that in the control class, the highest score of pre-test is 77 while, the lowest score of pre-test is 47. And for post-test, the highest score of control class is 83, while the lowest score is

53. The total score of pre-test is 1616 with the mean is 62,153. Meanwhile, the total score of post-test is 1751 and the mean is 67,346.

C. Data Analysis

Before testing the hypothesis, the data had to fulfill the assumption for testing hypothesis. There were normality and homogeneity test of the data.

1. Normality Test

Normality test is a kind of test that is used to find out whether the data is normally distributed or not. There are three kind of normality test, they are Kolmogorov – Smirnov, Lilieforsc, and Chi Square. In this research the researcher used Kolmogorov – Smirnov test and calculate the data by using SPSS 16.00.

a. Normality Test of Experimental Class

Table 4.5 Normality Test of Experimental Class

One-Sample Kolmogorov-Smirnov Test		Experimental Class
N		26
Normal Parameters ^a	Mean	77.81
	Std. Deviation	5.099
Most Extreme Differences	Absolute	.205
	Positive	.141
	Negative	-.205
Kolmogorov-Smirnov Z		1.044
Asymp. Sig. (2-tailed)		.225
a. Test distribution is Normal.		

Based on the calculation of SPSS 16.00 above, it can be seen that the test used one-sample Kolmogorov Smirnov test. The table above showed that the D_0 was 0,225. It was smaller than the value of D_{table} that was 0,27. It means that the data of experimental class is normality distributed.

b. Normality Test of Control Class

Table 4.6 Normality Test of Control Class

One-Sample Kolmogorov-Smirnov Test

		ControlClass
N		26
Normal Parameters ^a	Mean	67.35
	Std. Deviation	8.740
Most Extreme Differences	Absolute	.196
	Positive	.113
	Negative	-.196
Kolmogorov-Smirnov Z		1.001
Asymp. Sig. (2-tailed)		.269
a. Test distribution is Normal.		

Based on the calculation of SPSS 16.00 above, it can be seen that the test used one-sample Kolmogorov Smirnov test. The table above showed that the D_0 was 0,259. A data called normal if the value of D_0 is smaller than D_{table} . It was smaller than the value of D_{table} that was 0,27. It means that the data of control class is normality distributed.

2. Homogeneity Test

Homogeneity test was used to decide whether a data was homogenous or not. In this research, the researcher used SPSS 16.00 to calculate the value of homogeneity test. The result of calculation as below:

Table 4.7 The Result of Homogeneity Calculation

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
1.366	1	50	.248

Based on the table above, the value of homogeneity test is 0,248. A data can be said homogenous if the value of F_{count} is smaller than F_{table} . This value is smaller than the F_{table} 0,295. So, from the table, it showed that the test was homogenous.

3. T-test

After conducting normality and homogeneity test, the researcher was testing the hypothesis. The reesearcher used T-test to analyze the data. T-test is a kind of statistical testing that is used to test the hypothesis.⁶¹ It was used to compare the students' vocabulary achievement that divide into two groups which are taught by using different strategy. The first group was taught by using Category Game strategy and the second group was taught without

⁶¹ Retno Widyaningrum, Statistika pg. 151,

Score	Equal variances assumed	8.863	.004	5.272	50	.000	10.462	1.985	6.476	14.448
	Equal variances not assumed			5.272	40.251	.000	10.462	1.985	6.451	14.472

From the table above, it can be seen that the value of T test is 5,272 and the degree of freedom is 50 ($df = db-2; 52 - 2 = 50$). The value of T table in significant 5% is 2,01. To interpret the data above, the researcher formulate hypothesis as below:

Ha : There is significant effect of the use of category game strategy in students' vocabulary achievement.

Ho : There is no significant effect of the use of category game strategy in students' vocabulary achievement.

The result of the research showed that the value of T test is higher than T table. It means that H_o is rejected and H_a is accepted.

D. Discussion and Interpretation

From the computation above, it was shown that the difference coefficient of students taught using Category Game strategy and students not being taught using Category Game strategy is 5,272. That result was used to find out whether the difference coefficient was a significant coefficient or not, and furthermore it could be used as a basic to generate the population.

Hypothesis test (t_0) at 5,272 from the computation above would be compared to the “ t ” index (t_t) with the condition stated below:

1. If the $t_0 \geq t_t$, H_a was accepted. It means that there was a significant difference between two variables.
2. If the $t_0 < t_t$, H_a was refused. It means that there was no significant difference between two variables.

To determine the value of t_0 , the researcher is checking db and consulted with the t_t score:

$$\begin{aligned} Db &= n_1 + n_2 - 2 \\ &= 26 + 26 - 2 \\ &= 50 \end{aligned}$$

At the significant standard 5%, the value of t_t is 2,01. Then, the value of t_0 is compared to the value of t_t . The value of t_t is 5,272. So, $t_0 > t_t$. It means that H_a is accepted and H_0 is rejected.

From the calculation above, it can be seen that the students' who are taught by using Category Games strategy got better score than those who are not. So, it can be concluded that there is significant difference to the students' vocabulary achievement between students' who are taught by using Category Game strategy and those who are not at the seventh grade students of MTs Miftahul Ulum Balong Ponorogo in academic year 2016/2017.

CHAPTER V

CLOSING

A. Conclusion

Based on the data analysis, it can be concluded that there is significant difference on students' vocabulary achievement who are taught by using Category Game strategy and those who are not on the seventh grade students of MTs Miftahul Ulum Balong, Ponorogo in academic year 2016/2017. The students who are taught by using Category Game strategy get better score than those who are not. The result of this research is the mean score of the students' post-test from experimental group (77,81) is higher than control group (67,35). It has been found that the comparison between students' vocabulary achievement who are taught by using Category Game strategy and those who are not is 5,272. This score is higher than t_{table} which is 2,01 at the level of significant 5% with $db = 50$. It means that H_a is accepted. In the other word, the use of Category Game strategy has significant difference in improving students' vocabulary achievement.

B. Suggestion

Considering the conclusion above, the researcher would like to suggest:

1. For the teacher

For the teacher, they should be creative to choose the best strategy to apply in learning process in order to make students interested in attending

the lesson. The teachers should present the material in an enjoyable, comfortable, relaxed, and understandable situation. The teachers should know which strategy is appropriate with the condition of their students.

After conducting this research, the researcher suggested to apply the Category Game strategy in their class, especially in English class. This kind of game is a fun and useful game that can be used as a technique to teach English vocabulary.

In learning process, the teacher should give motivation to their students in order to make them are eager to study. This motivation is needed to increase students' confidence so they have bigger spirit to learn.

2. For students

The writer hopes that the students should have a great motivation to learn, especially English lesson. So they have a consideration that they have to improve their language skill. They also have to give attention during the lesson. The students are hoped to be active during the lesson. If they did not understand about some material, they had to ask to the teacher or friends. So, their skills will be improved.

3. For readers

For the other readers, the researcher hopes that the result of this study can be useful as a reference for a further research concerning with English vocabulary.



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Interview result with English teacher of MTs Miftahul Ulum Balong Ponorogo
Shoimun, S. Pd at MTs Miftahul Ulum Balong. 16th March 2017 at 10.00 a.m.

