

**ENRICHING STUDENTS' VOCABULARY
THROUGH WORD ASSOCIATION GAMES TO THE
ELEVENTH GRADE STUDENTS OF MAN 1 PONOROGO
(CLASSROOM ACTION RESEARCH)**

THESIS



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ABSTRACT

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Key Words: Students' Vocabulary, Word Association Games, Classroom Action Research, English.

English is important in global world so that it cannot be denied and ignored since English is the most common language spoken everywhere. Therefore, English learners should learn and hoped to master four of language skills (listening, speaking, reading, and writing). It can be denied that vocabulary is needed to improve those four skills. Unfortunately, there are some English teachers who have not determined and applied accurate techniques in mastering students' vocabulary yet. Seeing the cases that have occurred, English teachers must find and apply a precise technique in boosting the students' vocabulary mastery. One right technique that should be applied by the teacher in boosting the students' vocabulary mastery is by conducting words association games.

This research is done for the intention of helping students to enrich their vocabulary mastery. The result of this study is expected to give the advantages for the English teacher, the students, and the researcher. For the English teacher, it is expected to provide the information about alternative technique in teaching vocabulary. For the student, it hopefully can make the process of learning more enjoyable, fun and communicative so that it will increase not only their motivation but also their vocabularies in learning English.

The researcher employed CAR (Classroom Action Research) as methodology of this research. The data used in this classroom action research will indicate success or failure during the research. The data which had been collected are scores, observation results, documentary, field notes, and other records of classroom action research activities to be carried out. The subjects of this research were students of grade 11 IPA 2 MAN 1 Ponorogo, containing 30 students. The data that had been collected are then analyzed and processed to determine the level of achievement and success of classroom action research. Technical analysis of data in this study was carried out through several stages; (1) Selecting and collecting data. (2) exposing and describing data. (3) The stage of inference or giving meaning.

Based on the result of this class action research, in pre-cycle, the average percentage of students' vocabulary material score is 68,71%, then increased in cycle I to 76,67%, increased again to 83,36% in cycle II. Furthermore, it can also be recognized from the results of classroom observations. Based on three observation indicators; (1) Student's attention during learning activities, (2) Active participation of students in learning activities, (3) Feelings happy towards learning. In the pre-cycle, students who were in the good category are 21,42% then increased in cycle I to 76,67%. Furthermore, it increased again in cycle II to 84%. To sum up, words association games can help to enrich vocabulary to the eleventh grade students of MAN 1 Ponorogo.

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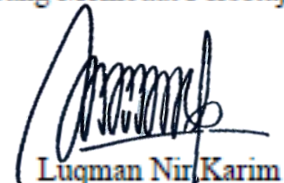
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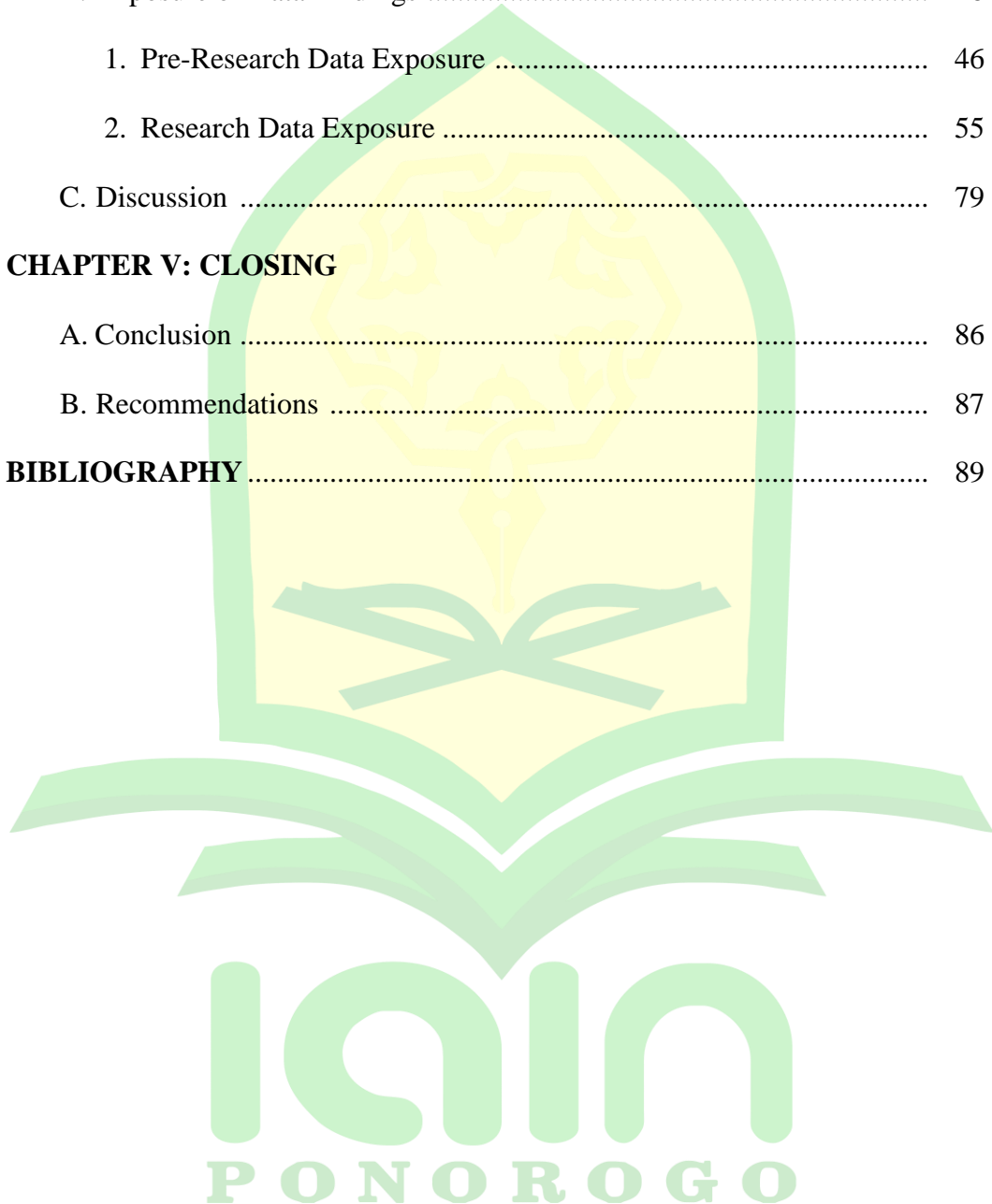
Luqman Nur Karim

TABLE OF CONTENT

COVER PAGE	i
ABSTRACT	ii
LETTER OF PUBLICATION APPROVAL	iii
APPROVAL SHEET	iv
RATIFICATION SHEET	v
LETTER OF AUTHENTICITY	vi
TABLE OF CONTENT	vii
CHAPTER I: INTRODUCTION	
A. Background of the Study	1
B. Identification of the Problem	5
C. Statement of the Problems	6
D. Objective of the Study	6
E. Significance of the Study	6
F. Operational Definition	7
1. Word Association Games	7
2. Vocabulary	8
CHAPTER II: THEORETICAL FRAMEWORK	
A. Theoretical Background	9
1. Vocabulary	9
a. The Nature of Vocabulary.....	9
b. Problems of Vocabulary Mastery of the Eleventh Grade	

Students of MAN 1 Ponorogo	11
2. Games	12
a. The Nature of Learning Games	12
b. Kinds of Learning Games	13
c. The Benefits of Games in Learning	13
d. Word Association Games	14
B. Previous Related Study	19
C. Thinking Framework	23
D. Hypothesis	24
CHAPTER III: RESEARCH METHOD	
A. The Approach and Type of the Study	25
B. Setting of the Study	27
1. The Place of the Study	27
2. The Time of the Study	27
C. Subject of the Study	28
D. Data and Data Sources	28
E. The Technique of Data Analysis and Indicator	31
F. Research Instrument	32
G. Validity of the Instrument	36
H. The Technique of Data Analysis and Success Indicators	37
I. The Procedures of the Research	40
1. Planning	43
2. Acting	43
3. Observing	44

4. Reflecting	44
CHAPTER IV: RESEARCH FINDINGS	
A. Description of the Research Location Setting	45
B. Exposure of Data Findings	46
1. Pre-Research Data Exposure	46
2. Research Data Exposure	55
C. Discussion	79
CHAPTER V: CLOSING	
A. Conclusion	86
B. Recommendations	87
BIBLIOGRAPHY	89



CHAPTER I

INTRODUCTION

A. Background of the Study

English is important in global world so that it cannot be denied and ignored since English is the most common language spoken everywhere. English is one of the most used language in the world.¹ According to Niyozova Aziza Ilyosovna, “If you have the basics of English language you can make yourself understood in nearly every corner of the world. Also, English is the language of the internet and the industrial media, English is one of the most essential languages for business, English allows you to study all around the globe, and allows you to interact with people from all over the world.² As English Learners, they should learn and hoped to master four of language skills (listening, speaking, reading, and writing). It cannot be denied that vocabulary is needed to improve those four skills.

The size of students' vocabularies as they enter and continue through school matters, according to Graves, since vocabulary is crucial for learning to read, for success in all academic courses, and for success in the world outside of school.³ It means that vocabulary plays an important role in study language. Ida et al. claims “If the students lack of vocabulary and just wait for the teachers,

¹ Mike Gould et al. *Cambridge International AS and A Level English Language Coursebook* (United Kingdom, Cambridge University Press, 2014), 218.

² Niyozova Aziza Ilyosovna. "The Importance of English Language." *International Journal on Orange Technologies*, 2, 1, (2020), 23.

³ Michael F. Graves, *The Vocabulary Book: Learning and Instruction* (New York: Teachers College Press, 2016), 2.

who behave as the lesson's controller, to write the words in their notebooks or complete the task in the identical forms of the words they have memorized, they need to struggle more in developing four language skills (reading, listening, speaking, and writing).⁴

Based on the literature research above, the researcher is interested in conducting research that is expected to help improve students' vocabulary mastery. In this research, MAN 1 Ponorogo has been chosen as the research subject with the consideration that the students there still have not mastered vocabulary optimally. Also, stakeholders at MAN 1 Ponorogo are also open-minded in order to advance the learning process in the classroom, one of which is the English class. Furthermore, based on the results of discussions with the English teacher, class 11 IPA 2 was chosen as the right research subject because the students were still poor in vocabulary.

Based on the results of observations held by researcher in the field, students of class 11 IPA 2 MAN I Ponorogo showed that their English vocabulary is still limited and they still have difficulty to master it. The fact that the English teacher still ignores that the students still have problems in mastering vocabulary. In another word, the English teacher is not optimal or not boosting the students' vocabulary mastery. English teachers have not determined and applied accurate techniques in mastering students' vocabulary.

⁴ Ida Miftahul Jannah, et al, "Exploring the Effects of Using Game on Students' Vocabulary Mastery: A Case Study in Instructional Material and Media Development Class," *Education and Humanities Research*, 434, (2020), 184.

According to the researcher's observation at class 11 IPA 2, the technique applied in learning English is a factor that makes it difficult for students to master vocabulary. The teacher delivers the material and the students listen to what the teacher says. However, the fact is that most students do not understand the meaning of the vocabularies spoken by the teacher. When the teacher explains the material, the teacher often immediately translates the words that have been explained. Sometimes the teacher tests by asking the students "What does it mean?" and only some students who respond. Basically, when the teacher translates the vocabularies he has said, the students immediately understand the meaning of the vocabularies. However, it is not certain that they will quickly forget or only understand the meaning of a vocabulary only in a certain context and do not understand it in other contexts. Seeing the cases that have occurred, the teacher must find and apply a precise text in boosting the students' vocabulary mastery. The researcher assumes that the right technique that should be applied by the teacher in boosting the students' vocabulary mastery is gamification.

In the game, students work to progress, or level up, through the curriculum to beat the boss or meet the winning condition, which is a summative assessment. Incorporating gamification can motivate students because it makes the vocabulary learning process interesting by including explicit instruction, repeated exposure, word contextualization, and opportunities for word interaction and active engagement.⁵

⁵ Tara L. Kingsley, Melissa M. Grabner-Hagen, "Vocabulary by Gamification." *The Reading Teacher*, 71, 5, (2017), 545.

Word association is one of the most well-known learning methods. The concept of Association can be applied to compose games for vocabulary learning.⁶ Instead of memorizing a given related pair, learners are encouraged to generate their own associations or find out possible associative relationships through game tasks. During this process, learners are expected to spontaneously practice repeatedly remembering new words and making meaningful connections between their previous lexical knowledge and new words.

According Terasne, et al, “Students could improve their vocabulary after having “Word Association Games” activity. It might be enhanced by playing this game’s activity, and their reaction to the content of material utilized in teaching vocabulary mastery is excellent.”⁷ Esra claimed that “Word association games help students improve their listening skills, memory, pattern building, and fast thinking when learning new words.”⁸

Based on the information above, the researcher believes that the word association games have requirements for improving vocabulary knowledge of high school students. As a result, the researcher wishes to attempt to find a solution by including the word association games into the English learning process. It focuses on vocabulary development. The researcher expects that this strategy will be useful in addressing problems in the English classroom.

⁶ Dandre Prince, *Measurement and Evaluation in Psychology and Education* (London: Ed Tech Press, 2018), 85.

⁷ Terasne, et al, “The Application of Word Association Game in Improving Students’ Vocabulary Mastery at The Second Grade Student of SMPN 5 Pujut,” *JISIP*, 2, 1, (2018), 372.

⁸ Esra Akdogan, “Developing Vocabulary in Game Activities and Game Materials,” *Journal of Teaching and Education*, 7, 1, (2017), 48.

Consequently, the researcher is interested to foster students' vocabulary and try to apply word association games as a strategy or technique in teaching vocabulary in a classroom. Because this technique will be fun for the students to foster their vocabulary knowledge and can bring relaxation for them. It is also fun that the students will find that language can be learned through something that they like. Thus, this technique can effectively be used in teaching vocabulary. In this case, the researcher will do an action research entitled *Enriching Students' Vocabulary through Word Association Games to the Eleventh Grade Students of MAN 1 Ponorogo (Classroom Action Research)*.

The final goal of this class action research is to discover an effective game-based learning technique, called word association games, which can be implemented by English teachers to improve their students' vocabularies.

B. Identification of the Problem

Based on the research background, the researcher identified several problems:

1. The students' vocabulary is still limited.
2. The students still have difficulty to master vocabulary.
3. The English teacher is not optimal or not boosting the students' vocabulary mastery.

C. Statement of the Problem

Based on the background of the study, the researcher formulates the question as follows:

“Can word association games help to enrich vocabulary to the eleventh grade students of MAN 1 Ponorogo?”

D. Objective of the Study

Based on the research question, the research is conducted based on the main purpose of this research, to know how word association games can help to enrich vocabulary to the eleventh grade students of MAN 1 Ponorogo.

E. Significance of the Study

The result of this study is expected to give the advantages for the English teacher, the students and the researcher. For the English teacher, the result of this research is expected to be useful for English teacher to provide the information of teaching technique in teaching vocabulary and also to be one of some alternatives in teaching vocabulary through implementing word association games. For the student, the result of this research hopefully can make the process of learning more enjoyable, fun and communicative so that it will increase not only their motivation but also their vocabularies in learning English. For the researcher, the result of this research also hopefully can give new information on how to foster the students' vocabulary knowledge through word association games.

F. Operational Definition

In order to ensure that the variables discussed in this class action research do not deviate from their original purpose, so that there is no misperception of the terms of this research variable, it is necessary to define several things as follows:

1. Word Association Games

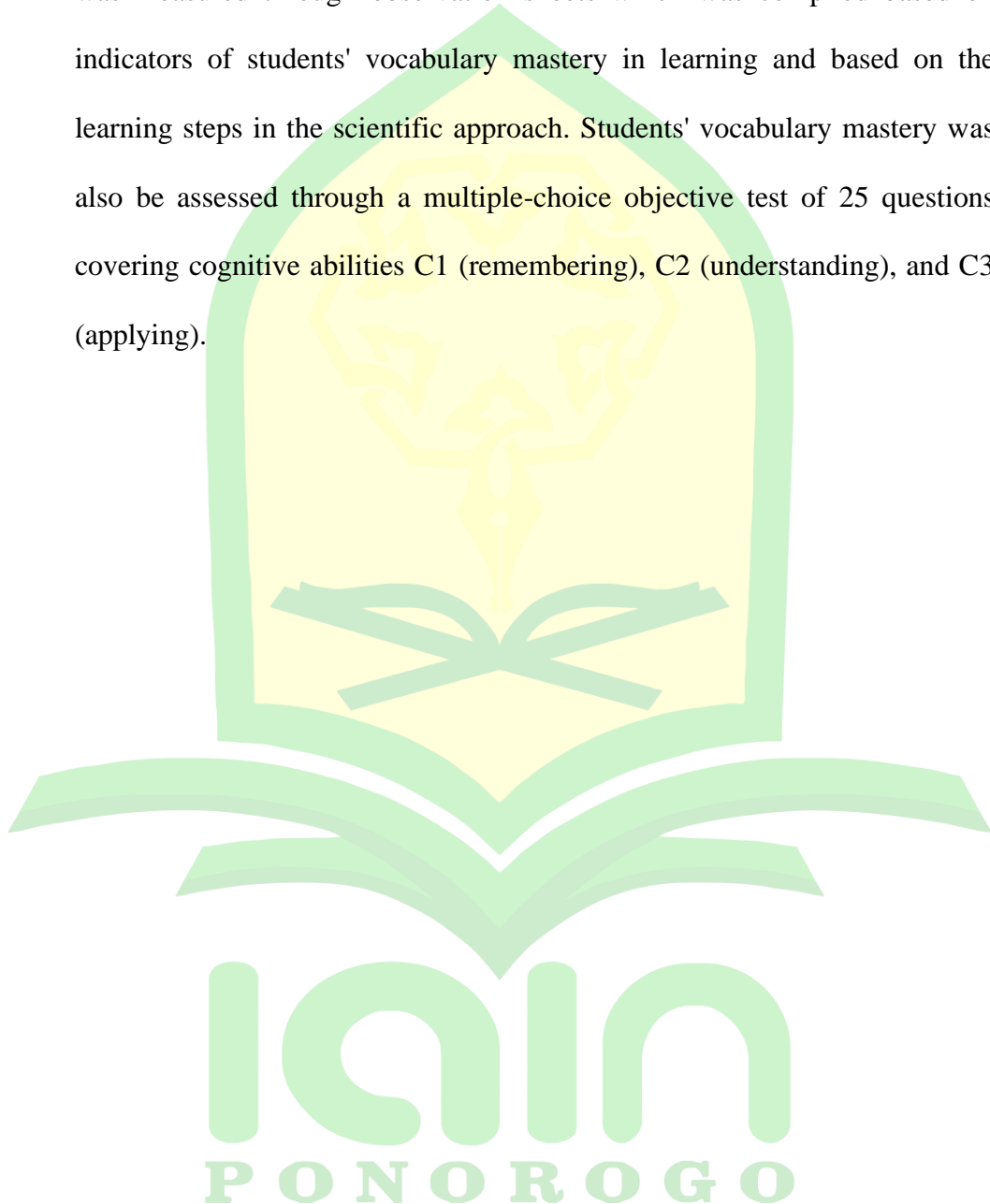
Word association games referred to in this classroom action research is a technique given to students in order to improve their vocabulary mastery skills by generating their own associations or finding out possible associative relationships through game tasks. Word association games in this study is measured by looking at how effective this technique is if it is applied to improve students' vocabulary mastery. This will be measured through observation sheets that are compiled based on indicators of how far students are in mastering vocabulary and based on learning steps in the scientific approach.

This game improves hearing, pattern recognition, memory, and the ability to think rapidly when faced with new vocabularies. First, a word was written on the board by teacher, such as "sport," to start the activity. The first group is instructed to list a term associated with sports. Circle the term if it is relevant. If not, strike it out. The following groups rotated through this exercise.⁹

⁹ Esra Akdogan, 48.

2. Vocabulary

The vocabulary referred to in this classroom action research is the student's vocabulary mastery. Vocabulary in this classroom action research was measured through observation sheets which was compiled based on indicators of students' vocabulary mastery in learning and based on the learning steps in the scientific approach. Students' vocabulary mastery was also be assessed through a multiple-choice objective test of 25 questions covering cognitive abilities C1 (remembering), C2 (understanding), and C3 (applying).



CHAPTER II

THEORETICAL FRAMEWORK

In this part, the research presents and breaks down this chapter into four parts. The first part is the theoretical background, the second part is about previous related study, the third part is related to the thinking framework, and the last related to the hypothesis.

A. Theoretical Background

1. Vocabulary

a. The Nature of Vocabulary

Vocabulary is described as a language's words, comprising single items and phrases or chunks of many words that transmit a certain meaning in the same manner as individual words do. Vocabulary encompasses lexical phrases and multiword expressions as well as single lexical items (words with specific meaning(s)).¹⁰ Vocabulary may be defined as the words that must be known in order to communicate successfully; words for speaking (expressive vocabulary) and words for listening (receptive vocabulary)¹¹

¹⁰ Michael Lessard-Clouston, *Teaching Vocabulary (Revised Edition)*. (Alexandria: Tesol International Association, 2013), 2.

¹¹ Dyah Aminatun, Lulud Oktaviani, (2019). "Using "Memrise" to Boost English for Business Vocabulary Mastery: Students' Viewpoint," *Proceedings Universitas Pamulang*, 1, 1, (2019), 591.

According to Nurmatova and Yuldasheva, the greatest and most essential duty confronting the language student is vocabulary acquisition.¹² Vocabulary is essential in English language instruction because learners cannot comprehend others or communicate their own thoughts without it. Furthermore, vocabulary takes precedence over grammar. Clouston claims that whereas without grammar, little can be communicated, without vocabulary, nothing can be said.¹³

A further major difference between first and second language vocabulary learning is in the potential size of the lexicon in each case. An educated native speaker will probably have a vocabulary of around 20.000 words. This is the result of adding about a thousand words a year to the 5000 he or she had acquired by the age of five. An English dictionary includes many more: the Longman Dictionary of Contemporary English, for example, boast 'over 80.000 words and phrases', while the Oxford English Dictionary contains half a million entries. Most adult second language learners, however, will be lucky to have acquired 5.000 word families even after several years of study. Among the many vocabularies, they are divided into eight types: nouns, pronouns, verbs, adjectives, adverbs, propositions, conjunctions, and determiners.¹⁴

¹² Navbakhor Navruz kizi Nurmatova, Kamola Yuldasheva, "Effective Methods of Developing Vocabulary in Language Learning and Teaching Process," *Academic Research in Educational Science*, 3, 2, (2022), 1019.

¹³ Michael Lessard-Clouston, 2.

¹⁴ Scott Thornbury, *How to Teach Vocabulary* (Charlbury: Bluestone Press, 2002), 20.

b. Problems of Vocabulary Mastery of the Eleventh Grade Students of MAN 1 Ponorogo

Based on the results of observations take by researcher in the field, currently the 11th grade students of MAN 1 Ponorogo have not mastered vocabulary. The results of observations in grade 11 IPA 2 showed that their English vocabulary is still limited and they still have difficulty to master it. The fact that the English teacher still ignores that the students still have problems in mastering vocabulary. In another word, the English teacher is not optimal or not boosting the students' vocabulary mastery. English teachers have not determined and applied accurate techniques in mastering students' vocabulary.

According to the researcher's observation at grade 11 IPA 2 MAN 1 Ponorogo, the technique applied in learning English is a factor that makes it difficult for students to master vocabulary. The teacher delivers the material and the students listen to what the teacher says. However, the fact is that most students do not understand the meaning of the vocabularies spoken by the teacher. When the teacher explains the material, the teacher often immediately translates the words that have been explained. Sometimes the teacher tests by asking the students "What does it mean?" and only some students who respond. Basically, when the teacher translates the vocabularies he has said, the students immediately understand the meaning of the vocabularies. However, it is not certain that they will quickly forget or only understand the meaning of a vocabulary only in a certain context and do not understand it in other contexts. Seeing

the cases that have occurred, the teacher must find and apply a precise text in boosting the students' vocabulary mastery. The researcher assumes that the right technique that should be applied by the teacher in boosting the students' vocabulary mastery is gamification.

2. Games

a. The Nature of Games

A game is an activity with rules, a goal and an element of fun.¹⁵ Enjoyment of games is not restricted by age. Some individuals, regardless of age, may be less fond of games than others, but so much depends on the appropriateness of the games and the role of the player. It is generally accepted that young learners and adults are very willing to play games. This partly depends on the learners' socio-cultural background. Early teenagers tend to be more self-conscious and one must take into account their reticence when selecting games for them. Games which can be played in pairs or groups may be particularly useful in this case. It is clear to all observers of classroom practice that the teacher's own belief in the usefulness and appropriateness of a game affects the learners' response.¹⁶

¹⁵ Jill Hadfield, *Intermediate Vocabulary Grammar* (Boston: Addison Wesley Longman, 1998), 4.

¹⁶ Andrew Wright, et al., *Game for language learning* (New York: Cambridge University Press, 2006), 2.

b. Kinds of Learning Games

There are two kinds of learning games: competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal.¹⁷

Two further categories of games: linguistic games, the goal of the game is linguistic accuracy, in the case of these vocabulary games, remembering the correct word. Communicative games have a goal or aim that is not linguistic: successful completion of the game involves carrying out a task such as exchanging information, filling in a picture or chart, or finding two matching cards, rather than the correct production of language.

c. The Benefits of Games in Learning

Language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time. Games can help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.¹⁸

¹⁷ Jill Hadfield, 4.

¹⁸ Andrew Wright, et al., 1.

d. Word Association Games

Word association is set in psycholinguistics to refer the connection or relation between ideas, concepts, or words, which exists in the human mind and manifests in a following way: an appearance of one entity entails the appearance of the other in the mind.

Word association is one of the basic mechanisms of memory. This relationship is based on the past experience of a man and, in the final analysis, more or less accurately reproduces objectively existing relationship between the phenomena of the real world. Under certain conditions, a revival of one idea or concept is accompanied by a revival of others ideas correlated with it. This phenomenon is called the association.¹⁹

Meara and Benjamins claim that the fundamental word association game is straightforward. It involves two participants, each of whom must cry out or demonstrate a single word that enters their minds. The remarkable aspect of connections is how monotonous and predictable they are. Even somewhat unexpected stimulus terms, such as music or memory, only elicit a small subset of possible responses.²⁰

Word association, according to Dandre Prince, is a popular word game that involves exchanging words that are related to one another. The game's foundation is the noun phrase "word association," which may be defined

¹⁹ Terasne, et al, 369-370.

²⁰ Paul Meara, *Connected Words: Words Associations and Second Language Vocabulary Acquisition*. (Amsterdam: John Benjamins Publishing Company, 2009), 22.

as "the connection and generation of additional words in response to one word, done unexpectedly as a game, creative method, or in a psychiatric diagnosis." Once an initial word has been selected, generally arbitrarily or randomly, a player will discover a term that they link with it and let the other players know about it. This is often done by stating the associated word out loud or by adding it to a list of words that have already been used. The following player then has to use the prior term in the same way. Any number of turns can be taken in this manner, although word restrictions are frequently established, leading to an agreement that the game will stop after, say, 400 words.

In reality, the game may be played with any number of players, even one, and can be played actively or passively, often taking weeks to complete. In Word Relationship Game, additional restrictions are introduced, such as:

- The association between words must be clearly evident, as opposed to the conventional "first word that comes to mind," which is sometimes difficult to understand without explanation.
- Repeated terms may occasionally be prohibited or otherwise marked on a separate list for interest.
- In a variation with an arbitrary name, words are associated in a grid with the first word at the top and all the words next to it.²¹

Word association games, as said by Mellisa and Scott, reveal instinctive reactions to words and reveal the respondent's opinions. We

²¹ Dandre Prince, 86.

often have the words for this task on a digital display so that we can manage the timing of when each word is seen by pupils. Students occasionally yell out their initial thoughts, but other times we ask them to write them down. Depending on the individual class of pupils and how striking the replies can be, it is decided when to perform each.²²

As shown by Tim Glynne-Jones, participants in the Word Association Game had to predict the terms that an extensive survey group had determined to be the most popular under a specific category. For instance, the survey may list "stocking," "cake," "pudding," "gifts," and "reindeer" in that sequence if the heading was "Christmas." The contenders would receive the most points if they said "stocking." They wouldn't receive any points if they said "Santa."²³

Hyde suggests that word association game can be an entertaining and associative thinking-stimulating game. Make a list of all the items that are related to one another. Students should be asked to explain how or what these terms have in common. You may utilize as many categories as you like; it only depends on how much each learner has learned.

Words that fit this description include the following:

- A coat, gloves, hat, and boots (winter wear; all clothing)
- Lemon, apple, pears, and plum (types of fruits)
- Spring, summer, autumn, and winter (seasons)

²² Mellisa J. Marks, Scott Dewitt, *Teaching About Diversity; Activities to Start the Conversation*. 2020 (Charlotte: Information Age Publishing In), 112.

²³ Tim Glynne-Jones, *The Book of Words: An Entertaining Look at Words and How We Have Come to Use Them* (London: Arcturus Publishing Limited, 2011), 47.

- Rain, snow, lightning, and thunder (kinds of weather)²⁴

Takashi asserts that by playing a word association game, you may discover the illustration that best captures the idea. For instance, the term "passion" is linked to heat, and the definition of heat is fire. Playing the word association game can help you come up with a real-world example that will help readers visualize the idea.²⁵

Vadasy proposes that the class can play a word association game to examine the links between terms (e.g., the teacher takes the four target words, presents a clue word related to one of the target words-say, crook for accomplice, teacher for novice, charity for philanthropist, and violin for virtuoso-and then asks the students how the two words are related; students then justify their response). The instructor could facilitate a game that draws out students' emotional connections to the target words (e.g., the teacher says the target word and asks students defending their responses). For each word in the five-day cycle, same tasks are repeated.²⁶

Students make each other "it" by tossing a beanbag in the word association game, according to Tracey and Robynne. After saying one word, the teacher throws the beanbag to a student. After grabbing the beanbag, that student has to say the first thing that comes to mind. After repeating the associative word, that student passes the starting to a

²⁴ Diane M. Hyde, *Year-Round; Classroom Tips* (Westminster: Created Resources, Inc., 2014), 59.

²⁵ Takashi Iba, *Pattern Illustrating Patterns* (Yokohama: CreativeShift Lab, Inc., 2015), 41.

²⁶ Patricia F. Vadasy and J. Ron Nelson, *Vocabulary Instruction for Struggling Students* (New York: The Guilford Press, 2012), 90.

different student. Up until the word association stalls, play continues. With a different word, the teacher can begin a new round.²⁷

Word association game, according to Raymond, is thought to improve single-word reading, comprehension, and word-finding abilities. Word association, which occurs when one word triggers the priming of related words (for example, "cow" priming "milk," "calf," and "farm"), has an impact on a variety of language-based abilities, including the ability to speak fluidly and read comprehension through contextual compositional abilities.²⁸

The word association game, as shown by Priss and John, is motivated by a fascination with conceptual patterns that seem to be present in natural languages. One person starts the game by saying a word, and the other player responds with "doesn't this connect to..." The participants will then work together to create a network of words that are connected by shared etymological roots, lexical or semantic similarities, or bilingual translations (such as English). There is an illustration of this in English word associations starting with the word "two" for example. Words like "twelve" and "twenty" come to mind when the word "two" is mentioned.²⁹

As said by Bob Pike, word association games may be used to push players during review sessions to think of sentences that rely on word

²⁷ Tracey Ann Coveart and Robynne Eagan, *For the Love of Books and Stories*. (Carthage: Teaching & Learning Company, 2006), 16.

²⁸ Sally Raymond, *Extending support for Key Stage 2 and 3 Dyslexic Pupils*. (Oxon: Routledge, 2015), 48.

²⁹ Uta Priss and L. John Old, *Lecture Notes in Artificial Intelligence* (Edinburgh: Napier University, 2007), 310.

association. It will take about 20 to 30 minutes. Although there is no restriction on group size, participants should work in smaller groups of three to seven. Pencil and paper are needed for the small groups. The teacher should divide the class into smaller groups and ask each participant to produce a list of 10 random nouns (combination words like "oven mitts" or "floppy disk" are also acceptable). The groups then exchange word lists, and they are given 20 minutes to connect each word on the list to a significant lesson from the session.³⁰

B. Previous Related Studies

The previous related study entitled *The Application of Word Association Game in Improving Students' Vocabulary Mastery at the Second Grade Student of SMPN 5 Pujut*. It was done by Terasne, Tawali, and Nur Afriani. The aims of this research are to know whether word association games able to improve students' vocabulary mastery and to know the students' perception towards the use of Word Association Game in improving students' vocabulary. The researcher conducted this research at the second grade students of SMPN 5 Pujut. Terasne, Tawali, and Nur Afriani gathered the data through quantitative and qualitative method.

The strategies utilized to gather data were a vocabulary exam with 25 items and four answer alternatives, multiple choice, and restricted responses. The mean score of the pre-test was 60, 26 and the class percentage was 26%, whereas the mean score of the post test was 82, 43 and the class percentage was 82%,

³⁰ Bob Pike, *101 Games for Trainers* (Amherst: HRD Press, Inc., 2004), 61.

suggesting that the objective of 76 of the KKM 76 had been met. According to the questionnaire results, SS represented 75%, S represented 13%, TT represented 11%, TS represented 0%, and STS represented 0%. The questionnaire findings suggest that students are responsible. The results of this study revealed that students' vocabulary mastery improved.³¹

The second related study titled *Fostering Students' Vocabulary Knowledge through Word Association Games* by Maspupah. The researcher did this research for the intention of knowing whether Word Association Game can help and motivate the students to foster their vocabulary knowledge. The researcher took place at SMP Muhammadiyah 17 Ciputat, specifically at VIII A class. The research method used was Class Action Research and the data were got by the researcher used the combination of qualitative and quantitative methods. The result of the research had showed that the pre-questionnaire mean was 31%, while the post-questionnaire mean was 89%, there was an improvement of 58%. In conclusion, word association games help students of VIII A class of SMP Muhammadiyah 17 Ciputat to improve their vocabulary.³²

The third related study is by Mohammad Firmansyah and is titled *Increasing Student's Vocabulary of the First Grade at SMA Negeri 3 Tolitoli through Words Association Game*. The purpose of the study is to determine whether or not students' vocabulary increases as a result of using the words association approach. This study is a true experiment. It is held at SMA Negeri

³¹ Terasne, et al, 368.

³² Maspupah, "Fostering Students' Vocabulary Knowledge through Word Association Games," (Thesis, Syarif Hidayatullah State Islamic University, Jakarta, 2017), iv.

3 Tolitoli's first grade, where (X MIA1). After treatment, which involved using the words association game technique, the researcher administered a pre-test to gauge the students' prior vocabulary word association skills. The application SPSS 16.0 was used by the author to analyze the data collected. The analysis of the data revealed that the strategy had a considerable impact on the students' performance in the word association game. The mean post-test score (80,61) was higher than the average pre-test score (63,65). The value of tcount (tc) was then shown by the testing hypothesis to be higher than ttable (tt) (6.099 2,017). In conclusion, using the words association game strategy to improve pupils' vocabulary is successful.³³

The fourth related study which was titled *The Effect of Word Association Game toward Students' Vocabulary at SMP N 7 Muaro Jambi* by Devi Yulianti. The purpose of the study is to determine whether playing word association games may significantly increase students' vocabularies. The study's subjects, who were eighth-grade students at SMP N 7 Muaro Jambi, participated in the study there. The research's author employed a quantitative approach and a quasi-experimental design, using the classes of experimental group and control group to collect data. Delivering the pre-test, giving the treatment, and giving the post-test were the three steps in the research's data collection process. The researcher employed the t-test to analyze the data, and the result (2.842) is higher than the t-table (2.000). The study's findings demonstrate that when students learn English by playing a word association game, they demonstrate fresh invention,

³³ Mohammad Firmansyah, "Increasing Student's Vocabulary of the First Grade at SMA Negeri 3 Tolitoli Through Words Association Game," *Madako Education*, 5, 1, (2019), 1.

which makes them appear enthusiastic and talkative throughout class. All students have the opportunity to participate actively in class activities thanks to the game. Students will enjoy the lesson and actually be able to understand its significance thanks to the use of games. In conclusion, the pupils' vocabulary was significantly impacted by the word association game technique.³⁴

The fifth related study titled *Improving Students' Vocabulary Achievement through Word Game* by Nur Hidayat. This paper is based on a word game study of seventh-grade junior high school students' vocabulary. Based on a preliminary investigation that found that the students' lack of vocabulary made it difficult for them to learn English, this study was carried out. 38 pupils, 28 of whom are male and 10 of whom are female, are the subjects and they are in seventh grade at one of the junior high schools in Gresik. Through word games, this study hopes to increase pupils' vocabulary proficiency. Interviews, observations, questionnaires, and tests are used to gather the data. The triangulation method is used to assess the data. The planning, doing, watching, and reflecting components make up the classroom action research design used in this study. The findings of this study demonstrate that word games can encourage students and pique their interest in vocabulary learning by making it easier for them to memorize terminology.³⁵

Based on a review of these previous studies, it was found that the emphasis on the difference between this study and previous studies was that the application

³⁴ Devi Yulianti, "The Effect of Word Association Game toward Students' Vocabulary at SMP N 7 Muaro Jambi," (Thesis, Jambi University, Jambi, 2016). v.

³⁵ Nur Hidayat, "Improving Students' Vocabulary Achievement through Word Game," JEES (Journal of English Educators Society), 1, 2, (2016), 95.

of word association games was more widely used for junior high school students or in public school institutions. Whereas in this classroom action research, researcher will try to implement Word Association Games activities at the madrasah-based high school level.

C. Thinking Framework

Vocabulary plays an important role in study language. Students have to master vocabulary because it is needed to improve language skills (listening, speaking, reading, and writing.) It means that the more students master vocabulary, they can learn English easily.

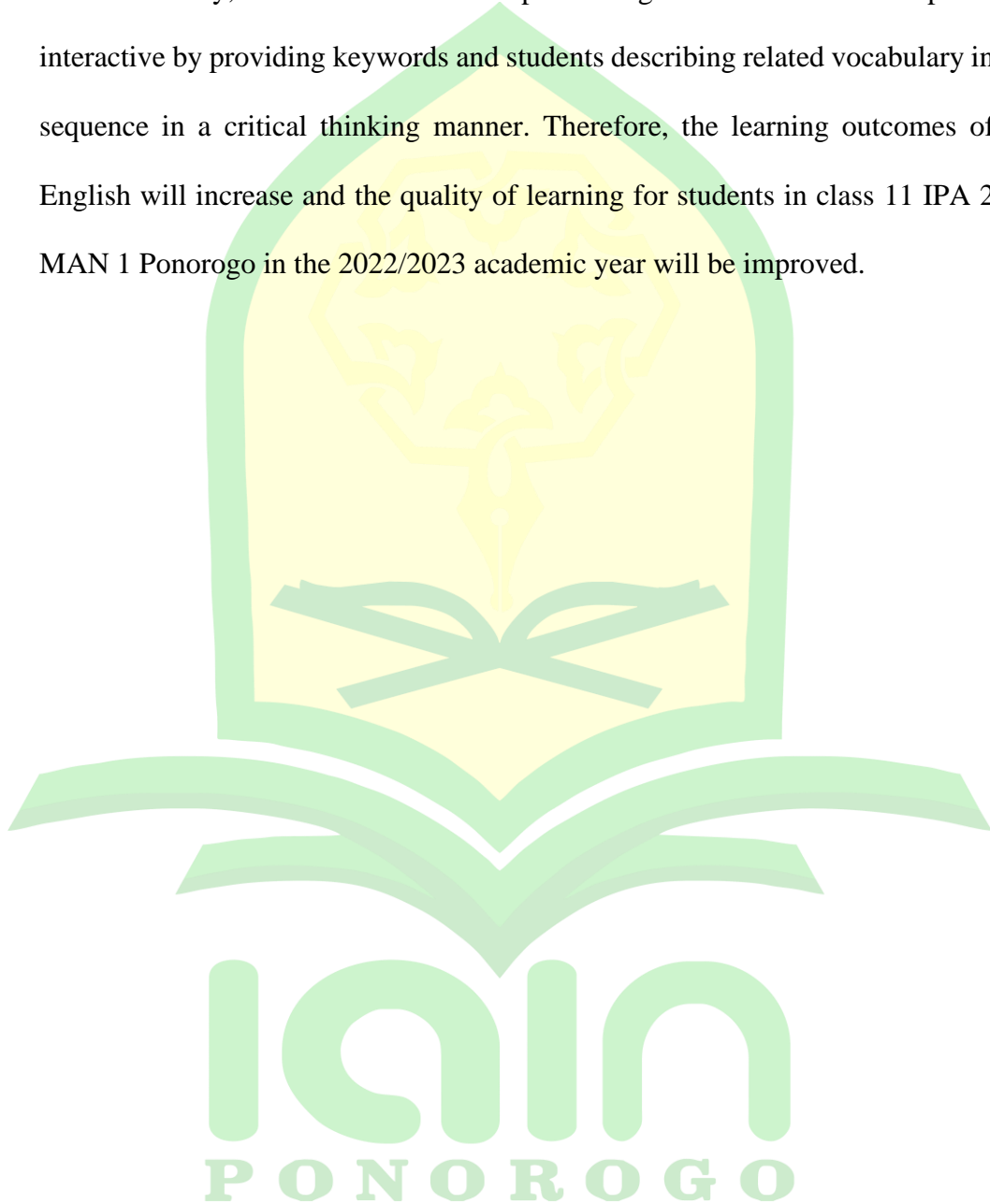
There are several approaches to select from when aligning vocabulary education to best practices, according to Beck, McKeown, Kucan, Graves, Marzano, Tyson, and Peery. Important criteria for effective vocabulary training come from the overlap of these models: direct instruction, frequent exposure, contextualizing words, and chances for word interaction and active involvement.³⁶

Based on the statement above, the researcher believes that Word Association Games as a strategy may assist students enhance their English learning, particularly their vocabulary development because the above criteria are owned by word association game. Similarly, the researcher wishes to explore the use of Word Association Games for boosting students' vocabulary development.

³⁶ Tara L. Kingsley, Melissa M. Grabner-Hagen, 546.

D. Hypothesis

Based on the formulation of the problem that the researcher has described, it can be hypothesized that through the application of the Word Association Games activity, with the teacher's steps making the classroom atmosphere interactive by providing keywords and students describing related vocabulary in sequence in a critical thinking manner. Therefore, the learning outcomes of English will increase and the quality of learning for students in class 11 IPA 2 MAN 1 Ponorogo in the 2022/2023 academic year will be improved.



CHAPTER III

RESEARCH METHOD

In this chapter, researcher explained some of the research methods used in this study which consist of nine parts. It involved the approach and type of the study, setting of the study, subject of the study, data and data sources, the technique of collecting data, research instrument, validity of instruments, the technique of data analysis and success indicator, and procedures of the research.

A. The Approach and Type of the Study

This researcher employed CAR (Classroom Action Research) as methodology of this research. Suharsimi defined CAR as derived from three words, namely "Research", "Action", and "Class". Research is defined as the activity of observing an object by using certain methods and methodologies to obtain data or information that is useful in solving a problem. Action is defined as an activity that is intentionally carried out with a specific purpose. Actions carried out in CAR are in the form of a series of cycles of activities. Class, a group of students who at the same time, receive the same lesson from the same teacher.³⁷ In short, Class Action Research is defined as research conducted in a class to find out the consequences of actions applied to a research subject in that class.

The application of CAR in education and learning has the aim of improving and or improving the quality of learning practices in a general way

³⁷ Candra Wijaya, Syahrums, *Penelitian Tindakan Kelas* (Bandung: Citapustaka Media Perintis, 2013), 40.

continuously so as to improve the quality of instructional outcomes; develop teacher skills; increase relevance; improve the efficiency of instructional management and foster a culture of research in the teacher community.³⁸

Classroom Action Research (CAR) has its own characteristics compared to other research methods. The characteristics of classroom action research include:

1. The emergence of awareness in the teacher that the learning practices carried out so far have experienced problems and need to be resolved.
2. Done through self-reflection. The teacher reflects on his own teaching and learning process.
3. The research was conducted in the classroom, so the research focused on learning activities in the form of teacher and student behavior in interacting.
4. The research objective is to improve learning in the classroom.³⁹

Classroom action research was initiated to solve problems in the teaching and learning process in the classroom directly. In other words, CAR is made with the aim of improving the quality of the teaching and learning process in the classroom and helping to empower teachers in solving learning problems in schools.

³⁸ Mua'limin, *Penelitian Tindakan Kelas: Teori dan Praktik* (Sleman: Ganding Pustaka, 2014), 7.

³⁹ Mua'limin, 8.

B. Setting of the Study

1. The Place of the Study

This research was conducted at MAN 1 Ponorogo which is located at Jalan Arief Rahman Hakim 02 Kertosari, Kec. Babadan Kab. Ponorogo, Prov. East Java (63491). The reason for choosing the research location is because there are still problems related to the students' vocabulary mastery skills that are not satisfactory and the lack of maximum techniques in improving students' vocabulary by teachers at MAN 1 Ponorogo. This research can inspire English teachers to be able to apply word association games in order to help students improve students' vocabulary mastery skills effectively so that it is easier to understand the material being taught. In addition, the principal as a supervisor as well as teaching staff and staff at MAN 1 Ponorogo is very open and very much looking forward to the development and innovation of the learning process in order to improve student learning outcomes. This is a great motivation for the researcher to conduct research in this school.

2. The Time of the Study

This classroom action research was carried out in the even semester of the 2022/2023 academic year. The research was carried out for 5 meetings, with details of 1-2 meetings conducted a week. The determination of the day and time of class action research were adjusted to the academic calendar in force at the school, and was also adjusted to the schedule of the 11th grade English subjects.

C. Subject of the Study

The subjects of this classroom action research were students of grade 11 IPA 2 MAN 1 Ponorogo, containing 30 students, with details of 11 male students and 19 female students. The reason for choosing grade 11 IPA 2 as the research subject is because grade 11th is a strategic level, it is in the middle position and will still be taking grade 12th. Therefore, grade 11th students should be the most accomplished and master the subjects, one of which is English lessons, especially in mastering vocabulary. However, currently the 11th grade students of MAN 1 Ponorogo still have not mastered the vocabulary. Information was obtained that there were still some students who had not reached the minimum completeness criteria when an assessment of learning outcomes had been held, so the English subject teacher had to make remedial measures for some of these students. In addition, there were still few students who dare to answer the quiz given by the teacher in the classroom during the learning process.

D. Data and Data Sources

1. Data

Research data can be defined as information to be processed that is needed to test hypotheses or to answer research questions.⁴⁰ The data used in this classroom action research is data that will indicate success or failure

⁴⁰ M. Haviz, *Penelitian Tindakan Kelas, Belajar Melakukan PTK dengan Model Integratif* (Batusangkar: STAIN Batusangkar, 2014), 49.

during the research. The data which had been collected in this Classroom Action Research (CAR) are as follows:

- a. Scores or assessments, which had been carried out at the end of each cycle or at the end of the learning process as data to assess the achievement of student learning outcomes.
- b. Observation results, which had been obtained through field observations. It had been carried out using an observation instrument sheet through observations that was carried out by the researcher together with the English teacher for the aim of measuring the extent of the students' vocabulary mastery during the learning process.
- c. Documentary, which contains all the documentation needed during the implementation of Classroom Action Research (CAR). It contains student attendance lists, data on school history, teacher and student conditions, state of facilities, management structure, school location, and other documentation that supports the research.
- d. Field notes and other records of classroom action research activities to be carried out.

2. Data Sources

Data sources provide information in the form of notes and facts that occur in the field that can be processed and used as a result of a research. In order to obtain data sources, a collaboration must be carried out with other parties such as teachers, school principals, school officials, colleagues,

students, and so on.⁴¹ There are two classifications of data sources in this research, which are as follows:

a. Primary Data Sources

Primary data sources are obtained directly from research subjects, research samples, or research respondents.⁴² Sources of primary data in this classroom action research are all kinds of information that had been collected by researcher and collaborator (teacher) relating to the results of all student activities during the learning process in the classroom, which were collected in the form of observations, tests, and documentation during the implementation of the class action research.

b. Secondary Data Sources

Secondary data sources are a data sources that do not directly provide data to data collectors, for example through documents. Secondary data can also be in the form of magazines, bulletins, theoretical study books, research journals, and theses, student theses. Researcher has used secondary data to strengthen findings in the field and complement the information that has been collected through documents owned by the school.

⁴¹ Mu'alimin, 13.

⁴² M. Haviz, 49.

E. The Technique of Collecting Data

The procedure of collecting data is the methods that used by researcher in collecting the data needed during the study. The data collection techniques used in this Classroom Action Research (CAR) include the following:

1. Observation

In planning Classroom Action Research, the researcher needs to plan observation activities. Observation activities will help the researcher, if the researcher makes the criteria for success or the goals to be achieved have been agreed at the beginning.⁴³ In this Classroom Action Research (CAR), observations are made to collect data related to students' vocabulary mastery during the learning process. Observations were carried out using an observation instrument sheet that has been prepared.

2. Test

A test is a series of statements or exercises as well as other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups of students. The test referred to in this Classroom Action Research (CAR) is a test of learning outcomes. The learning outcomes test was carried out minimum 2 times with details of 1 test in pre-cycle, and 1 post-test after cycle I and cycle II. The test results will be used to determine the achievement of learning outcomes students, after the action on classroom action research is carried out. Test material is material that had been taught in each cycle carried out in the classroom.

⁴³ Mu'alimin, 31-32.

3. Questionnaire

Questionnaires can be used to collect student opinions about learning, as long as it is made simply and contains questions that students can respond to openly and freely.⁴⁴ The researcher applied several closed questionnaires, which answers have been provided so that the respondents just have to choose. Ten questions were applied pre-cycle, and ten questions were applied post-action.

F. Research Instrument

The research instruments used in this Classroom Action Research (CAR) are as follows:

1. Observation Sheets

Observation sheets are notes that contain the results of observations made by researcher together with teacher related to the variables to be observed in the study. The observation sheet in this study was made based on indicators of the forms of activities that had been carried out during the Word Association Games activity, they are students' attention during learning activities, active participation students in learning activities, and feelings happy towards learning activities. The grid for this classroom action research observation sheet is as follows:

⁴⁴ Mu'alimin, 34.

Table 3.1. Criteria of Observation Sheets

Indicator	Descriptor	Total	%	Criteria
Students' attention during learning activities	<ol style="list-style-type: none"> 1. Focus on paying attention to the teacher's explanation in learning 2. Taking notes on the teacher's explanation 3. Reading the teaching material 4. Seriously participating in the Word Association Games activity 5. Eager to participate in the Word Association Games activity 6. Persistent and not easily discouraged in completing the tasks given. 			
Active participation students in learning activities	<ol style="list-style-type: none"> 1. Answering the teacher's question 2. Asking questions to the teacher 3. Expressing an opinion 4. Actively making observations 5. Actively participating in a series of Word Association Games activities 6. Responding to friends' answers 7. Discussing with their group members 8. Summarizing the learning outcomes. 			
Feelings happy towards learning activities	<ol style="list-style-type: none"> 1. Come to class on time 2. Bringing stationary and books 			

	3. Have a complete record of teaching materials complete teaching material notes 4. Completing assignments on time 5. Responsible for tasks 6. Not restless in learning 7. Not easily bored and give up in completing tasks 8. Be cheerful during Word Association Games activity			
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The criteria for research results on students' vocabulary mastery through word association games are calculated using the following formula:⁴⁵

Table 3.2. The Criteria for Research Results on Students' Vocabulary Mastery

Formula	Value Range	Criteria
$\text{Percentage} = \frac{\text{Score obtained}}{\text{Maximum score} \times 100 \%}$	0% ≤ VR ≤ 30%	Insufficient
	30% ≤ VR ≤ 60%	Adequate
	60% ≤ VR ≤ 100%	Good

2. Test Sheet

The test sheet is a research instrument that contains questions to measure learning outcomes or student achievement at the end of each lesson. The test is used to determine the extent to which the improvement and change in student learning outcomes before and after the action is given, as well as the comparison of learning outcomes per cycle. The test or assessment in this classroom action research is made using a grid that is

⁴⁵ Jalaludin, *Penelitian Tindakan Kelas (Prinsip dan Praktik Instrumen Pengumpulan Data)* (Jambi: Pustaka Media Guru, 2021.), 104.

arranged based on basic competencies and indicators of understanding the material in each cycle. The grid of test questions at the end of each action cycle is as follows:

Table 3.3. Specification of Test

Time	Question Indicator	Question Type	Question Quantity
Pre-Test	Noun, verb, adjective, and pronoun.	Multiple Choices	25
Post-Test I	Noun, verb, adjective, and pronoun.	Multiple Choices	25
Post-Test II	Noun, verb, adjective, and pronoun.	Multiple Choices	25

3. Questionnaire

The researcher applied some closed-ended type questions that need to be answered by the students by giving a checklist into the column. Ten questions were applied in the pre-questionnaire, and ten questions were applied in the post-questionnaire.

Table 3.4. Specification of Questionnaire

No.	Indicators	Items Number
1	The effectiveness of the learning process	1, 2, 3, 4, 5
2	The outcomes of the students' vocabulary learning activity	6, 7, 8, 9
3	The outcomes of the students' vocabulary learning activity	10
Total		10

G. Validity of Instruments

In the Class Action Research method, before the learning outcomes test instrument is used, the researcher must first test its validity.⁴⁶ In this case, the researcher must emphasize the technique used in checking the validity of the data found. Researcher needs to validate the instrument for the success of the actions through critical examination by matching statements with evidence. In order to determine the validity of the research instrument. Thus, before the research was conducted, the instrument was tested first by a judgment expert. Judgment expert in this research is Dr. Dhinuk Puspita Kirana, M.Pd. as a lecturer and Head of English Language Teaching Department at the Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. The approved instrument was then tested on the sample. The instrument test sample was 20 students of class 11 IPA 2 MAN 1 Ponorogo. The instrument validity test in this study used the product moment formula from Karl Pearson as follows:

$$r_{xy} = \frac{N \cdot \sum x \cdot y - (\sum X)(\sum Y)}{\sqrt{[N \cdot \sum X^2 - (\sum X)^2][N \cdot \sum Y^2 - (\sum Y)^2]}}$$

Notes:

r_{xy} : Correlation coefficient between variables X and Y

N : Total of the Subject

$\sum x \cdot y$: Product of X and Y

$\sum X$: Total of X

⁴⁶ Candra Wijaya, Syahrums, 132.

- ΣY : Total of Y
- ΣX^2 : Total of X Squares
- ΣY^2 : Total of Y Squares⁴⁷

In order to test each item, the existing score was correlated with the total score. Item scores are seen as X values and total scores are seen as Y values. The instrument is called valid if r count is greater than r table at a significant level of (%). The trial data obtained from the calculation results were analyzed using a computer application, namely the Statistical Program Series (SPSS). Based on the results of the instrument trial, all questions were stated to be valid.

H. The Technique of Data Analysis and Success Indicator

1. The Technique of Data Analysis

The data that had been collected are then analyzed and processed to determine the level of achievement and success of classroom action research. Technical analysis of data in this study was carried out through several stages, including as follows:

a. Selecting and collecting data

At this stage, the data that had been collected is selected and reduced with the aim of facilitating data analysis at the next stage. The data that had been collected through the results of observations, test, and questionnaire are combined, then a simplification and selection process

⁴⁷ Anas Sudijono, Pengantar Statistik Pendidikan, (Jakarta: Raja Grafindo Persada, 2008),

is carried out and then directed to a certain pattern so that the data obtained is more specific to the formulation of the problem to be solved.

b. Exposing and describing data

At this stage, the data that had been collected and selected, is described and processed into a narrative presentation and presented in the form of a systematic report for easy understanding. The description of the data is done in the form of narratives, graphs, tables, and so on.

c. The stage of inference or giving meaning

After the data is described, a conclusion is made in the form of a statement or brief description. The conclusion stage is an effort to find meaning for the data that had been collected in the form of a short, concise, and clear narrative but contains a broad meaning. As for measuring and calculating test results and post-action observation results in each cycle, on this classroom action research, the researcher used an assessment in the form of a percentage. The amount of value obtained by students is presented in the form of a percentage of the maximum score that can be achieved.

In analyzing data, the researcher took the average of students' vocabulary score in each cycle. It will be used to realize how well students' ability as a whole on vocabulary. It had been used formula as below:

P O N O R O G O

$$Mx \frac{\sum x}{N}$$

Notes:

Mx : Mean

x : Individual score

N : Number of students⁴⁸

Next, the researcher needs to get the class percentages which pass the Minimal Mastery Criterion, and the formula was:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P : The class percentage

F : Total percentage score

N : Number of students⁴⁹

2. Success Indicator

The success indicator becomes a reference for the success or failure of classroom action research. A classroom action research can be declared successful if it is able to achieve the target criteria that have been determined. The successful implementation of this classroom action research is based on the statement from Djamarah and Zain about indicator of student learning success in a learning process; “The learning

⁴⁸ Anas Sudijono, 83.

⁴⁹ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2017), 133.

process can be claimed to be successful if at least 75% of students who take part in the learning process have achieved a minimum, optimal, or success level maximum, so that the learning process can be continued to the next subject.”⁵⁰ Based on that statement, the researcher compiled the indicators for the success of this classroom action research as follows:

a. Success Indicators of Students' Vocabulary Mastery

This classroom action research will be declared successful if at least 80% of students from all students can grade their vocabulary mastery. During the class action process, the presentation must show a minimum of 80% related to the students' vocabulary mastery based on the indicators on the measurement of the students' vocabulary mastery that has been determined.

b. Learning Outcome Success Indicator

This classroom action research is declared successful if at least 80% of students from the total number of students have met the minimum completeness criteria determined based on student learning outcomes at the end of each cycle.

I. Procedures of The Research

Implementation of research with this type of classroom action research (CAR) had been carried out using a research model according to Kemmis & McTaggart. This research model includes four components, namely planning,

⁵⁰ Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2010), 108.

action, observation, and reflection. These four stages are one unit in the cycle. In this study, the acting and observing stages were carried out simultaneously for the reason that the implementation of acting and observing are two activities that cannot be separated.⁵¹ In class action research, the number of cycles cannot be predetermined, it depends on the problem. Some classroom action research may require only one cycle, but some require several cycles. Thus, the number of cycles in this classroom action research depends on the reflecting of each cycle.⁵²

An overview of the implementation procedure of this class action research can be described as follows:

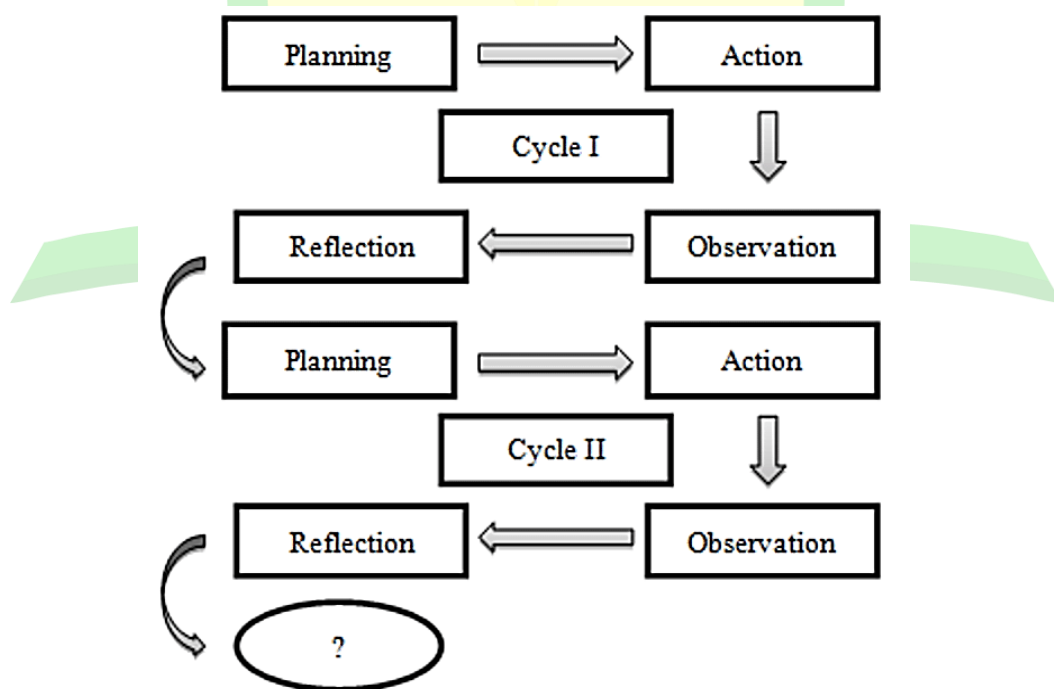


Figure 3.1. Overview of Classroom Action Research Procedure

⁵¹ Mu'alimin, 17.

⁵² Adirasa Hadi Prasetyo, *Penelitian Tindakan Kelas: Teori dan Penerapannya* (Indramayu: Penerbit Adab, 2021), 138.

1. Pre-Cycle (Preliminary Study)

A preliminary or pre-cycle study was carried out to find out the actual conditions and circumstances in the field and to collect information related to the learning process in the classroom. The study was conducted by observing student learning activities and collecting data related to student learning outcomes or achievements. The data obtained was then used as the basis for action planning guidelines in cycle I and to facilitate the implementation of actions. In addition, the preliminary study also aims to ensure that the actions applied can help solve problems and are relevant to the problems in the classroom.

After the data is obtained, the next step is to formulate an action plan. This activity is carried out by formulating an action plan, including the following:

- a. Assessing learning outcomes and observing the learning process to measure student mastery prior to the word association games activities.
- b. The researcher discusses with the English subject teacher regarding the learning materials that will be delivered using the word association games activities.
- c. Develop a minimum completeness criteria sheet and evaluation test questions as an instrument for measuring student learning outcomes after the implementation of the learning process.
- d. Prepare student observation sheets regarding their vocabulary mastery.
- e. Socializing to students about word association games, so they know what to do during the learning process.

f. Prepare the tools needed for documentation.

2. Cycle I

The implementation of classroom action research in the first cycle starts from the planning stage, followed by the action, observation, and reflection stages. The learning material presented in the first cycle was the "Signal Words Used in Cause and Effect". The stages of cycle I are described as follows:

a. Planning

The action plans prepared in the first cycle are as follows:

- 1) Preparing learning tools to be used include lesson plans and handouts of English subject matter to be delivered.
- 2) Develop a minimum completeness criteria sheet and evaluation test questions as an instrument for measuring student learning outcomes after the implementation of the learning process.
- 3) Prepare student learning activity observation sheets.
- 4) Socializing about the implementation of word association game to all students, so that students know what to do during the learning process.
- 5) Prepare the tools needed for documentation.

b. Acting

The action stage is the implementation of the design that has been carried out at the planning stage. After planning stage, then the next step is to implement the action in classroom. The learning process runs according to the lesson plan that has been prepared.

c. Observing

Observations were carried out during the learning process (action stage) by observing each student using the observation sheet instrument that had been prepared. The researcher gives a checklist (✓) on the observation sheet if students has completed a certain indicator.

d. Reflecting

The reflection stage is used to reflect on all stages of the implementation of the action based on the data that has been collected.⁵³ Researcher together with collaborator discussed all the strengths and weaknesses in the implementation of cycle I actions by analyzing the results of the data presented in the table, the result of the reflection determines whether the researcher will continue or stop the research.

3. Cycle II

The activities carried out in cycle II are intended as improvements from the implementation of cycle I. The stages of implementing cycle II are the same as cycle I, which started from the planning, action, observation, and reflection stages. The learning material presented in cycle II was a continuation of the subject matter in cycle I, namely “Expression Used in Caused and Effect”.

⁵³ Gregory J. Privitera and Lynn Ahlgrim-Delzell, *Research methods for education*, (California: Sage Publications, Inc., 2019), 1.

CHAPTER IV

RESEARCH FINDINGS

A. Description of the Research Location Setting

1. Brief History of the Establishment of MAN 1 Ponorogo

Madrasah Aliyah Negeri 1 Ponorogo with National School Identification Number 20584489, Madrasah Statistical Number 311350217031, with the status of State Madrasah, since 1981 is a relocation of Madrasah Aliyah Negeri Ngawi. Madrasah Aliyah Negeri 1 Ponorogo occupies an area of 13.451 M² in the lowlands of the urban area thus allowing prospective development of the madrasah. Currently, MAN 1 Ponorogo has 22 classes with 654 students from grade X to grade XII. These students are served by 55 teachers (37 civil servants and 18 non-civil servants) and 19 employees (8 civil servants and 11 non-civil servants).

Since its establishment in 1981, MAN 1 Ponorogo has experienced several leadership changes, they are:

- a) Drs. Moh. Soehardi (1981 – 1987)
- b) Drs. Zainun Sofwan (1987 – 1991)
- c) Drs. H. Mahmuddin Danuri (1991 – 1999)
- d) H. Kustho, BA (1999 – 2002)
- e) H. Chozin, SH, (2002 – 2005)
- f) H. Fathoni Yusuf, S.Ag (2005 – 2009)
- g) H. Wahib Tri Samanhudi (2009 – 2009)
- h) Muhammad Kholid, MA (2009 – 2012)

- i) Drs. Purwanto (2012 – 2019)
- j) Plt. Nasta'in, M.Pd.I. (2019 – 2020)
- k) Agung Drajatmono, M.Pd. (2020 – Now)

2. Program Data

Madrasah Aliyah Negeri 1 Ponorogo provides three study programs that can be selected by each student. The three study programs are:

- a) Nature Science Program (IPA)
- b) Social Knowledge Program (IPS)
- c) Religious Knowledge Program (IIK)

3. MA Plus Skills Based on Director General of Religious Education Decree Number 2851 Of 2020

The skills program implemented at MAN 1 Ponorogo consists of:

- a) Animation Skills
- b) Software Engineering / Programmer skills
- c) Graphic Design Skills
- d) Multimedia Skills
- e) Fashion Management Skills
- f) Catering Skills

B. Exposure of Data Findings

1. Pre-Research Data Exposure

Before implementing the action, a pre-research study was carried out to obtain initial data regarding students' vocabulary mastery abilities during the learning process. The data obtained in this pre-research will be used as a

comparative study of how far vocabulary mastery and student learning outcomes are before and after the implementation of word association games activities.

The results of observations related to learning English, especially on vocabulary and assessment material carried out at the pre-research stage, can be described as follows:

a) The Result of Observation before Implementing Word Association Game

Pre-cycle observations conducted by researcher in class 11 IPA 2 during English vocabulary material with the English teacher which was conducted on Wednesday, March 15, 2023. The results of the observation are as follows:

Table 4.1. Observation Results of the Students' Circumstances in the Classroom during Pre-Cycle Vocabulary Material Learning

Numb.	Students	Indicator			Criteria
		A	B	C	
1	AAM	✓		✓	Adequate
2	AASE	✓		✓	Adequate
3	AWP	✓			Insufficient
4	ARAA	✓			Insufficient
5	AMKSD	✓		✓	Adequate
6	ADM	✓		✓	Adequate
7	ASA		✓	✓	Adequate

8	APK	Absence			-
9	AAK	✓	✓	✓	Good
10	AS		✓		Insufficient
11	AHW	✓			Insufficient
12	ASH		✓		Insufficient
13	AA	✓			Insufficient
14	BAN	✓	✓	✓	Good
15	DGUA	✓	✓	✓	Good
16	DRO	✓	✓	✓	Good
17	EMR	Absence			
18	FANF	✓	✓		Adequate
19	FAM	✓			Insufficient
20	HNM	✓			Insufficient
21	LRJP	✓		✓	Adequate
22	MAM	✓			Insufficient
23	M	✓			Insufficient
24	NJAU	✓		✓	Adequate
25	NS	✓		✓	Adequate
26	NM		✓		Insufficient
27	ORS		✓		Insufficient
28	RA	✓			Insufficient

29	SY	✓	✓	✓	Good
30	VKS	✓	✓	✓	Good
The total of each indicator		23	12	14	
Total number of students		28			

Description of indicators:

A : Students' attention during learning activities

B : Active participation students in learning activities

C : Feelings happy towards learning activities

Criteria description:⁵⁴

Good : 3

Adequate : 2

Insufficient : 1

Table 4.2. Percentage of Students in the Classroom during Pre-Cycle Vocabulary Learning

Criteria	Total number of students	Percentage
Good	6	21,42 %
Adequate	9	32,14 %
Insufficient	13	46,42 %

⁵⁴ Jalaludin, *Penelitian Tindakan Kelas (Prinsip dan Praktik Instrumen Pengumpulan Data)* (Jambi: Pustaka Media Guru, 2021.), 104.

Based on the observation table above, the condition of students during learning English vocabulary material at the pre-action stage can be explained that the percentage of students who are in the insufficient category is 46,42% with details of the total number of 13 students, the percentage of students who are in the adequate category is 32,14% with details of the total number of 9 students, and 21,42% of students who are in the good category. At the time of this pre-cycle observation, there were 2 students who were absent from school. Based on this data, it shows that the classroom situation during the learning process of English vocabulary material is not optimal. Therefore, it is necessary to use more interesting learning techniques.

b) The Result of Pre-Questionnaire

The pre-questionnaire was conducted to find out students' responses about how effective English learning was in class, especially in learning vocabulary before conducting word association games.

1) Responses from students regarding the effectiveness of the learning process

The results showed that 40% of students felt they did not agree with the statement "Learning English vocabulary material so far has been fun". 40% of other students feel strongly agree. While 20% of students feel strongly agree.

Furthermore, 47% of students agreed that they found it easy to understand English vocabulary material, 40% of other students

disagreed, and the remainder, 13% of students felt strongly agreed with this statement.

In the statement "The teaching techniques used by the teacher so far can overcome my difficulties in improving vocabulary mastery", 44% of students responded with disagree answers, 36% of students agreed, and 20% of students felt strongly agreed.

Furthermore, 44% of students disagreed with the statement "The teaching techniques used by English teachers so far can enrich my vocabulary", 44% of students agreed, and 12% of other students felt strongly agreed.

On another point, 54% of students agreed that students often did exercises on vocabulary material, 33% of students disagreed, and 13% felt strongly agreed.

Based on the data that has been obtained, it is concluded that the process of learning and teaching English vocabulary material is not effective enough by seeing that there are still many students who feel they do not agree with some of the statements.

2) The outcomes of the students' vocabulary learning activity

The results showed that 50% of students felt that they disagreed if they could answer questions given by the teacher well, 37% of students agreed, and 13% of other students already felt strongly agreed if they could answer well.

Furthermore, 66% of students agreed they got good grades on vocabulary material, 10% of students really agreed they were good, and 24% of students felt they did not agree with this statement.

Also, 60% of students disagree if they have mastered a lot of vocabulary, 30% of students agree, and 10% of students feel very agree if they master a lot of vocabulary.

Therefore, 50% of students somewhat disagreed that they could do the tasks related to vocabulary material easily. 37% of students agreed and 13% of students strongly agreed.

Based on the data above, it can be concluded that the outcomes of the learning process that has been carried out so far have not been fully maximized.

3) Solutions to overcome problems in mastering vocabulary

Data on the last point, showed that in the statement "So far, I often ask the English teacher if there are difficulties in teaching English vocabulary material", 56% of students disagree, 30% agree, and 14% of students strongly agree.

Based on the data above, it can be concluded that the solutions to overcome problems in mastering vocabulary that has been carried out so far have not been fully maximized.

c) The Result of Pre-Test

A pre-test was administered to students prior to the Words Association Game. The results of the pre-test conducted on Wednesday, March 15, 2023 in class 11 IPA 2 MAN 1 Ponorogo are as follows:

Table 4.3. Students' Vocabulary Pre-Test Results

Numb.	Students' Name	Score	Category
1	AAM	80	Complete
2	AASE	72	Incomplete
3	AWP	72	Incomplete
4	ARAA	60	Incomplete
5	AMKSD	64	Incomplete
6	ADM	68	Incomplete
7	ASA	76	Incomplete
8	APK	Absence	
9	AAK	68	Incomplete
10	AS	76	Complete
11	AHW	68	Incomplete
12	ASH	64	Incomplete
13	AA	60	Incomplete
14	BAN	64	Incomplete
15	DGUA	52	Incomplete
16	DRO	68	Incomplete
17	EMR	Absence	

18	FANF	76	Complete
19	FAM	68	Incomplete
20	HNM	76	Complete
21	LRJP	68	Incomplete
22	MAM	80	Complete
23	M	72	Incomplete
24	NJAU	68	Incomplete
25	NS	60	Incomplete
26	NM	60	Incomplete
27	ORS	64	Incomplete
28	RA	64	Incomplete
29	SY	80	Complete
30	VKS	76	Complete
Mean		68,71	
Completeness percentage		25 %	
Incompleteness percentage		75 %	

Notes:

Complete : Score > 75

Incomplete : Score < 75

PONOROGO

Based on the data table above, it can be concluded that the learning outcomes of 11 IPA 2 students in English lessons on vocabulary material during the pre-action stage had an average score of 68,71. The percentage

of students who are in the complete category is 25% with a total of 7 students. Meanwhile, the percentage of students who were in the unfinished category was 75% with a total of 23 students. This shows that more than half of the total number of students have not met the minimum completeness criteria in English vocabulary material. Therefore, it is necessary to take action to improve the achievement of student learning outcomes.

2. Research Data Exposure

a. Cycle I

The implementation of classroom action research in the first cycle is started from the planning stage, followed by the action, observation, and reflection stages. The learning material presented in the first cycle is the "Signal Words Used in Cause and Effect". The stages of cycle I are described as follows:

1) Planning

The action plans prepared in the first cycle are as follows:

- a) Preparing learning tools to be used include lesson plans (learning implementation plans) and handouts of English subject matter to be delivered.
- b) Develop a minimum completeness criteria sheet and evaluation test questions as an instrument for measuring student learning outcomes after the implementation of the learning process.
- c) Prepare student learning activity observation sheets.
- d) Prepare the tools needed for documentation.

2) Acting

After the planning stage is completed, the next step is to take action. The implementation of action in cycle I was carried out on Friday, March 17, 2023. The steps for implementing the action were divided into three activities, they were a warm-up, present, and practice and produce.

The activity started with a warm-up which lasted about 15 minutes. Beginning with praying together, then the researcher introduced himself to the students, checked the student attendance list, and briefly discussed the "Signal Words Used Cause and Effect" material from the LKS.

After warming-up, the activity continued with a present. The researcher introduced and shared explanation about an education game called word association games, its purposes, benefits, and rules. The researcher started the activities by conducting a trial. Five students were chosen and they were asked to go forward. The researcher gave a keyword. Considering that this game was conducted during the learning of the material "Signal Words Used in Cause and Effect". Furthermore, the keyword must be in the form of a sentence that students must put one of the signal words in cause and effect in it. In the trial session, the keyword is "Annisa is diligent". After that, the researcher explained to the students that they have to put one of signal word in cause and effect after the word "diligent". For example, the signal word is "so". Furthermore, after the students put the signal word, they should

continue the sentence using related words until the sentence becomes a complete structure. For example, “Annisa is diligent, so she got good grades”. After one sentence is constructed, the next students should continue to find sentence related to the sentence which have arranged by the first student. They should always remember to put signal word used in cause and effect.

The next activity was practice and produce which lasted about 70 minutes, teacher and students started conducting word association games. The methods are following:

- The teacher divides the students into 5 groups.
- The teacher gave the students a keyword related to the material (Signal Words Used in Cause and Effect) and write it on white board.
- Each group go forward and each member must write words related to the keyword on white board. There will be a timer to see how fast each group completes their task. The fastest group with correct answers will get a prize.
- The teacher and students simultaneously corrected their related word series.
- Teacher opened question and answer session.

The series of sentences produced by the students in the word association game activity with the keywords are underlined for cycle I are as follows:

Group 1

1. We have to study hard for maximum result.
2. For maximum result, as a result of obtained in earnest.
3. With earnestness, the goal will be achieved.

Group 2

1. We can't go out now because it's raining heavily outside.
2. Because it's raining heavily outside, it reduces visibility.
3. Heavy raining reduces visibility, so it can be dangerous while driving.

Group 3

1. The teacher punished him because of late for school.
2. Because of late for school, he's being punished by a teacher.

Group 4

1. It was her birthday so her mom made a cake.
2. Her mom made a cake because she has a cake shop.
3. She has a cake shop as her cake shop success.

Group 5

1. The flight was canceled because bad weather in the sky.
2. Bad weather shocks during flight as a result it was feared the plane.
3. It was feared the plane, so the plane would crash.

After conducting the major activity, word association game, the students evaluate by doing a post-test. The purpose of the post-test is to measure whether there is an increase or how much the students' ability to master vocabulary has improved after conducting the word association game.

3) Observing

Observations were carried out during the learning process (action stage) by observing each student using the observation sheet instrument that had been prepared. Filling in the observation sheet is done by giving a checklist (✓) on the observation sheet if there are students who have completed a certain indicator. The observation stage in this cycle was carried out with the aim of knowing student activity, student learning outcomes, and increasing students' vocabulary skills during the learning process using the word association game. The observation data in cycle I are as follows:

Table 4.4. Observation Results of the Students' Circumstances in the Classroom during Cycle I Vocabulary Material Learning

Numb.	Students	Indicator			Criteria
		A	B	C	
1	AAM	✓	✓	✓	Good
2	AASE	✓	✓	✓	Good
3	AWP		✓	✓	Adequate
4	ARAA	✓	✓	✓	Good
5	AMKSD	✓	✓	✓	Good
6	ADM	✓	✓		Adequate
7	ASA	✓	✓	✓	Good
8	APK		✓	✓	Adequate

9	AAK	✓	✓	✓	Good
10	AS	✓	✓	✓	Good
11	AHW	✓	✓		Adequate
12	ASH	✓	✓	✓	Good
13	AA	✓	✓	✓	Good
14	BAN	✓	✓	✓	Good
15	DGUA	✓	✓	✓	Good
16	DRO	✓	✓	✓	Good
17	EMR	✓	✓	✓	Good
18	FANF	✓	✓	✓	Good
19	FAM	✓	✓		Adequate
20	HNM	✓	✓	✓	Good
21	LRJP	✓	✓	✓	Good
22	MAM	✓	✓	✓	Good
23	M	✓	✓	✓	Good
24	NJAU	✓	✓	✓	Good
25	NS	✓	✓	✓	Good
26	NM	✓	✓		Adequate
27	ORS	✓	✓	✓	Good
28	RA	✓	✓		Adequate
29	SY	✓	✓	✓	Good

30	VKS	✓	✓	✓	Good
The number of each indicator		28	30	25	
Total number of students		30			

Description of indicator:

A : Students' attention during learning activities

B : Active participation students in learning activities

C : Feelings happy towards learning activities

Description of the criteria:⁵⁵

Good : 3

Adequate : 2

Insufficient : 1

Table 4.5. Percentage of Students' Circumstances in the Classroom during Vocabulary Learning in Cycle I

Criteria	Total number of students	Percentage
Good	23	76,67 %
Adequate	7	23,34 %
Insufficient	-	-

Based on the table of classroom observations in cycle I, it was found that the percentage of students in the insufficient category was 0%, the percentage of students in the adequate category was 23,34% with details of the total number of 7 students, and the percentage of

⁵⁵ Jalaludin, *Penelitian Tindakan Kelas (Prinsip dan Praktik Instrumen Pengumpulan Data)* (Jambi: Pustaka Media Guru, 2021.), 104.

students in the good category was 76,67% with details of the total number of 23 students.

Table 4.6. Students' Vocabulary Test Results in Cycle I

Numb.	Students	Score	Category
1	AAM	64	Incomplete
2	AASE	80	Complete
3	AWP	76	Complete
4	ARAA	80	Complete
5	AMKSD	68	Incomplete
6	ADM	68	Incomplete
7	ASA	80	Complete
8	APK	76	Complete
9	AAK	72	Incomplete
10	AS	76	Complete
11	AHW	76	Complete
12	ASH	76	Complete
13	AA	82	Complete
14	BAN	68	Incomplete
15	DGUA	84	Complete
16	DRO	80	Complete
17	EMR	80	Complete
18	FANF	92	Complete
19	FAM	92	Complete

20	HNM	76	Complete
21	LRJP	92	Complete
22	MAM	100	Complete
23	M	88	Complete
24	NJAU	76	Complete
25	NS	76	Complete
26	NM	84	Complete
27	ORS	68	Complete
28	RA	84	Complete
29	SY	72	Incomplete
30	VKS	68	Incomplete
Mean		76	
Completeness percentage		76,67 %	
Incompleteness percentage		23,34 %	

Notes:

Complete : Score > 75

Incomplete : Score < 75

Based on the data table of student learning outcomes in cycle I which the test was conducted on Wednesday, March 29, 2023, it is found that the average value (mean) achieved by students in cycle I is 76. The percentage of students who were in the complete category was 76,67% with a total of 23 students. Meanwhile, the percentage of

students who were in the incomplete category was 23,34% with a total of 7 students.

4) Reflecting

Based on the data obtained in the first cycle of class action research, the implementation of learning English using the words association game in class 11 IPA 2 MAN Ponorogo showed that student learning outcomes have increased compared to the pre-cycle. The increase in learning outcomes can be seen on the average student test score, which was previously 68,71 in the pre-cycle, increasing to 76 in cycle I. In other words, the average student learning outcomes from pre-cycle to cycle I increased by 7,29%.

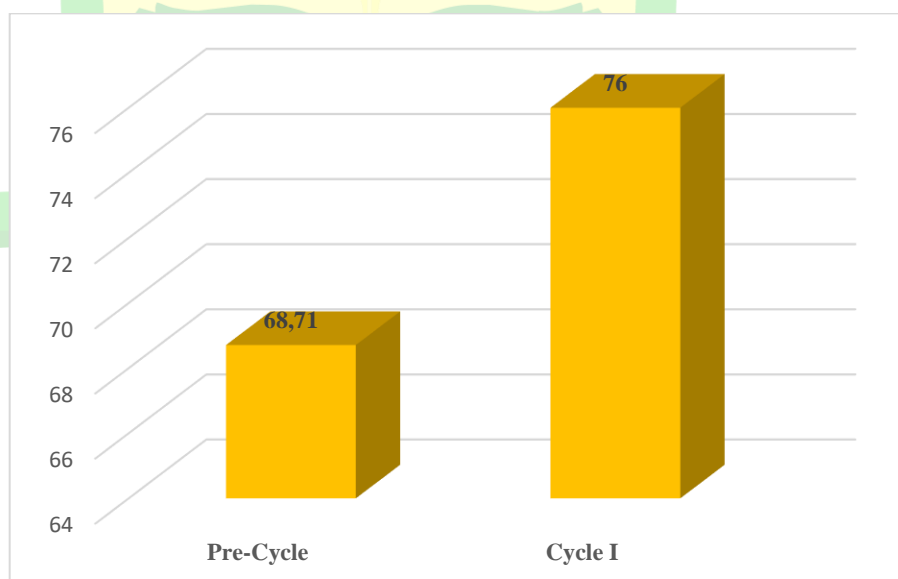


Figure 4.1. Diagram of Cycle I Reflection Results (Average Student Score)

Improvement also occurred in the state of students when participating in learning vocabulary material in class. Students with

good criteria which initially 21,42% increased to 76,67%. In other words, it increased 55,25%. Moreover, students who initially had insufficient criteria, after the implementation of the word association game they increased either to adequate criteria or even good criteria.

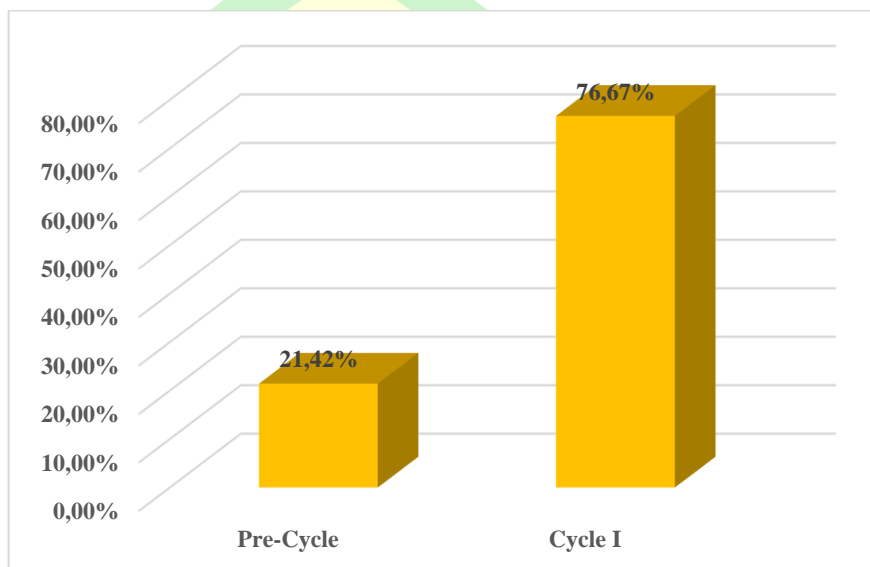


Figure 4.2. Diagram of Cycle I Reflection Results (Percentage of students' Circumstances in the Classroom during Vocabulary Learning in Cycle I)

Nevertheless, there were still shortcomings during the implementation of the action in cycle I. There was a lack of organized time management. In cycle I, each group was given time to gather with its members to discuss finding vocabularies related to keywords and then they had to write it on the board. As a result, the process of students writing on the board took a lot of time. The teacher then had to check whether their sentence structure was correct or still wrong. As a result, the students' post-test time was reduced. Therefore, it is necessary to conduct cycle II in order to make improvements.

b. Cycle II

The implementation of classroom action research in cycle II has the same stages as cycle I which started from the planning stage, followed by the action, observation, and reflection stages. The learning material presented in the first cycle is the "Signal Words Used in Cause and Effect". The stages of cycle II are described as follows:

1) Planning

Action planning in cycle II is aimed at correcting the weaknesses and deficiencies found in the reflection stage of cycle I. The planning steps in cycle II are almost the same as the planning stages in cycle I, the difference lied in the improvement in the lesson plan. The cycle II lesson plan is improved on the time management.

2) Action

After preparing planning and reflecting on the results of cycle I, the next step is to take action for cycle II. On Friday, March 31, 2023, cycle II actions ran. The steps for implementing the action were divided into three activities, they were a warm-up, present, and practice and produce.

The activity started with a warm-up which lasted about 15 minutes. Beginning with praying together, then the researcher introduced himself to the students, checked the student attendance list, and briefly discussed the " Cause and Effect – Signal Words Used in Cause and Effect " material from the LKS.

After warming-up, the activity continued with a present. The researcher reminded students about word association games, its purposes, benefits, and rules. In order to make the learning time in cycle II more effective than cycle I, the flow of the game in cycle II was different from cycle I, the researcher instructed the students to gather into their groups. The students were asked to find as many sentence structures as possible related to the keywords by also putting the keywords of cause and effect and writing them on paper which they then read out in front of the class.

The next activity was “practice and produce” which lasted about 75 minutes, teacher and students started conducting word association games. The methods were following:

- The teacher divided students into 5 groups (same group as cycle 1).
- The teacher gave students a keyword related to the material (Cause and Effect) which taken from LKS pages 28-29.
- Each group were gathering for some time to compose words related to the keywords.
- Each group came forward alternately and read loudly each of the results of the sentence structure in sequence by each member (The group that composed the most correct sentences will receive a reward.)
- The teacher and students simultaneously corrected their related word series.

- All students were given the opportunity to fill in the answers on their LKS
- The teacher opened question and answer session.

The series of sentences produced by the students in the word association games activity for cycle II are as follows:

Group 1

- I forget to bring my backpack to school, so I cannot collect homework.
- Because I cannot collect my homework, my daily value went drop.
- My daily value went drop. Therefore, it affects the value of my report card.
- My daily value affects my report card. As a result, it will influence the selection to enter college.

Group 2

- We didn't prepare well for the championship game, so we lose the championship.
- We lose the championship. As a result, we lack a compactness.
- We lack a compactness, so we feel sad.
- We feel sad. As a result, it looks disappointing.
- It looks disappointing, so we can learn from mistake.

Group 3

- I practiced before the basketball game. As a result, my team wins the game.
- My team wins the game, so we are happy.
- We are happy because we have many friends.

- We have many friends since joining the basketball tournament.
- We joining the basketball tournament because playing basketball is our hobby.

Group 4

- Shannon brought food for the potluck because she doesn't have enough money.
- She doesn't have enough money so she is looking for job.
- She is looking for job, so she was accepted by the company.
- She is accepted by the company owing to she is diligent.
- Due to she is diligent, she gets a high position.
- She gets a high position, so she gets the best employee award.
- She gets the best employee award. As a result, she gets big salary.
- Since she gets big salary, she can buy a private jet.
- She can buy a private jet, so she takes her family around the world.
- She takes her family around the world owing to her family become happy.

Group 5

- Because my friend forgot about my birthday, my friend didn't wish me happy birthday.
- My friend didn't wish me happy birthday, so I feel a bit disappointed.
- Due to I feel a bit disappointed, I am crying.
- I am crying because I wished my friend would give me a birthday surprise.

3) Observing

Observations were carried out during the learning process (action stage) by observing each student using the observation sheet instrument that had been prepared. Filling in the observation sheet is done by giving a checklist (✓) on the observation sheet if there are students who have completed a certain indicator. The observation stage in this cycle was carried out with the aim of knowing student activity, student learning outcomes, and increasing students' vocabulary skills during the learning process using the word association games. The observation data in cycle I are as follows:

Table 4.7. Observation Results of the Students' Circumstances in the Classroom during Cycle II Vocabulary Material Learning

Numb.	Students	Indicator			Criteria
		A	B	C	
1	AAM	✓	✓	✓	Good
2	AASE	✓	✓	✓	Good
3	AWP	✓	✓	✓	Good
4	ARAA	✓	✓	✓	Good
5	AMKSD	✓	✓		Adequate
6	ADM	✓	✓	✓	Good
7	ASA	✓	✓	✓	Good
8	APK	Absence			

9	AAK	✓	✓	✓	Good
10	AS	✓	✓	✓	Good
11	AHW	✓	✓	✓	Good
12	ASH	✓	✓		Adequate
13	AA	✓	✓	✓	Good
14	BAN	✓	✓	✓	Good
15	DGUA	✓	✓	✓	Good
16	DRO	Absence			
17	EMR	✓	✓	✓	Good
18	FANF	Absence			
19	FAM	Absence			
20	HNM	✓	✓	✓	Good
21	LRJP	✓	✓	✓	Good
22	MAM	✓	✓	✓	Good
23	M	✓	✓	✓	Good
24	NJAU	✓	✓	✓	Good
25	NS	✓		✓	Adequate
26	NM	✓	✓	✓	Good
27	ORS	Absence			
28	RA	✓	✓	✓	Good
29	SY	✓	✓	✓	Good

30	VKS	✓		✓	Adequate
The number of each indicator		25	20	21	
Total number of students		25			

Description of indicator:

A : Students' attention during learning activities

B : Active participation students in learning activities

C : Feelings happy towards learning activities

Description of the criteria:⁵⁶

Good : 3

Adequate : 2

Insufficient : 1

Table 4.8. Percentage of Students in the Classroom during Vocabulary Learning in Cycle II

Criteria	Total number of students	Percentage
Good	21	84 %
Adequate	4	16 %
Insufficient	-	-

Based on the table of classroom observations in cycle 2, it was found that the percentage of students in the insufficient category was 0%, the percentage of students in the adequate category was 16% with

⁵⁶ Jalaludin, *Penelitian Tindakan Kelas (Prinsip dan Praktik Instrumen Pengumpulan Data)* (Jambi: Pustaka Media Guru, 2021.), 104.

details of the total number of 4 students, and the percentage of students in the good category was 84% with details of the total number of 21 students.

Table 4.9. Students' Vocabulary Test Results in Cycle II

Numb.	Students	Score	Category
1	AAM	76	Complete
2	AASE	84	Complete
3	AWP	88	Complete
4	ARAA	72	Incomplete
5	AMKSD	76	Complete
6	ADM	76	Complete
7	ASA	96	Complete
8	APK	Absence	
9	AAK	80	Complete
10	AS	92	Complete
11	AHW	88	Complete
12	ASH	76	Complete
13	AA	88	Complete
14	BAN	96	Complete
15	DGUA	68	Incomplete
16	DRO	Absence	
17	EMR	84	Complete
18	FANF	Absence	

19	FAM	Absence	
20	HNM	100	Complete
21	LRJP	100	Complete
22	MAM	92	Complete
23	M	72	Incomplete
24	NJAU	92	Complete
25	NS	72	Incomplete
26	NM	68	Incomplete
27	ORS	Absence	
28	RA	88	Complete
29	SY	76	Complete
30	VKS	84	Complete
Mean		83,36	
Completeness percentage		80 %	
Incompleteness percentage		20 %	

Notes:

Complete : Score > 75

Incomplete : Score < 75

Based on the data table of student learning outcomes in cycle II which the test was conducted on Wednesday, April 5, 2023, it is found that the average value (mean) achieved by students in cycle II is 83,36. The percentage of students who were in the complete category was 80%

with a total of 20 students. Meanwhile, the percentage of students who were in the incomplete category was 20% with a total of 5 students.

Based on the significant increase of data in cycle II, therefore, the researcher asked the students to fill in the post-questionnaire. Post-questionnaire results present data about students' opinions and feelings after learning by conducting word association games. The results of the students' post-questionnaire are as follows.

a) Responses from students regarding the effectiveness of the learning process

The data showed that 75% of students agreed on the statement that learning English vocabulary material by conducting word association games was more fun. In fact, 20% of students strongly agree. However, 5% of students somewhat disagree with the statement.

65% of students agree on the statement "After participating in the learning process using word association games, it is easier for them to understand English vocabulary material." Moreover, 20% of the students strongly agreed. Nevertheless, 15% of the students somewhat disagreed with the statement.

65% of students agreed that the learning technique using word association games can overcome their difficulties in improving vocabulary skills. In addition, 15% of students strongly agreed. However, 15% of students somewhat disagree, and 5% of students disagree.

80% of students agree that the learning technique using word association games can enrich their vocabulary. And the remaining 20% strongly agreed.

On the statement "With such technique from the English teacher, the students often practice vocabulary material", 65% of students chose to agree. In fact, 10% strongly agreed. However, 25% of students chose somewhat disagree.

Based on the data above, it can be concluded that after conducting word association games, the learning process in the classroom became more effective and more efficient.

b) The outcomes of the students' vocabulary learning activity

60% of students agreed that after participating in the learning process using word association games, they could answer the questions given by the teacher well. Moreover, 5% of students strongly agree. However, 30% of students somewhat disagreed and the other 5% of students disagreed.

40% of students agreed that after participating in the word association games, they got good grades. 15% of students strongly agreed. However, 40% of the students somewhat disagreed. Unfortunately, another 5% of students disagreed.

65% of students agreed that they have now mastered more vocabulary than before. Another 20% of students strongly agree and 15% disagree somewhat.

70% of students agree that after participating in the learning process using word association games, they can do the tasks given by the teacher related to vocabulary material more easily. In fact, another 15% of students strongly agree. While another 15% somewhat disagree.

Based on the data above, it can be concluded that after conducting word association games, the average learning outcomes of the students have improved.

c) Solution of the problems in vocabulary

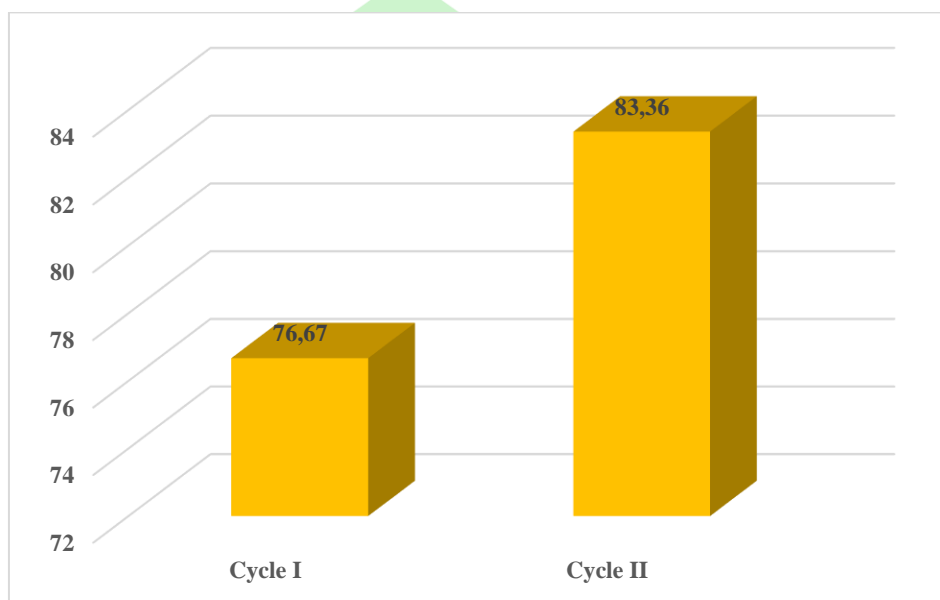
In the statement "After participating in learning using word association games, I more often ask the teacher for an explanation if there are difficulties during English lessons on vocabulary material." 25% of students chose strongly agree, 45% of students chose agree, and 30% of students chose somewhat disagree.

Based on the data above, it can be concluded that after conducting word association games, as a solution to overcome their difficulties in learning vocabulary, students ask the teacher more often in order to get reinforcement.

4) Reflecting

Based on the data obtained in the second cycle of class action research, the implementation of learning English using the words association game in class 11 IPA 2 MAN Ponorogo showed that student learning outcomes have increased compared to the cycle I. The increase

in learning outcomes can be seen on the average student test score, which was previously 76,67 in the cycle I, increasing to 83,36 in cycle II. In other words, the average student learning outcomes from cycle I to cycle II increased by 12,33 %.



**Figure 4.3. Diagram of cycle II reflection results
(Average Student Score)**

Improvement also occurred in the state of students when participating in learning vocabulary material in class. Students with good criteria which initially 76,67% increased to 84%. In other words, it increased 7,33%. Moreover, students who initially had insufficient criteria, after the implementation of the word association games, they increased either to adequate criteria or even good criteria.

P O N O R O G O

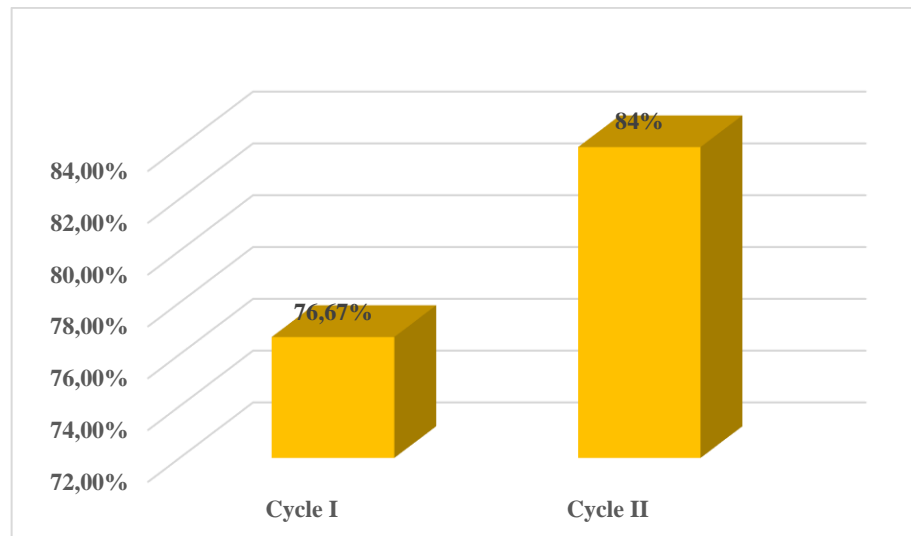


Figure 4.4. Diagram of cycle II reflection results (Percentage of Students' Circumstances in the Classroom during Vocabulary Learning in Cycle II)

Due to the activeness of learning and student learning outcomes have increased and have reached the success indicators of the research plus the time management in cycle II has also been successful. Thus, class action research on the implementation of learning using words association games as an effort to improve vocabulary skills and student learning outcomes in English 11 IPA 2 MAN 1 Ponorogo is sufficient in cycle II.

C. Discussion

The results of the study showed that through the application of the word association games technique in learning English vocabulary material in class 11 IPA 2 at MAN 1 Ponorogo presented satisfactory and satisfying outcomes. In accordance with the hypothesis expected by the researcher, the application of learning techniques using word association games can improve students' vocabulary mastery skills. This can be proven by the acquisition of data obtained

after each class action research action is carried out, which showed that in general there is an increase in student learning activeness at the end of each cycle. The increase can be seen in the comparison table of the percentage change from the pre-cycle to the following cycles.

1) Data of Questionnaire

The results of the questionnaire in this study can be analyzed in the following table.

Table 4.10. The Result of Questionnaire

Numb.	Statement	Students' Response								
		Pre-Questionnaire				Post-Questionnaire				
		SS	S	KS	TS	SS	S	KS	TS	
The effectiveness of the learning process										
1	According to the students, learning English vocabulary has been fun.	-	20%	40%	40%	20%	75%	5%	-	
2	So far, students easily understand English vocabulary lessons.	13%	47%	40%	-	20%	65%	15%	-	
3	The teaching technique used by teachers so far can overcome students' difficulties in improving vocabulary skills.	20%	36%	44%	-	20%	65%	10%	5%	
4	The teaching technique used by	22%	44%	44%	-	20%	80%	-	-	

	the English teacher so far can enrich the students' vocabulary.									
5	With such technique from the English teacher, the students often practice vocabulary material.	13%	54%	33%	-		10%	65%	25%	-
The outcomes of the students' vocabulary learning activity										
6	So far, during the English lesson, the students can answer the questions given by the English teacher well.	-	37%	50%	13%		5%	60%	30%	5%
7	So far, the students have gotten good grades in English vocabulary.	-	10%	66%	24%		15%	40%	40%	5%
8	Currently, the students have mastered a lot of vocabulary.	10%	30%	60%	-		20%	65%	15%	-
9	So far, the students can do the assignments related to vocabulary material given by the English teachers easily.	13%	37%	50%	-		15%	70%	15%	-

Solutions to overcome problems in mastering vocabulary										
10	So far, students often ask English teachers if there are difficulties during vocabulary lessons.	15%	30%	46%	-		24%	45%	40%	-

2) Data of Observation

The results of observations from pre-cycle to cycle II can be analyzed in the table below.

Table 4.11. The Comparison of the Students' Circumstances in the Class per Indicator each Cycle

Category	Pre-Cycle		Cycle I		Cycle II	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Good	6	21,42 %	23	76,67 %	21	84 %
Adequate	9	32,14 %	7	23,34 %	4	16 %
Insufficient	13	46,42 %	-	-	-	-

Based on table 4.11, it can be concluded that the comparison of the condition of students in the classroom when learning English vocabulary material for each cycle is always increasing. In the pre-cycle, students who belonged to the good category were 21,42%, then increased to 76,67% in cycle I, and increased again to 84% in cycle II.

The comparison of the improvement of student conditions in the classroom per indicator in each cycle can be analyzed in the following chart:

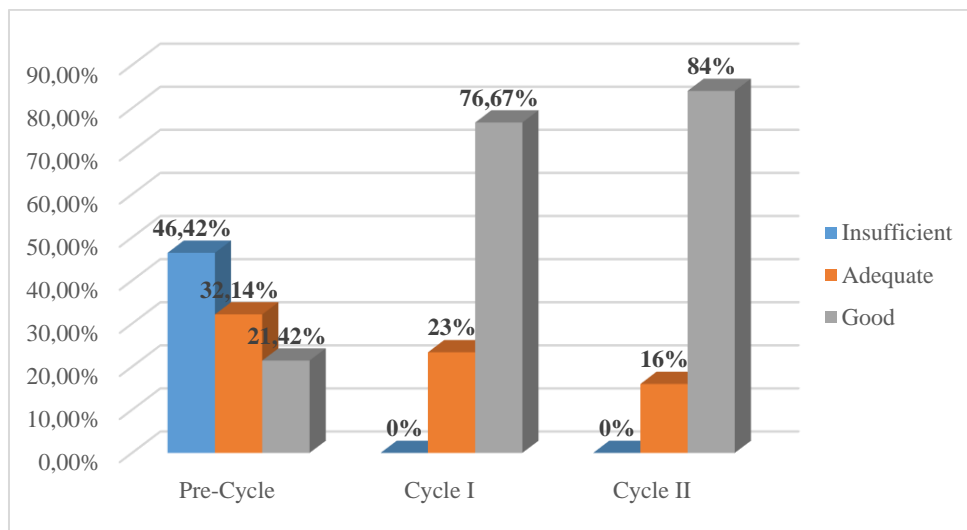


Figure 4.5. Diagram of the Improvement of Students' Circumstances in the Classroom per Indicator in each Cycle

3) Data of Test

The results of the test from the pre-test to the post-test can be analyzed in the table below.

Table 4.12. The Comparison of Percentage Mean of Students' Vocabulary Mastery in each Cycle

Pre-Cycle	Cycle I	Cycle II
68,71 %	76,67 %	83,36 %

Based on table 4.12, it can be noted that the average percentage of student learning outcomes in each cycle always increases. In the pre-cycle, the average percentage of students' vocabulary test scores was 68,71%, then experienced a significant increase in cycle I to 76,67%, then increased to 83,36% in cycle II. The comparison of the mean increase in student learning outcomes per indicator in each cycle can be analyzed in the following chart:

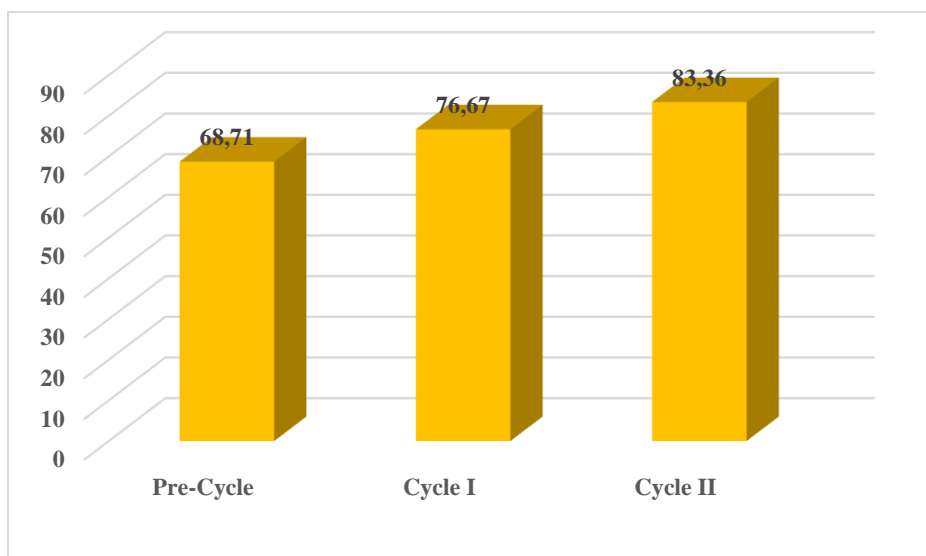


Figure 4.6. Diagram of the Comparison of the Mean each Cycle

The results of the test started from the pre-test to the post-test can also be analyzed based on the increase in the number of complete and incomplete students in the table below.

Table 4.13. The Comparison of Student Learning Outcomes per Category of each Cycle

Category	Pre-Cycle		Cycle I		Cycle II	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Complete	7	25 %	23	76,67 %	20	80 %
Incomplete	23	75 %	7	23,34 %	5	20 %

Furthermore, based on the overall data on student learning outcomes in each cycle above, it can be presented in the form of a chart as follows:

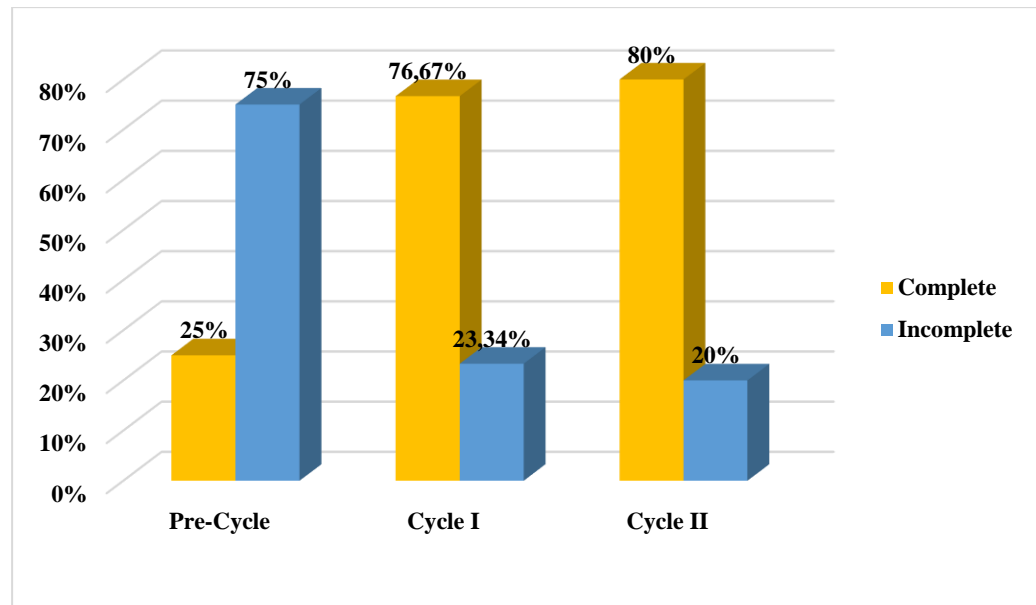
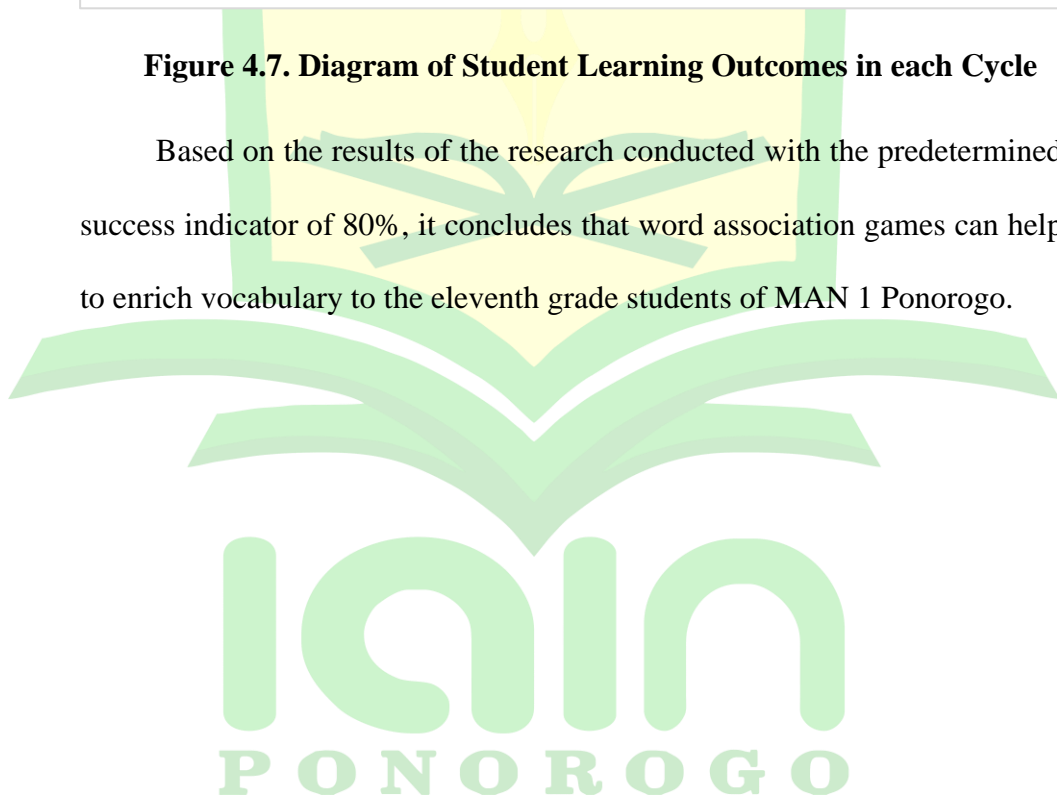


Figure 4.7. Diagram of Student Learning Outcomes in each Cycle

Based on the results of the research conducted with the predetermined success indicator of 80%, it concludes that word association games can help to enrich vocabulary to the eleventh grade students of MAN 1 Ponorogo.



CHAPTER V

CLOSING

A. Conclusion

Based on the class action research that has been conducted at class 11 IPA 2 MAN 1 Ponorogo on English subjects, it can be concluded that word association games can help the students of class 11 IPA 2 improve their vocabulary mastery ability. It can be proven in the acquisition of student averages. At the pre-cycle stage, the average percentage of students' vocabulary material score was 68,71%, then increased in cycle I to 76,67%, increased again to 83,36% in cycle II. Furthermore, it can also be recognized from the results of classroom observations. Based on three observation indicators; (1) Student's attention during learning activities, (2) Active participation of students in learning activities, (3) Feelings happy towards learning. In the pre-cycle, students who were in the good category were 21,42% then increased in cycle I to 76,67%. Furthermore, it increased again in cycle II to 84%.

The improvement can also be analyzed from the questionnaire results. Before the word association games were conducted, the students' "strongly agree" response to the effectiveness of the learning process totaled 68%. After the conduction, the total became 90%. The students' "strongly agree" response to the outcomes of the students' vocabulary learning activity before word association games were conducted totaled 23%. After the conduction, it became 55%. Students' "strongly agree" response to the solutions to overcome problems

in mastering vocabulary before word association games was conducted totaled 15%. After conducting, the total was 24%.

Furthermore, it can also be analyzed from the number of completeness of student learning outcomes in each cycle. In the pre-cycle, students who were in the complete category amounted to 7 students with a percentage of 25% from the total number of students (28 students), then experienced a significant increase in cycle I to 23 students with a percentage of 76,67% from the total number of students (30 students), followed by an increase in the II cycle to 20 students from the total number of students (25 students) with a percentage of 80%.

B. Recommendations

1. For the school, the researcher hope that stakeholders of the school routinely hold trainings to develop and improve the ability of teachers in the implementation of the English learning process in the classroom. It is better if stakeholders of the school always motivate teachers to develop and innovate in the English learning process, so that English teaching and learning activities become a meaningful process and experience for students.
2. For English teachers, the researcher hope that teachers always apply creative, innovative, and fun learning strategies for students, so that teaching and learning activities become a meaningful process. Through meaningful experiences, so the learning materials will remain in students' memory.
3. For students, keep up the enthusiasm in learning English, make the learning process in the classroom a meaningful experience, always be active and

confident to ask questions and express opinions, study hard in order to be able to implement what has been learned. Therefore, you can become a useful person for a wider community.

4. For future researchers, there are still many things that can be developed and optimized through learning methods using vocabulary games. There are also many shortcomings in this research that must be corrected. Make this research as a reference to make developments in future studies.



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