

**STUDENTS' ERROR IN PRONOUNCING THE WORDS
CONTAINING SILENT LETTERS**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements For the
Degree of Sarjana Pendidikan (S.Pd) English Education Program*

By:

RIEN FAUZIAH NOOR SARAGIH

NPM: 0802050067



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**FACULTY OF TEACHER TRAINING AND EDUCATION
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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

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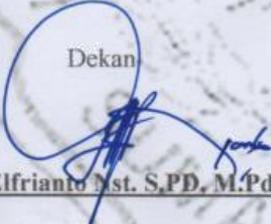
Nama : Rien Fauziah Noor Saragih
NPM : 0802050067
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Increasing Students' Vocabulary through "Simon Says" Game to the 7th Grade SMP Satria Mandiri Bandar Tongah
Diterima tanggal : 02 Oktober 2012

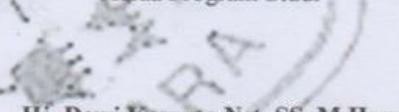
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Ketua Program Studi


Elfrianto Nst. S.Pd, M.Pd


Hj. Dewi Kesuma Nst, SS, M.Hum

Pembimbing I

Pembimbing II

Prof. Amrin Saragih, Ph.D

Bambang Panca S, S.Pd, M.Hum

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Rien Fauziah Noor Saragih
N.P.M : 0802050067
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Increasing Students' Vocabulary Through "Simon Says" Game to the
7th Grade SMP Satria Mandiri Bandar Tengah

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Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Fuziah Noor, Rien :Increasing Students' Vocabulary through "Simon Says", Game to the 7th Grade of SMP Satria Mandiri Bandar Tongah. Skripsi English Department of the Teacher Training and Education University of Muhammadiyah North Sumatera.

The research was carried out to find out " Increasing Students' Vocabulary through "Simon Says" Game to the 7th grade of SMP Satria Mandiri Bandar Tongah. The population was the 2012/2013 second year students of SMP Satria Mandiri Bandar Tongah, which consisted of 36 students' of one classes. From the population all of students' were used as the sample of the study. The instrument is multiple choice test and the test consisted of 25 items. Learning with used media or game very efficiently to increasing students' vocabulary. There was an improvement of the students' vocabulary achievement through media. The mean increased from 46.7 to 78. The percentage of the students' achievement was about 91.6%. The score was increasing after used Media.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Learning vocabulary of foreign language is very important. Without learning the basic vocabulary of foreign language, no one will be successful in that language. If we can use the basic vocabulary and realize its function, we have learnt it for comprehensible communication. Vocabulary is an essential one for students as their first step to go on studying English. Vocabulary is important because words carry the content of what we want to say. The more words we know the more we are able to communicate and we can say a lot with words.

To develop students' language skills in reading, listening, speaking, and writing, the learners must master vocabulary. The mastery of vocabulary is needed by each language skill. The mastery of vocabulary can not sometimes be reached optimally. In reading, for instance, the students will get difficulties in comprehending the text if they do not know the words in the text. Similarly in speaking, they will have the same problem if they have only few vocabularies. Spear (2009:97) states that "a lack of vocabulary is indeed a significant obstacle to good reading comprehension, and so acquiring a stock of new vocabulary words is crucial if you hope to become a better reader." In other words if the students want to have good English, they have to improve their vocabulary achievement because

learning new words is a long live activity even for people who has finished their study.

Furthermore, the linguist Wilkins in Thornbury's book (2002: 13) summed up the importance of learning vocabulary through this statement "if you spend most of your time studying grammar your English will not improve very much. You will see most improvement if you learn more words and expressions. Thonbury's statement (2002:13) shows that vocabulary is very important for students in learning English. But, in fact, the main problem in teaching English in school is the less of the students motivation in English because of their weakness to use the vocabulary. Students however, always get much trouble to achieve a great success in learning the skills. Yasin (1993:57) pointed out fact of unsuccessful achievement of learning English: one of them is a very low matery of vocabulary.

Based on the researcher's experience while doing PPL (Teaching Learning Program) it was found that most of the students have minimum vocabulary in English because some teacher thought that teaching vocabulary items can be done in the same way from time to time for every level. Almost all the teachers give list of vocabulary item then the students had to memorize it. As a result, the students will memorize limited vocabulary items. Finally this memorizing technique is not efficient and effective for the student develop their vocabulary. Hasmawaty (2002) was conducting a research to know the vocabulary level of junior high school students in Indonesia. It was found that before the treatment was given, there were 8 (23.53%) out for 34 students in fairly good

classification, 12 (35.29%) of the students were in poor classification. It can be concluded that before the treatment, the students' knowledge was low about vocabulary.

Based on the above problem, the teachers should find the best of the effective technique to teach English vocabulary. Media as teaching aids are needed to help the students' understanding in vocabulary. It is also used to stimulate the students' motivation and students' interest in the lesson. For this purpose, teaching vocabulary by using a game, especially the Simon Say game, can motivate the students and make them interested in learning English. Teaching vocabulary by using the Simon Say game is enjoyable, not boring, and helps students in learning vocabulary. The Simon Say game is one of the games which will be thought of by the student for the purpose of increasing their vocabularies. So, based on the reasons above, it is decided to conduct a research on "Increasing Students' Vocabulary Through Simon Say game".

B. The Identification of Study

The problems of the research are the identification as follows:

1. The students' understanding through the Simon Say game in learning vocabulary.
2. The students' difficulties in learning vocabulary.

C. The Scope and Limitation

This study is limited to the analysis of using Simon say game to increase student's vocabulary in the 7th grade students of SMP sATR. The test form Wia Mandiri Bandar Tongah was given is vocabulary test in multiple choice test.

D. The Formulation of the Study

Based on the background of study, this research problem is formulate as the following: "does the use of Simon say game significantly increase the students vocabulary?"

E. The Objective of the Study

The objective of the study is aimed in investigating whether the using of Simon say game increase the student's vocabulary.

F. The Significance of the Study

The result of this study are expected to be useful for

1. English teachers to solve the problem of teaching vocabulary to Junior High School students by using Simon say game so that they can increase the process of teaching learning effectively.
2. Students to increase their confidence in using English, because they have plentiful of vocabulary.
3. Other researchers as information about the contribution of using Simon say game in teaching vocabulary for Junior High School students.

CHAPTER II

REVIEW TO RELATED LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts that have relation in this research the related of this study are as the following:

1. Vocabulary

Language is used to communicate ideas experiences. We can express our ideas or experiences if we have known the vocabulary of language, it is impossible for us to make a conversation without the mastering the vocabulary of language. A vocabulary is defined as all the words known and used by a particular person do not constitute all the word (<http://en.wikioedia.org/wiki/vocabulary>).

Vocabulary is the wealth of words which possessed by a speaker, a writer, and listener or possessed by a certain language. Hornby (1989:1025) defined that “vocabulary is the total number of words that make up language. According to oxford English Dictionary (1989:721) vocabulary means a collection or list word with brief explanation of their meanings or the range of a language of particular person, class, profession or the like. One’s intelligence can be measured by the variety of word one used. According to Napa (1991:6), people exchange their thoughts and ideas by using words because words are the sign or symbols for ideas and thoughts. They can Vocabularies are so needed when someone want to say something, it is so crucial because without grammar, he/she still can speak.

But without vocabularies nothing to speak. Vocabulary is commonly defined as "all the words known and used by a particular person". *Knowing* a word, however, is not as simple as simply being able to recognize or use it. There are several aspects of word knowledge which are used to measure word knowledge.

1.1 Productive and receptive

The first major distinction that must be made when evaluating word knowledge is whether the knowledge is productive (also called active) or receptive (also called passive) and even within those opposing categories, there is oftentimes no clear distinction. Words that are generally understood when heard or read or seen constitute a person's receptive vocabulary. These words may range from well known to barely known (see [degree of knowledge](#) below). In most cases, a person's receptive vocabulary is the larger of the two. For example, although a young child may not yet be able to speak, write, or sign, he or she may be able to follow simple commands and appear to understand a good portion of the language to which he or she is exposed. In this case, the child's receptive vocabulary is likely tens, if not hundreds of words but his or her active vocabulary is zero. When that child learns to speak or sign, however, the child's active vocabulary begins to increase. It is possible for the productive vocabulary to be larger than the receptive vocabulary, for example in a second-language learner who has learned words through study rather than exposure, and can produce them, but has difficulty recognizing them in conversation. Productive vocabulary, therefore, generally refers to words which can be produced within an appropriate context and match the intended meaning of the speaker or signer. As with

receptive vocabulary, however, there are many degrees at which a particular word may be considered part of an active vocabulary. Knowing how to pronounce, sign, or write a word does not necessarily mean that the word has been used to correctly or accurately reflect the intended message of the utterance, but it does reflect a minimal amount of productive knowledge. A **defining vocabulary** is a list of words used by lexicographers to write dictionary definitions. The underlying principle goes back to [Samuel Johnson](#)'s notion that words should be defined using 'terms less abstruse than that which is to be explained, and a defining vocabulary provides the lexicographer with a restricted list of high-frequency words which can be used for producing simple definitions of any word in the dictionary. Defining vocabularies are especially common in English *monolingual learner's dictionaries*. The first such dictionary to use a defining vocabulary was the *New Method English Dictionary* by [Michael West](#) and James Endicott (published in 1935), a small dictionary written using a defining vocabulary of just 1490 words. When the *Longman Dictionary of Contemporary English* was first published in 1978, its most striking feature was its use of a 2000-word defining vocabulary based on [Michael West's General Service List](#), and since then defining vocabularies have become a standard component of *monolingual learner's dictionaries* for English and for other languages. Broadly defined, vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in

reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write (Kamil & Hiebert, in press). Adding further complexity, in education, the word *vocabulary* is used with varying meanings. For example, for beginning reading teachers, the word might be synonymous with “sight vocabulary,” by which they mean a set of the most common words in English that young students need to be able to recognize quickly as they see them in print. However, for teachers of upper elementary and secondary school students, *vocabulary* usually means the “hard” words that students encounter in content area textbook and literature selections. For purposes of this booklet, we define vocabulary as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. More specifically, we use *vocabulary* to refer to the kind of words that students must know to read increasingly demanding text with comprehension. We begin by looking closely at why developing this kind of vocabulary is important to reading comprehension.

1.1.The importance of vocabulary

Without grammar very little can be conveyed, without vocabulary nothing conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning.

While Dellar H and Hocking D (in Thornbury, 2002:13) say that you will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words. So a person may be judged by others based on their vocabulary. One of the most persistent findings in reading research is that the extent of students' vocabulary knowledge relates strongly to their reading comprehension and overall academic success (see Baumann, Kame'enui, & Ash, 2003; Becker, 1977; Davis, 1942; Whipple, 1925). This relationship seems logical; to get meaning from what they read, students need both a great many words in their vocabularies and the ability to use various strategies to establish the meanings of new words when they encounter them. Young students who don't have large vocabularies or effective word-learning strategies often struggle to achieve comprehension. Their bad experiences with reading set in motion a cycle of frustration and failure that continues throughout their schooling (Hart & Risley, 2003; Snow, Barnes, Chandler, Goodman, & Hemphill, 2000; White, Graves, & Slater, 1990). Because these students don't have sufficient word knowledge to understand what they read, they typically avoid reading. Because they don't read very much, they don't have the opportunity to see and learn very many new words. This sets in motion the well

known “Matthew Effects,” Stanovich’s (1986) application of Matthew, 25:29– “the rich get richer and the poor get poorer.” In terms of vocabulary development, good readers read more, become better readers, and learn more words; poor readers read less, become poorer readers, and learn fewer words. This particular relationship between vocabulary knowledge and reading comprehension seems clear. But vocabulary knowledge contributes to reading success in other important ways that are perhaps less obvious. For beginning readers, evidence indicates a link between word knowledge and phonological awareness. Young children who have a large number of words in their oral vocabularies may more easily analyze the representation of the individual sounds of those words (see Goswami, 2001; Metsala & Walley, 1998). In addition, vocabulary knowledge helps beginning readers decode, or map spoken sounds to words in print. If children have the printed words in their oral vocabulary, they can more easily and quickly sound out, read, and understand them, as well as comprehend what they are reading. If the words are not in children’s oral vocabulary, they have trouble reading the words and their comprehension is hindered (National Reading Panel, 2000). Thus, an extensive vocabulary is the bridge between the word-level processes of phonics and the cognitive processes of comprehension (Kamil & Hiebert, in press). The issue to address next, then, is just how many words do students need to know so as to read with comprehension? This is exactly what constitutes an “extensive” vocabulary.

1.2.Types of vocabulary

1. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it concludes the other three.

2. Listening vocabulary

A person's writing vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by a context and tone of voice.

3. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its users.

4. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse though slight and unintentional may be compensated by facial expression, tone voice, or hand gestures.

Vocabulary has several types. Jhon Hayeraft (1978:44) divides vocabulary in two types, namely :

1. Active vocabulary

Active vocabulary is the words which the student understanding, can pronounce correctly and use constructively in speaking and writing.

2. Passive vocabulary

Passive vocabulary is the words which the students recognizes and understands when they occur in a context, but which he or she cannot produce correctly himself or herself.

Vocabulary is very useful for anyone who is studying a foreign language. If someone has a very large vocabulary, he will speak English well and vice versa.

Researcher will focus on applying active vocabulary in doing research. Because teaching vocabulary by using Simon say game make students able to use and communicate it in speaking and writing in their life.

1.3. The Principles of Teaching vocabulary

According to Wallace as quoted in Napitupulu (2008:14), there are nine principle of teaching and learning vocabulary.

1. Aims

Firstly, the speaker has to be clear about his or her aims to teaching vocabulary. Unless the teacher is clear on this point, it will be difficult. To asses how successful or otherwise the vocabulary learning has been. Briefly, it should be clear what the teacher teaches and what students learn.

2. Quantity

After deciding the aims in learning vocabulary, the teacher has to consider the quality of vocabulary which will be learnt by students. How many new words in a lesson the learners can learn? Clearly, the actual number will depend on a number of factors varying from class to class and learner to learner. There are too many new words, the learner may become confused, discouraged and frustrated.

3. Need

Teacher creates a certain situation. They have to communicate and get the words they need. The teacher is an informant. The vocabulary is present based on the student's own need and interest. Then, they will remember it.

4. Frequent Exposure and Repetition

We cannot remember a new word simply learning it once. There has to be a certain amount of repetition until there is evidence that the student has learnt the target words. A vocabulary must be used often as possible.

5. Meaningful Presentation

As well as the form of the word, the learner must have a clear and specific understanding of what the word refers to, although the meaning involves many other things as well. This requirement means that the words which are presented by the teacher have perfect, clear and unambiguous denotation.

6. Presentation in Context

Words must be related to the context. It is line with how well the users know to whom, where, they speak. Students should learn words in the appropriately context.

7. Situation Presentation

Teacher has to teach vocabulary base on the situation. It means that students should learn words in the situation in which they are appropriately used.

8. Learning in mother tongue and in target language

It is very different way to learn vocabulary in the mother tongue with or in target language. The teacher must provide both of types of teaching. Thus, students will know the word in the source language or in the target language.

9. Inference procedure in vocabulary learning

It is impossible for the students to master all vocabularies of the certain language. They may look up dictionary without understanding all the meaning. By making inference from the concept or guessing the meaning from the context, the students can understand the word.

There are four steps of teaching vocabulary, namely :

1. Introducing

Teacher introduces some new words with correct and clear pronunciation by using flash card, picture or realia.

2. Modeling

Teacher gives the examples by acting as the model in putting the words into context, such as making simple sentences.

3. Practicing

Teacher invite students t practice the words by imitating teacher.

4. Applying

Teacher helps the students to apply the words in appropriate context. Those steps will help students to comprehend the words meaning and function. Teacher should determine these in order to take them easier to increase their vocabulary mastery. Beside that, teachers also should determine the appropriate words to be given to them. Those should relate to their surrounding world because the student do not like learn about things unfamiliar to them.

2. The Students Enrichment in Vocabulary

Evaluation of students enrichment is necessary. Teaching must give scores to the students work in order to know success in teaching and the students enrichment in learning. The goal of evaluation is not only to know the students achievement but also the development and the progress of the students.

According to Crow (1987: 374) “Evaluation of pupils” progress is major aspect of the teachers“ job”. The use of a words association exercise is progressing

is fundamental of affective teaching by teacher and affective learning by the students.

Based on the definition, it can be concluded that the evaluation conducted at school is meant to evaluate the students progress and development in mastering the knowledge skill, attitude and value. However, the evaluation can motivate learning because:

1. The students who get good scores will be motivated to study hard.
2. The students who get lower scores will realize their weakness and in the end they will try to develop their achievement better than before.

The teacher must consider how the evaluation can be motivate the students study hard, as the following:

1. Education lasts continually and does the evaluation. The enrichment got at the time should be connected with the time before or in the present.
2. Evaluation should be done objectively. So, like or dislike is not available in the process but should be down objectively.

In teaching vocabulary, the teachers' role to raise-up their students' motivation is very important. The teachers' skill can also influence the students' in developing their ability whether in writing, reading, listening or speaking.

To increase students' ability in learning English they must be given a variation in teaching especially in vocabulary. Teaching vocabulary by using Simon say game can increase their knowledge about word building, and another reason is teaching vocabulary by using Simon say game can avoid the students from bored and make the students' interest to study English.

3. Simon Say Game

Simon say game is a game that is used as a learning aid. Everyone believes, teaching process through a game will give a fun. Wikipedia (2007: 1) in its article retrieved from the internet said "a game is a recreational activity involving one or more players". This can be defining by:

- a. A goal that the players try to reach
- b. Some set of rules that determine what the players can or cannot do.

Game is played primarily for entertainment or enjoyment, but may also serve an education.

Game is one of many teaching strategies can be engaged to foreign language learners, it is believed that it can give an elements of fun to learners. It has been the reason why I have been motivated to present a teaching strategy which involves game as media of teaching on vocabulary to young learners.

Simon say game is a game for three or more players where one player takes the role of „simon and issues instruction (usually physical action such as jump in the air or stick out your tongue) to others players.

Simon say originated from latin, the latin version was “ Cicero dicit fac hoc” meaning “ Cicero says do this”.

Simon says is a children`s game in which all players must imitated only those movements and commands of a leader that are preceded by the words “simon says” ([http://en.wikipedia.org/encyclopedia/simon say game](http://en.wikipedia.org/encyclopedia/simon_say_game))

The simple game of Simon Says is not only fun, but it is a good exercise in listening. Children are notorious for hearing what they want to hear. This game rewards cardinal virtues of patience and understanding as many other games do not.

To begin the game, use a convenient line on the floor or on the grass and have the players line up behind it. Have an adult or child with mature sensibilities be "Simon". Simon stands a good distance from the line, at least ten feet, but no greater than forty. Simon makes commands for the players to move forward a certain distance or to perform some act, for example "hop twice". If the command is preceded by "Simon Says" then the players may do as directed. If the command is **not** preceded by the statement then anyone obeying it is sent back to the starting line. The first player to reach a line upon which Simon is standing is the winner.

www.holidaycook.com/party-games/simon-says.shtml

3.1 The advantages of using Simon Say game in classroom

1. This game never make students“ bored to learn English.
2. Simon say game make the learner eager to come for their next class.
3. Simon say game is welcomed break from the usual retinue of language class.
4. Simon say game encourage students to interact and communicate.
5. Simon say game make the classroom atmosphere much more supportive for learners.
6. Simon say game help students get involved in the activity it self.
7. Simon say game provide language practice in the various skill: speaking, listening, writing, and reading.

B. Conceptual framework

Vocabulary is one of the most important things in language acquisition, whatever the language is needed. The theory and medium in teaching learning vocabulary, it will influence the others system of basic skills. Such as: listening, speaking, reading, and writing skills. Students“ can learn quickly about new words or vocabularies by using media. They can understand the meaning of the words directly and stand longer. Simon say game is one of game to teaching vocabulary. Teaching vocabularies by using simon say game is needed to help the students

understanding and to increase the effectiveness in vocabulary. It is also use to stimulate the students motivation and students interest to the lesson. To apply simon say game may be build up the student's ability vocabulary. In circumstance where the students used limited facilities, limited resources, the researcher will give the spirits to the teachers and the students. That the reason, why the researcher eager to analyze the student's vocabulary by using simon say game to a students achievement. And finally, the researcher hopefully give positive influenced and there is no reason to stop the study.

C. Hypothesis

Based on the review of the literature above and conceptual framework, hypotheis is formulate as follows:

Ha : there is significance effect of the simon say game to student's increasing in vocabulary.

Ho : there is no significance effect of the simon say game to student's increase in vocabulary.

CHAPTER III

RESEARCH METHODH

A. Location

The research was conducted at SMP Satria Mandiri Bandar Tongah Kecamatan Bandar Huluan Kabupaten Simalungun. Academic years 2011-2012, 7th grade in Junior High School. The location was chosen by researcher because it was possible to do this research in term of accessibility and comfortable, and the same research has never been done in the school.

B. Population and Sample

According Arikunto (2000: 130), “population as all subject”. If one wants to research all elements in this research area, then the research is called population of the research.

Population is all the research object that consist of data that have certain common characteristic in the research. The population of this research is 55 students, and sample 100% take from the population.

Sample is part of population that becomes the research source that consider as a presentation from the population. According Arikunto (200:12) “if the subject of the population is less then 100 people, so it is better to take all the

population and if the population is more than 100 people, so it is better to take 10-15% or 20-25%.

Based on the quotation, the researcher take all the students of VII as the sample.

Table 3.2

Population and Sample

No.	Class	Population	Sample
1.	VII A	36	36
Total		36	36

C. Method of Research

This research was conducted by applying classroom action research. According to Harmer (2003:334), “action research is the name given to series of procedures teachers could engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and/or appropriacy of certain activities and procedures”. This research was applied by using the experimental design, pre-test will be done.

D. The Instrument of the Research

The instrument for collecting data in this research is test. The students was given question test (25 items). The test is constructed in the form of multiple choice test.

Reason for choosing the objective test is based on Gronlund (1981-178) clarifies the advantages of carrying out the objective test as: “ multiple choice test format has two major advantage for course such as test is designed to measure the recall understanding and applying of specific concepts, or principle; because the students can answer a large number of such question in a short time, a large sample of items can be incorporated into the test”.

E. The Procedure of Research

The procedure of research was divided into three components. They are pre-test, treatment and post-test.

1. Pre – test

Pre-test is given to the class before giving the treatment or teaching presentation. It is meant to find out the homogeneity of the sample. It is done by hoping that the result of the test can be concluded that the students are homogenous.

In the pre-test, the students was asked to answer some question based on their understanding about vocabulary. It is before they are taught about vocabulary. Then when the time is over, the answer sheet should be collected. The test will be given students.

2. Treatment

In teaching vocabulary to the students, different treatment is used. The first time, researcher give list of vocabulary items then the students have to memorize it. After that teaching vocabulary is given the treatment by using simon say games.

The teaching procedure:

- a. Ask the student to stand up. And then the students has mention a world related to the topic about “ part of body”.
- b. The teacher start saying any name of body, for example “ simon say up your right hand”. Then all student will up their right hand and the others.
- c. So simon says time is their opportunity to think. Words need not be of two syllables. Any contributions can be accepted.
- d. Another example, the teacher give some pictures about Animals. Then teacher say “ simon says put the picture of Tiger” . then all students put the picture. Etc.

- e. The teachers can make the variation in game such as; may think two verbs for example adjective and adverb, name of person and the job, fruit and color, etc.
- f. The teacher can stop the game when students can not mention any related words.

Possible categories : animals, part of body, name of job, fruits, food, colors.

3. Post test

After conducting the treatment, a post test is given the students. The post test function“s is get mean scores of samples. It is applied to know the student“s vocabulary enrichment in the class.

F. Technique of Data Analysis

This study was using qualitative and quantitative data. The qualitative data is used to describe the situation during the teaching and learning process. The qualitative data is analyzed from the interview sheet, observation sheet, and diary notes to describe the increasing of the students in vocabulary (teaching vocabulary by using simon say game). Meanwhile, the quantitative data are collected and analyzed by computing the score of vocabulary test.

To know the mean of the students score in cycle, the researcher apply the following formula:

—

Where : \bar{X} : the mean of the students

$\sum x$: the total score

N : the number of the students

Next, to categorize the number of students who are competent on vocabulary, the following formula is applied:

$$P = \frac{R}{T} \times 100$$

Where ; P = the percentage of the students who get the point 70

R = the number of students who get point up to 70

T = the total number of students

G. Scoring of Vocabulary

In scoring the vocabulary test, the researcher will use score ranging from 0-100 by accounting the correct answer. The correct answer and applying this formula :

$$S = \frac{A}{T} \times 100$$

Where :

S = the score of the test

R = the number of correct answer

N = the number of the test items

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

This research had been conducted by administrating two cycles and six meeting. There were two topics and each topic consisted of three meetings. Before doing the cycles, the teacher gave the vocabulary test to the students, namely, the pretest. So, totally there were seven meeting in this research . this research analysis were taken from the observation and the result which had been done in the last of each cycle by Simon Says Game.

The research was conducted only in one class which consisted 36 students. The result were quantitative and qualitative.

1. The quantitative data

The quantitative data were taken from the result which out in two cycles and six meeting. This research was conducted by Simon Says Game cycles. The test was given to the students at the end each the cycle. It mean that there were two vocabulary tests within two cycles and also one pre test score which was taken in the first meeting. The result of Students vocabulary scores can be seen in the following table.

TABLE 4.1 : The Student's Score During Two Cycles

NO	Initial Name Of Students	Pre-Test	Post-test of cycle I	Post test of Cycles II
1	AR	40	70	75
2	AS	45	70	85
3	AP	60	75	85

4	ANS	60	70	80
5	BPD	55	70	80
6	BA	60	75	85
7	CS	60	65	70
8	DH	65	70	80
9	DYP	60	65	80
10	EP	60	70	90
11	ES	30	45	80
12	FH	55	65	80
13	FT	55	70	80
14	HS	70	75	90
15	HP	45	60	70
16	IAS	40	55	65
17	IDS	40	40	80
18	ISP	40	45	75
19	IZD	60	70	80
20	JS	40	50	70
21	LM	25	60	75
22	MSP	65	80	85
23	MG	35	55	75
24	MP	45	60	75
25	NK	50	70	75
26	PA	60	70	80
27	PMS	60	75	90
28	RAL	30	45	80
29	RSD	20	40	70
30	RAS	40	70	80
31	SDA	10	25	55
32	SP	65	70	90
33	SRP	25	45	70
34	SHH	20	45	65

35	TAD	30	60	80
36	YPD	50	65	85

2. The Qualitative Data

The qualitative data were analyzed from observation sheet and interview sheet fulfilled by collaborator and diary notes were take in every meeting.

a. Interview Sheet

There were two interview sessions conducted. The first interview was done before conducting the research and the second one was done in the end of second cycle. The writer just interviewed the English Teacher. In the first session, she is interviewed about her problem in teaching vocabulary. While in the second session, she is interviewed about her comments or responds about the use of media in teaching vocabulary.

b. Observation Sheets

The researcher observes and investigates the students , the situation and the problems or obstacles found during teaching and their achievement. The observation is done in the classroom while the teaching learning process done. It is about the attitude and all the activities while giving the action.

c. Diary Notes

Diary notes were written up by the researcher in every meeting during conducting the research. Diary notes were used to describe writer's feeling and thoughts about the teaching and learning process including reflections and evaluation of the implementation of media in teaching learning vocabulary.

B. Data Analysis

1. Quantitative Data

A test was given at the end of every cycle. Based on the result of all the meetings conducted, it was found that the students' score kept improving started from the first meeting until seventh meetings.

In the first meeting the writer gave the pre-test to the students. From the test, it was found that students' score was very low. From the result of the data, it was found that the mean of the students was 46,4. After the researcher knew the score of the students, the researcher implemented the use of media in teaching.

The increase showed that through media, students' vocabulary achievement improved. The students' score which was got from the first meeting until the last meeting were the students who got score improvement about 45-50 point was 8 students, students who got score improvement about 35-40 point were 7 students, students who got score improvement about 25-30 point were 13 students , students who got improvement about 15-20 point were 7 students, and 5-10 was 1 student. The range of students' score improvement are as follow:

Table 4.2

The range of students' score improvement

Range Of Score Improvement	Students Initial Name	Total
45-50	ES,LM,RAL,RSD,SDA,SRP,SHH,TAD	8
35-40	AR,ISP,MG,RAS,YPD,AP,AS	7
25-30	AP,BA,EP,FH,FT,HS,HP,IAS,JS,MP,NK,PMS SP	13
15-20	ANS,BPD,DH,IZD,MPS,PA,DYP	7

5-10	CS	1
TOTAL OF STUDENTS'		36

Their score did not show high improvement but it can be determined that they showed a progress little by little. In fact, they still got the score improvement in each cycle. The increase of the students' score by using media can also be seen from the mean of the students in every cycle. To find out the mean, the analysis of the data in this research applied the following formula :

—

Where : X = the mean of the students

$\sum X$ = the total score

 N = the number of students

The score of the students of cycle 1 was :

- a. In the first meeting of cycle 1 (pre-test) , the total score of students was 1670 and the number of the students were 36 so the mean was :

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- b. In the last meeting of cycle 1 (post-test), the total score of students was 2080 and the number of the students were 36 so mean was :

—

- c. In the last meeting of cycle II (post-test II), the total score of students was 2565 and the number of students were 36, so the mean was :

The mean of the students last meeting was the highest of all. In cycle I, the Pre-test was 46,4 and the post test was 60,8. In cycle II, the post test was 78. Therefore, it can be concluded that the use of media can improve young learners vocabulary achievement. It mean that the score had shown the improvement happened from the first meeting to the seventh meeting.

In this research, the indicator of successful achievement of students in vocabulary was if 70% of students have got score up to 70 in their vocabulary was calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

Where : P : the percentage of students who get point up 70

R : the number of students who get point up to 70

T: total number of students

The percentage of the improvement of students vocabulary as follow :

$$P_1 = \frac{R_1}{T} \times 100\%$$

$$P_2 = \frac{R_2}{T} \times 100\%$$

$$P_3 = \frac{R_3}{T} \times 100\%$$

Table4. 3 : percentage of students Vocabulary Achievement :

Meeting		Students Got up to 70	percentage
Pre-test	I	1	2,7%
Cycle I	II	17	47,2%
Cycle II	III	33	91,6 %

In the pre-test, there was 1 students who got point up 70. But the percentage of students vocabulary achievement kept increasing when media was used. In the end of the first cycle, 47.2% students got point up to 70. Whereas in the end of second cycle 91.6% students got point up to 70. The range of the first meeting (2.7%) and the last meeting (91.6) was 88.9. It had been proved that 88.9% students got the good score on their vocabulary. It can be concluded that creating activities using media worked effectively and efficiently in the helping students to increase their vocabulary achievement.

2. Quantitative Data

a. Interview Sheet

The interview sheet indicated that the teachers still seldom uses media in teaching English especially vocabulary. It causes students get bored and frustrated when they are confronted with English test.

b. Observation Sheet

Observation sheet were taken from the observation showed that most of students were active and enthusiastic when they were taught by using media. Even

though some students still found difficulty in learning English but almost of them enjoy the class because of the interesting media.

c. Diary Notes

The diary notes indicated that the students respect and response to the learning English using media. The students' interest and acceptance in involving themselves in learning vocabulary improved. As the result, they got much improvement in their vocabulary score.

d. The Research Phase

This classroom action research consisted of two cycles. Each cycle consisted of three meetings. Before the research was conducted, there was a pre test in the first meeting. This pre test was aimed to get students vocabulary level understanding. Based on the result of the pre test, it was found that the students vocabulary achievement were still low.

e. The first Cycle

The first cycle was done in three meeting. A vocabulary test was administrated in the end of this cycle the detail procedure of the first cycle was described as follows :

1) Planning

Based in the result Of the pre test which had been administrated before, it was known that the level of students' achievement in vocabulary was still low. In planning, it was considered everything that was related to the action that would be done and it was also prepared everything that would be need in teaching and learning and learning process. That were many activities that were done in planning, they were:

a) Making lesson plan which involved scenario of teaching and activities creations of students.

b) Preparing and making media that were needed when doing the scenario of teaching such as; picture of boy, flash cards, wall charts, and mobile.

c) Preparing the interview sheet, and observation sheet and that were used to know students' reaction and class condition as a whole, and also to see the development that existed since the using media in teaching-learning process.

d) Determining collaborator who helped the researcher to do the research, to analyze the weakness in learning process and to reflect the result of teaching-learning process.

2) Action

In the phase, everything that had been planned and arranged was done. They were many activities in action, they were:

- a. Teacher created activity that can increase students' interest in learning vocabulary it was singing students were asked to sing a song related to the topic which be given (parts of body) as touching their pair's parts of body.
- b. Teacher introduced and explained the material by creating activities using media.
- c. Some students' sticked parts of body pictures with the appropriate names on the cartoon on the board and continued arranging scramble word into correct parts of body names on the board.
- d. Teacher explained vocabulary in a simple text.
- e. Students gave questions and answers.
- f. Students analyzed a simple text. It was aimed to give more understanding about parts of body.
- g. Students gave questions and answers.
- h. Students played a game, namely "Picture Cards" in group.
- i. Students were asked to answer to answer 20 questions of multiple choice tests.

3) Observation

The result of the observation showed the teaching-learning process ran well. There were many things that had been observed as follows :

- a. The students were very active and happy when singing.
- b. Some students were so active to stick parts of body pictures with the appropriate names on the cartoon on the board.
- c. Students were energetic in doing the teacher's instruction and explanation because of their interest in learning whit new activities using media.
- d. The students were serious and some still confused when they were asked to analyzed a simple text in group. The classroom looked so crowded because many of them cheated the answer from their friend. Some of them still asked their friends and discussed to do their task. So, they still had problems and difficulties in doing it'
- e. The teacher explained and analyzed the vocabulary in simple text so quickly so many students couldn't understand it.
- f. The teacher didn't give chance to the students to ask if there was something that they didn't understand yet. So, they didn't want to ask the teacher.
- g. The teacher didn't move around the class during the task.
- h. The students rather feel frustrated when confronted with examination.
- i. The teacher didn't admonish the students who couldn't control their voice to be quite.
- j. The teacher motivates students to show their best.

4) Reflection

From the result of observation, the problem that existed , the causes of the problem were analyzed.

- a. Some students were not too active in doing the task, even some of them made noisy when the teaching-teaching process because many of them didn't know how to discuss vocabulary in simple text and some of them were shy and not confidence to give their opinion.
- b. The teacher explained and analyzed the vocabulary in simple text so quickly so many students couldn't understand it.
- c. The teacher didn't give chance to the students to ask if there was something that they didn't understand yet. So, they didn't want to ask the teacher.
- d. The teacher didn't move around the class during the task. So they looked so crowded.
- e. The students rather feel frustrated when confronted with examination.

- f. The teacher didn't admonish the students who couldn't control their voice to be quiet.
- g. The interaction between and students and students was less.
- h. The percentage of students of students who achieve the standard scores was not 70% yet.

f. The Second Cycle

Based on the reflection on the first cycle, it was needed to conduct the second cycle. This second cycle was intended to solve the problems found in the second cycle and to improve the success that had been achieved in the previous cycle. A vocabulary test was also administered in the end of this cycle. The detail procedure of the second cycle was described as follows ;

1) Planning

- a. Making improvement in lesson plan which involved more creations of student's activities.
- b. Preparing and making media that were needed when doing the scenario of teaching such as; whiteboards, real object, picture of body.
- c. Preparing the interview sheet, and observation sheet and that were used to know students' reaction and class condition as a whole, and also to see the development that existed since the using media in teaching-learning process.
- d. Having seen in the first cycle, some students were shy and not active in analyzing text in their group, and even some of them made noisy, the teacher planned to control them more. It was planned that the teacher whole move around the class to make sure that all the students were active in involving themselves in their task group.
- e. Teacher planned to ask every student to participate in teaching-learning process.
- f. Teacher planned to give motivation to the students' , that is very important for them to be able participate in teaching-learning process well.
- g. Teacher planned to give reward and present for those who are active students.

h. Teacher planned to give chance to the students to ask if there was something that they didn't understand yet. So, they would to ask the teacher.

2) Action

a. The students were asked to sing new song related to the topic that would be given.

b. The teacher started to give new topic and of course using new media.

c. The students were asked to stick kinds of fruits white appropriate names and name of fruits with appropriate kind of picture on the wall chart provided.

d. Teacher asked students to arrange scramble words into correct fruit names on the board.

e. The students were divided into several groups and asked to play "guessing" game.

f. The students who belonged to the group which could guess the things based on the clues given were given present.

g. Teacher explained the text about kind of fruits in more slowly.

h. The teacher conveyed the material through text in more detail and clearer.

i. Teacher asked students to indentify the fruits in the simple text in their groups.

j. Teacher asked students to memorize the name of fruits as seeing the round from of plastic fruits taken on the floor in front of class.

k. Teacher asked some students to demonstrate their memory about fruits in pairs in front of class.

l. The teacher moved around the class to make sure that all the students were active in involving themselves in their task group.

m. The teacher admonished the students to be able to control their voice to be quite.

n. Teacher asked students which part they don't understand yet.

o. The students gave question and answer

3) Observation

a. Many students were very enthusiastic and serious in teaching-learning process.

b. All students were more active in involving themselves in learning activities, in doing individual task, and even in doing group tasks.

c. The teacher moved around the class to make sure that all the students were active in involving themselves in their task group.

d. The teacher had successfully improved her interaction with the students by giving them much reward and present.

e. The teacher was successful to make the students understand when the time for learning and the time for playing.

f. The teacher gave good response to all the students' question.

g. The teacher managed the time effectively and efficiently.

4. Reflection

a. Generally, all the students had been able to know, remember and use the vocabulary thought. It could be seen from their vocabulary test scores which were getting better from meeting to meeting.

b. The situation during the teaching learning process was very conducive, lively, and active.

c. The percentage of students who achieve the standard scores was up 70%.

d. Based on the reflection of this cycle, it was not needed to conduct the third cycle. The cycle of this research could be stopped because the students' vocabulary achievement had been improved.

g. The reliability of the Test

The reliability of the test was calculated by using Kuder Richardson Formula as follows:

KR = Coefficient Reliability

K = 20

M = 14.15 S

= 3.22

h. The Finding

Based on the data analysis, could be concluded that all the students got improvement of their score. There were high improvement and also low improvement.

The result showed the improvement of the students' score from the cycle to cycle II. In cycle I, the score was still low and it needed to do the cycle II. Then after giving action in cycle II, The result of the score was increased significantly from the cycle I. It meant the action which done successfully increased students' vocabulary achievement through media. It was supported by the fact that the mean of the score has increased in the cycle II, the mean of cycle I was 60.8 and the mean of cycle II was 78.

In the first meeting (Pre-test), only 1 student got the score 70 up (2.7%), in the last meeting of cycle I, there were 17 students got 70 up (47.2%), and in the I cycle II, there were 33 students got 70 up (91.6%). It implied that the use of media could improve young learners' vocabulary achievement so could be used by the teacher to teach vocabulary to the students.

The qualitative data taken from observation sheet during teaching learning process was running. It was found that the class was effectively run. The students paid attention to the teacher's explanation and some of them always asked question when they were given the chance to deliver the questions.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing the data, conclusion are drawn

1. The students increased from the first meeting namely cycle 1 until the last meeting namely cycle 2. In each meeting, there was an improvement of the students vocabulary achievement through media. The mean increased from 46.4 to 78. The percentage of the students' achievement was about 91.6%.
2. During the observation, the students paid attention to the teachers' explanation, some of them delivered question to the teacher if they did not get the point and some of them kept silent listening to the teacher's explanation by using media.

5.2 Suggestions

In relation to the conclusion, suggestion are stage on the following :

1. English teacher, it is better to use media in teaching, especially in young learner's class to make teaching learning process become interesting and enjoyable.
2. Students, it is suggested to use the relevant topic to conduct further research by using media.

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