

**THE EFFECT OF APPLYING BOARD GAME ON THE STUDENTS'
ACHIEVEMENT IN VOCABULARY**

SKRIPSI

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

By

BAMBANG SARWEDI HASUGIAN

1502050209



UMSU

Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2019**

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-I Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, 10 Oktober 2019, pada pukul 07.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

Nama Lengkap : Bambang Sarwedi Hasugian
NPM : 1502050209
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Board Game on The Students' Achievement in Vocabulary

Ditetapkan : () Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

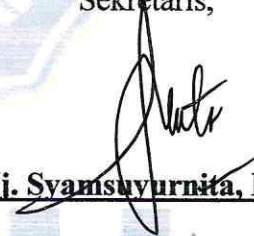
Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd.)

Ketua,


PANITIA PELAKSANA



Sekretaris,



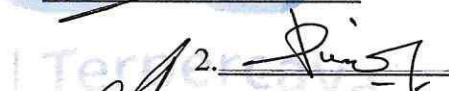
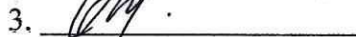
Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Dra. Hj. Syamsuyurnita, M.Pd.

ANGGOTA PENGUJI:

1. Habib Syukri Nst, S.Pd, M.Hum
2. Dra. Diani Syahputri, M.Hum
3. Khairil, S.Pd, M.Hum

1. 

2. 
3. 



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Bambang Sarwedi Hasugian

N.P.M : 1502050209

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Effect of Applying Board Game on The Students' Achievement in Vocabulary

sudah layak disidangkan.

Medan, Oktober 2019

Disetujui oleh:

Dosen Pembimbing

Khairil, S.Pd, M.Hum

Diketahui oleh:



Dekan

Dr. H. Elrianto Nasution, S.Pd, M.Pd.

Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

HASUGIAN, BAMBANG SARWEDI. 1502050209 “The Effect of Applying Board Game on the Students’ achievement in Vocabulary Thesis English Education Program. Faculty of Teacher’s Training and Education University of Muhammadiyah Sumatera Utara Medan, 2019.

The objective of this research to find out the effect of applying board game on the students’ achievement in vocabulary. The population of this study are the first year class in junior high school (class VII) at SMP APIPSU MEDAN. The class total were 60 students. The sample are divided into two groups, the first group is experimental group by applying “Board Game” that considered of 30 and the second groups is control group taught by applying conventional method that considered of 30 students. The data were acquired by administering a multiple choice especially description pet animal. The data collected were analyzed performing experimental method. After the analyzing, the result of the students’ applying probing prompting method is higher than those being taught without applying conventional method. The result of the data is $t_{hit} > t_{table}$ or $3.52 > -2.05 = 5\%$. It means that the alternative hypothesis is accepted and the null hypothesis rejected. From the determining the percentage of the effect of X variable toward Y variable in probing prompting method was 78% and 22% was influence by another factor.

Keywords : *board game, students’ achievement, vocabulary*

ACKNOWLEDGMENTS



In the name of Allah the most almighty, the most gracious and the most merciful. Praise to be Allah, firstly, the researcher would like to thank to Allah, the most almighty who has given the opportunity in finishing and completing the study. Secondly, blessing and peace by upon our prophet Muhammad SAW who has guided human being the foolish era to science era as we hold today. This thesis as entitled : The Effect of Applying Board Game On the Students' Achievement In Vocabulary. Thirdly, the researcher would like thanks to her beloved parents, Waldemar Hasugian and Repita Bancin , for their great affection prayer encouragement and support by moral and material during her academic year and incompleting her study at FKIP UMSU, may Allah always bless them, thanks for their love.

One of the requirements to be fulfilled before finishing the studies at English Department of FKIP UMSU is to write a study. In writing this study, the researcher has faced some difficulties dealing with collecting the data and the analyzing the data. She had spent much time to accomplish it, the researcher has asked some people to get some ideas to help her carry out the writing of this thesis. So, the researcher would like to extend her sincere gratitude to some people who have given her guidance, comments during the preparation of this study.

- (1). Dr. Agussani, M.AP, as the Rector of University of Muhammadiyah SumateraUtara.
- (2). Dr. H. Elfrianto Nasution, S.Pd, M.Pd, as the decan of Faculty of Teacher Training and Education.
- (3). Pirman Ginting, S.Pd, M.Hum , and Mandra Saragih S.Pd, M.Hum as the head and the secretary of English Education program of FKIP-UMSU who has helped her in the administrative process in finishing the study.
- (4). Khairil, S.Pd, M.Hum as her supervisor who had given her guidance and valuable suggestions, critics for showing her how to write a scientific writing well and giving her useful knowledge to complete the ideas of this study.
- (5). All the lectures of FKIP- UMSU, especially those of English Department who had given valuable thoughts and knowledge as the information in teaching English during her academic years at UMSU.
- (6). Ida Nurlily S.Psi as headmaster of SMP APIPSU MEDAN, who had given her recommendation to do resarch in the school.
- (7). Her beloved sister and brother who have cared and supported her, they are Rezki Hasugian and Sustriana Hasugian She love them very much.
- (8). Her lovely friends Desi Novianti and all my friends A afternoon Class for their support and help, that was really a wonderful journey with you all.

Wassalamu 'alaikum Wr.Wb

Medan, September 2019

The Researcher

Bambang Sarwedi Hasugian

1502050209

TABLE OF CONTENTS

| | Pages |
|--|--------------|
| ABSTRACT | i |
| ACKNOWLEDGEMENTS | ii |
| TABLES OF CONTENTS | v |
| LIST OF TABLES | vii |
| LIST OF APPENDICES | viii |
| CHAPTER I INTRODUCTION | |
| A. The Background of the Study | 1 |
| B. The Identification of the Problems | 3 |
| C. Scope and Limitation | 3 |
| D. The Formulation of the Problems | 4 |
| E. The Objectives of the Study | 4 |
| F. The Significant of The Study | 4 |
| CHAPTER II REVIEW OF LITERATURE | |
| A. Teoritical Framework | 6 |
| 1.Description of Effect | 6 |
| 2.Cooperative Learning..... | 7 |
| 3.Games | 9 |
| 3.1. The Fundamental Properties of Games | 10 |
| 3.2. The Advantages of Using Games | 11 |
| 3.3. The Disadvantages of Using Games | 12 |

| | |
|---|----|
| 4. The Board Game..... | 12 |
| 5. Vocabulary..... | 15 |
| 6. Teaching and Learning Vocabulary through Board Game..... | 17 |
| 7. Conventional Way Method..... | 17 |
| B. Conceptual Framework | 18 |
| C. Hypothesis | 19 |

CHAPTER III METHOD OF RESEARCH

| | |
|---|----|
| A. Location and Time | 20 |
| B. Population and Sample | 20 |
| C. Research Design | 21 |
| D. The Instrument of Research | 22 |
| E. The Techniques For Collecting Data | 23 |
| F. The Techniques For Analyzing Data | 23 |
| G. Statistical Hypothesis | 25 |

CHAPTER IV DATA AND DATA ANALYSIS

| | |
|------------------------|----|
| A. The Data | 26 |
| B. Data Analysis | 28 |

CHAPTER V CONCLUSIONS AND SUGGESTIONS

| | |
|----------------------|----|
| A. Conclusions | 42 |
| B. Suggestions..... | 42 |

REFERENCES

APPENDIX

LIST OF TABLES

| | Pages |
|---|--------------|
| Table 3.1 Population and Sample | 20 |
| Table 3.2 The Sample of the Reseach..... | 21 |
| Table 3.3 The Research Design..... | 22 |
| Table 4.1 The Result of the Pre-test and Post-test in Experimental Group.... | 26 |
| Table 4.2 The Result of the Pre-test and Post-test in Control Group | 27 |
| Table 4.3 The Differences Scores of the Pre-test and Post-test in Experimental Group | 29 |
| Table 4.4 The Differences Scores of the Pre-test and Post-test in Control Group..... | 33 |
| Table 4.5 The Calculating Table | 36 |

LIST OF APPENDICES

- Appendix 1 : Lesson Plan Experimental Group
- Appendix 2 : Lesson Plan Control Group
- Appendix 3 : The Attendance List Of The Students
- Appendix 4 : Form K-1 Permohonan Persetujuan Judul Skripsi
- Appendix 5 : Form K-2 Permohonan Persetujuan Dosen Pembimbing Skripsi
- Appendix 6 : Form K-3 Pengesahan Proyek Proposal dan Dosen Pembimbing
- Appendix 7 : Surat Permohonan
- Appendix 8 : Berita Acara Bimbingan Proposal
- Appendix 9 : Lembar Pengesahan Proposal
- Appendix 10 : Berita Acara Seminar Proposal
- Appendix 11 : Lembar Pengesahan Hasil Seminar Proposal
- Appendix 12 : Surat Keterangan
- Appendix 13 : Surat Permohonan Izin Riset
- Appendix 14 : Surat Balasan Riset
- Appendix 15 : Curriculum vitae

CHAPTER I

INTRODUCTION

A. The Background of the Study

In learning English, students are intended to be able to listen, to speak, to read, and to write as stated in Educational Unit Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan : KTSP). So, to achieve these objective, students need to master a number of vocabularies as one of language components besides grammar, spelling and pronunciation.

Among the other language components, vocabulary is one of the basic components and as supporting elements to mastery of four skill which is very important in learning a language. Vocabulary as language components contains all of information about meaning and using of words in language which are possessed by a speaker, a writer or listener. Many assumption states that the students' low ability in the four skills was regarded low and it is caused by the students' low in English vocabulary.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Flower and Michael (1989:5) states learning vocabulary is very important part of learning English, if you make grammar mistake, it may be wrong, but very often people will understand you any way. But if you do not know exact word that you need, it is very frustrating for you and the person are talking to, good English

means having a big vocabulary. However, it is not easy to learn vocabulary. Vocabulary is one of the major problems often faced by students in learning English. Students consider learning vocabulary as a tedious a job because they must memorize the list of words and meanings. In fact, most teacher usually teach vocabulary by asking students to look up their dictionary when they face the unknown meaning of certain words and sometimes give the meaning without practicing the words in the context. Of course, it will make them bored and frustrated.

According to Huyen and Nga (2003), there are several factors why students learn vocabulary passively. First, they consider the teachers' explanation for meaning, pronunciation, spelling, and grammatical functions boring because they just listen their teacher. Second, students think vocabulary learning only knowing the primary meaning of new words. Third, students usually only acquire new vocabulary through new words in their text books or teachers give the new words during class room lesson. Fourth, students are not able to use the words what they have learnt appropriately in different contexts.

Thus, to solve these problems, every teacher should try out different techniques and refine those that suit him and the subject matter he is dealing with. They also keep looking for more effective techniques to make learning vocabulary easier and more pleasant. One of many technique is by using board game, because board game can motivate students to learn vocabulary in enjoyable situation so that they will not feel bored until lesson is over. Board game also improve the

students' attention and help them take decision and risk. As explained by B. Holm Sorensen : "It is important for learners to be able to act in games when the completion of the game depends on their action, strategies, choices and descisions" (2007:562). Her claim also suggest that board game teach in a lasting manner. If our students enjoy while learning, they will remember the lesson for longer. In addition, board game grant meaningful communication.

B. The Identification of the Problems

Based on the background of the study above, the identification of the problems was identifying as follows

1. the students have lack vocabulary.
2. the students have low motivation in learning vocabulary.
3. the significant effect of applying board game on the students' achievement in vocabulary.
4. the difficulties of applying board game on the students' achievement in vocabulary.

C. Scope and Limitation

The scope in this research is in vocabulary. The limitation of this research was focusing on the use of board game on the students' achievement in vocabulary.

D. The Formulation of the Problems

The formulation of the problems of this study was formulating as the following

1. Is there any significant effect on the students' achievement after they are taught the lesson by applying board game ?
2. What are the students' difficulties in vocabulary ?

E. The Objectives of the Study

The objectives of this study are

1. to find out the significant effect of applying board game on the students' achievement in vocabulary.
2. to find out the students' difficulties on the students' achievement in vocabulary.

F. The Significance of the Study

The findings of the research expected to be theoretically and practically

A. Theoretically

Theoretically the study gives easier and interesting way in teaching vocabulary through board game

B. Practically

And practically, the findings of the research will be useful for

1. Students, to increase their ability in vocabulary.

2. Teachers, to use various method in teaching vocabulary like using board game.
3. Other researchers, who are interested in conducting the same field of research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, some important terms used have to be made clearly in order not to raise the ambiguity and to avoid misinterpretation to readers. The following terms are applied in this study.

1. The Description of Effect

Littlewood (1984 : 75) says that the effect is a result or product of the cause or agency, consequence is resulting from observation or external impression of means that the result existence is caused by multiple factors conditioning in a given situation.

The effect in this research means as many any ability improvement after learning something. According Slamento (1995) states that improvement after learning is certain proof of success or ability of a student in doing their learning activities which based their level of class.

The improvement in which achieve by the students then are realized in the form of score so that will be acknowledge the certain position of a student in the class, because the score they have reflect their improvement in the learning process. It appropriate to the opinion of Nawawi (1998) which states that improvement in learning is the level of students success in learning subject materials in the class which is stated in the form of scores which in achieved from test result in certain materials.

Hornby (1993 : 385) stated that “Effect is impression produce on the mind of spectator, hearer and reader or a change produced by an action and cause, result or out comes than the effect means the influence or something”. Effect of teaching treatment in language was related to the changes getting something into our cognitive system. The effect can see the development of the cleverness. The final result of the effect in teaching was the improvement of ability.

The terms effect can generally mean :

1. Anything brought about by a cause or agent.
2. The power or ability to bring about result.
3. Influence or action on something.
4. The impression produced in the mind of the observer or hearer.

2. Cooperative Learning.

According (Mabrouk : 2007) “ Cooperative learning is an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that the result from working on a high performance team. A large and rapidly growing body of research confirms the effectiveness of cooperative learning in higher education (1-4). Relative to students taught traditionally, with instructor-centered lectures, individual assignments, and competitive grading-cooperatively taught students tend to exhibit higher academic achievement, greater persistence through graduation, better high-level reasoning and critical thinking skills, deeper understanding of learned material, greater time on task and less disruptive behavior in class,

lower levels of anxiety and stress, greater intrinsic motivation to learn and achieve, greater ability to view situations from others' perspectives, more positive and supportive relationships with peers, more positive attitudes toward subject areas, and higher self-esteem. Another nontrivial benefit for instructors is that when assignments are done cooperatively, the number of papers to grade decreases by a factor of three or four.

There are several reasons why cooperative learning works as well as it does. The idea that students learn more by doing something active than by simply watching and listening has long been known to both cognitive psychologists and effective teachers and cooperative learning is by its nature an active method. Beyond that, cooperation enhances learning in several ways. Weak students working individually are likely to give up when they get stuck; working cooperatively, they keep going. Strong students faced with the task of explaining and clarifying material to weaker students often find gaps in their own understanding and fill them in. Students working alone may tend to delay completing assignments or skip.

According to the Johnson & Johnson model, cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements :

1. Positive interdependence. Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.

2. Individual accountability. All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.
3. Face-to-face promotive interaction. Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.
4. Appropriate use of collaborative skills. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.
5. Group processing. Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

3. Games

Now, games have been developed especially for use in teaching-learning process. “Game is the interactive situation, specified by the set of participants, the possible courses of action of each agent, and the set of all possible utility payoffs”. According to Iva Rifa (2012 : 8). “Game is an activity that contains play and toy. In playing games competition is very important because it can stimulate and encourage students to participate in the activity since naturally they want to beat the other teams”. Furthermore, Ersoz (2000) explains game help and encourage students to sustain their interest in

learning English because they are amusing, interesting and at the same time challenging. Playing games in the classroom develops the ability to cooperate well, to compete without being aggressive, and to become a winner. They also can be used to give practice in all language skill. Huyen and Nga (2003) suggest that games are used not only for more fun, but more importantly for the useful practice and review of language lessons, thus leading toward the goal of improving learner's communicative competence.

1) The Fundamental Properties of Games

Hollingsworth and Hoover (1991 : 252) explains game embody the fundamental aspects of pleasurable activities. Another fundamental property of the game is the competitive or noncompetitive aspect the game can have as determine by the teacher.

a. Pleasurable

Games add fun to learning for almost students. An enjoyable way to transmit knowledge is to make a game of the subject matter under study. Because of the pleasure, the game activities reinforce learning. Students are willing and anxious to learn tedious drill activities if they are in the form of a game.

b. Simple

Games should be relatively simple. If the games has simplicity, it will help build self-confidence among the students who play the game. Simple game activities will allow each student to compete equally to other students in

the classroom and allow enough chance in the game so that any student or team can win.

The simplest aspects of a game will include three major parts, the players, objectives or outcomes of the game, and rules under which the game take place. The game activity should be compatible with students' level of maturity. The game selected should be both simple and appropriate for the students who will play it.

c. Mental

Another fundamental property of a game is that it involves mental activities. A game can practice mental and reasoning and increases the students' confidence.

d. Physical

The physical exercises involved in game activities are the physical benefit students acquire. In games, students are actively involved with their environment and the challenges of the games. They are individuals who do and who act in the game situation. Thus, the physical aspect is another fundamental property of game activity.

e. Emotional

Game also can be used to satisfy emotional needs. Game activities decrease tension that a student may feel or develop in the regular school routine. Games are alternated at frequent intervals during school activities will aid the students who are tense and need opportunities to relax.

f. Competitive

The nature of game implies that there are may be students who win and students who lose. If individuals competition is to be minimized, group competition can be in the game plan. The competitive aspect of a game should be so organized that the students who need the practice get it.

2) The Advantages of Using Games

Kim (1995 : 35) says there are several advantages of using games in the classroom.

1. Games are welcome break from the usual routine of the language class.
2. Games are motivation and challenging for students.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in all language skills namely listening, speaking, reading, and writing.
5. Games encourage students to interact and communicate.
6. Games create a meaningful context for language use.

4. The Board Game

Board game is one of many games in the world that can be played by two persons, small groups or even entire calssesusing markers on a board. This game involves students in relaxed atmosphere to learn vocabulary becomes easier and more pleasurable. Besides, this game is also cooperative and competitive.

“Board game is a game played with encounters or pieces that are placed on, removed from or moved across a ‘board’ (a remarked surface, usually specific to that game)”

Basically, the board game applied in this study is an adoption of snakes and ladders game with giving some variations to play it. This game can be used in any ages, language skills and levels of the students. The key to make this game is profitable for the learning process is the choice of suitable topics and materials that are introduced or practiced.

There are some pictures used in the board game. The use of pictures is considered making students more interested in playing this game and also easier to master the vocabularies. The criteria of pictures are based on the textbook used that suitable on students’ level. The size of the game board is 30 x 20 cm. the picture size is 3 x 3 cm because this size is clear enough to be seen for students. The size of task card and answer key cards is 10 x 5 cm because this size is quite clear to be read for students.

a. Procedures How to Play Board Game

Materials :

1. Game board
2. Tasks card and answer keys cards
3. Dice
4. Markers to move from start to finish

Directions :

1. Divide the students into some groups so teacher is easier to control them in the classroom and the time used is more efficient.

2. Place the game board, the task cards and the answers keys cards on the table.
3. Have each student in each group chooses a marker and places it at the starting line.
4. Let the player roll the die, move his/her marker to a number of spaces indicated on the die and follow any instruction on the space where the players lands on. These instruction as following :
 - Blue space : The player jumps one space.
 - Black space : the player goes back one space.
5. Pick up a task a card based on the number where the player lands on. If the player can respond correctly, she/he can stay on that space but if the players respond incorrectly, she/he must goes back to the previous space.
6. Make sure whether his/her respond is correct or not, another player checks on the answer key card.
7. Put back the task card and answer key card that had been used.
8. Do the same thing other player.
9. Reach the finish line soon, the players who reaches it is the winner.

The board game has some special features as follows :

1. It's form and material are simple so that teacher doesn't get difficulties to make it.
2. It's performance is interesting because it has colourful pictures on the board and cards so students are more interested in laying it.
3. The way to play it is not difficult, so students feel enjoyable and relaxed.
4. It gives the importance of cooperation with other people.
5. It gives challenge.

5. Vocabulary

Language is used to communicate ideas and experiences. Our ideas or experiences can be expressed if we have known the vocabulary of a language; it is impossible for us to make a conversation without mastering the vocabulary of a language.

According to Hornby (1995 : 1331) vocabulary is “the total number of words in a language; all the words known to a person or used in a particular book, subject, etc”. Then, Jackson (2002 : 202) defines vocabulary is “the stock of words in a language, or that is known/used by an individual, or that is associated with a particular activity”. In other words, vocabulary is a number of words used by people to make interactions.

Furthermore, Al-Kufaishi (1988 – 42) states “there is general agreement that the possession of a large number of vocabulary items is necessary to success in social, professional, and intellectual life; that vocabulary is a vehicle for thought, self-expression, interpretation, and communication”. Thus, if a student master large amount of vocabulary, she/he can use the words in many kinds of sentences then. He will not only good at speaking but also at writing.

Vocabulary is dealt with words. In studying vocabulary, there are two main points of words necessary to be learned namely; content words and function words. Content words are those that carry the principal meaning of sentences. They name of objects, events and characteristic that lie the hearth of the message of sentences are meant to convey. Function word are those needed by the surface structure to give the content words together to indicate of the

message of the sentences. A fair list of content and function words are as follows:

a. Content Words.

| | |
|------------|---|
| Nouns | : table, pillow, wall, book, etc. |
| Verbs | : stand, sit, eat, attack, etc. |
| Adjectives | : beautiful, sad, Clever, diligent, etc. |
| Adverb | : quickly, slowly, at home, in the office, etc. |

b. Function Words.

| | |
|------------------------|---------------------------------------|
| Pronouns | : I, you, he, she, etc. |
| Determiners | : a, an, the, this, that, etc. |
| Preposition | : in, on, at, to, for, etc. |
| Intensifiers | : very, too, a little, quite, etc. |
| Coordinate conjunction | : and, but, or, nor, also, etc. |
| Adverbial conjunction | : although, because, before, if, etc. |
| Conjunctive adverbs | : besides, nevertheless, hence, etc. |
| Auxiliary pronouns | : who, which, whose, that, etc. |
| Auxiliary verbs | : can, may, must, should, etc. |

Lehr explain that “vocabulary can be classified into two categories, they are vocabulary based on form and knowledge”.

1. Vocabulary Based on Forms

- Oral vocabulary includes those words that are recognized and used in listening and speaking.
- Print vocabulary includes those words that are recognized and used in reading and writing.

2. Vocabulary Based on Knowledge

- Receptive vocabulary includes words that are recognized when hearing or seeing them. Person recognizes and understands when they occur in a context but can not produce correctly.
- Productive vocabulary includes words that are used when speaking or writing. Person understand, pronounces correctly and uses constructively in speaking and writing.
-

6. Teaching and Learning Vocabulary through Board Game

In learning English, vocabulary plays an important role to master the language skill. Students would realize it and try to increase their vocabulary, but it is not easy for them. They should make efforts from time to time. Teachers should also notice and realize this condition. Therefore, teachers must keep on looking for technique, strategy or anything to teach vocabulary more interestingly for the students.

One of them is using the board game. Gaudart (1991 : 85) says “board game have the potential to offer such practice over the last 15 years or so, board games have been actively promoted as such a solution. They motivate and encourage students to learn English with entertaining way and relaxed atmosphere”.

Huyen and Nga (2003) explains that the role of games in teaching and learning vocabulary is really important. First, games bring in relaxation and full help students to learn and to retain new words easier. Second, game usually involve friendly competition and they keep students interested. These create

the motivation for students to get involved and participate actively in teaching learning activity process. Third, games bring real context in the classroom, and enhance students' use of English in a flexible communicative way.

In addition, Gaudart (1991 : 70) suggest that games can be used at different stage of the lesson, the teachers' aim connected with a game may vary. First, presentation that provides a good model making its meaning clear. Second, controlled practice means elicit good limitation of new language and appropriate response. Third, communicative practice which gives students a chance to use the language.

However, teachers should be careful to choose games. Games chosen must correspond to a number of students, students' level, timing, the material that will be introduced or practiced and classroom setting. Because games become difficult when the task or the topic is unsuitable or outside the students' experience.

B. Conceptual Framework

Among the other language components, vocabulary is one of the basic components and as supporting elements to mastery of four skills which is very important in learning a language. Vocabulary as language components contains all of information about meaning and using of words in language which are possessed by a speaker, a writer or listener. Many assumption states that the students' low ability in the four skills was regarded low and it is caused by the students' low in English vocabulary.

In teaching a language, many techniques can be applied by the teachers. Teacher should be able to choose the appropriate way in order to attract the students' interest. So the various kinds of fun activities are needed to attract them and increase their attention in learning English. One of the fun activities which can be used in teaching English is by using board game.

The board game is one of many can be applied by teachers in the classroom to increase students vocabulary. The use of this game during lesson will might motivate students to work more on the vocabulary items on their own. This game is considered as a technique that helps the students to learn and practice the vocabularies incidentally with entertaining way.

C. Hypothesis

The hypotheses are formulated in the following :

Ha : there is significant effect of applying board game on the students' achievement in vocabulary

Ho : there is no significant effect of applying board game on the students' in vocabulary

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducting at SMP Swasta APIPSU Medan at Jl. Gatot Subroto No. 28 Medan. This school was choosing as a location of the research because some problems found in terms of students' vocabulary and the same research has never been conducted in this school.

B. Population and Sample

a. Population

Population is totally of research subject (Arikunto, 2006:130). The population of this research was taking from the seventh grade students of SMP Swasta APIPSU Medan. There are two parallel classes which consist of VII-A and VII-B. With the total 30 students in VII-A and 30 students in VII-B, so the total number of population are 60 students.

Table 3.1
The Population of the Research

| No | Class | Total |
|--------------|---------|-----------|
| 1 | VII – A | 30 |
| 2 | VII – B | 30 |
| Total | | 60 |

b. Sample

Sample is a part of population that researcher. The sample of this researcher taken from all population. This is based on Arikunto (2006 : 134) said that “if the population more than 100, the researcher may take 10%-15% or 20%-25% or more as the sample, if the population less than 100, the researcher may take all as random sample”. So, all of students are taken as the sample. The detail are shown in the table below :

Table 3.2

The Sample of the Research

| No | Class | Population | Sample |
|-------|---------|------------|--------|
| 1 | VII – A | 30 | 30 |
| 2 | VII – B | 30 | 30 |
| Total | | | 60 |

C. Research Design

This study is experiment design. It means that the study intended to find out the effect of applying board game on the students' vocabulary. To obtain data, some activities are conducted, such as divided the sample into two groups, they are experimental group and control group. The experimental group is a group that received the treatment by applying the board game, while the control group is a group that received treatment by using Conventional Method. The research design is shown in the following table :

Table 3.3
The Research Design

| Group | Pre – Test | Treatment | Post – Test |
|-----------------------------------|-------------------|--------------------------------|--------------------|
| Experimental Group (X) | ✓ | Board Game | ✓ |
| Control Group (Y) | ✓ | Conventional Method | ✓ |

D. The Instrument of the Research

In this research, the instrument for collecting data is the multiple choice test which consist of 20 items. In collecting the data, pre-test and post-test were conducted in both, experimental and control group. The students will be given the test which consist of 20 items. In scoring the test, the researcher use score ranging from 0 – 100 by counting the correct answer and applying this formula :

$$S = \frac{R}{n} \times 100$$

Where S : The score
 R : The number of the correct answer
 N : The number of test item

E. The Techniques for Collecting Data

The data collection is an important part in conducting a research study. To collect the data in this study pre-test and post-test that will be given to the experimental group and control group.

a. Pre-test

Pre-test is conducted to find out the sample's previous knowledge or beginning ability of the students in each group whether the two group of the sample were relatively homogenous in vocabulary. After that, the answer sheets are collected and scored.

b. Treatment

In this study, the experimental group will be taught by using board game. While, the control group will be taught by using dictionary. The treatments will be given for 3 meetings.

c. Post-test

Having given a treatment, the post-test are administered to the two groups (experimental group and control group). The aim is to measure the students' competence in vocabulary after the treatment. The result of this test is analyzed to evaluate the two groups.

F. The Techniques for Analyzing Data

To know the Effect of Applying Board Game on the Students' Vocabulary, product moment correlation pattern use :

1. Scoring the sample answer
2. Listing their scores tables : first for experimental group scores as X variable, second for control group scores Y variable.
3. Measuring the standard deviation of variable X and Y by using

$$SD_x \text{ or } SD_1 = \frac{\sqrt{\sum X^2}}{N} \text{ for variable X and}$$

$$SD_y \text{ or } SD_2 = \frac{\sqrt{\sum Y^2}}{N} \text{ for variable Y}$$

4. Measuring the correlation between both variable by using the formula :

$$SE_{M1} = \frac{SD_x}{\sqrt{N-1}}$$

$$SE_{M2} = \frac{SD_y}{\sqrt{N-1}}$$

5. Finding out the error standard of deviation between M1 and M2 by using the following formula :

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

6. Testing the hypothesis by applying t-test

$$T_0 = \frac{M1 - M2}{SE_{M1 - M2}}$$

7. Determining equation of linierregression by using the formula :

(sudjana,2002:312)

$Y = a + bx$ where a and b is getting by :

$$a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n \sum X^2 - (\sum X)^2}$$

$$b = \frac{(\sum XY) - (\sum X)(\sum Y)}{n \sum X^2 - (\sum X)^2}$$

8. Determining coefficient r^2 by formulation :

$$R^2 = \frac{n \sum XY - (\sum Y)^2}{n \sum Y^2 - (\sum Y)^2} \quad (\text{Sudjana : 2002 : 370})$$

G. Statistical Hypothesis

Ha : there is significant effect the effect of applying probing-prompting method on the students' achievement in vocabulary.

Ho: there is no significant the effect of applying probing-prompting method on the students' achievement in vocabulary

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

The researcher took place at SMP APIPSU MEDAN. The samples were divided into two classes research, they were experimental class was treated with probing prompting method, and control class used conventional technique. The presentation of the data was shown in the table below. The data of this research, the initial of the students (sample) and the students' scores in the pre-test and post-test of two groups could be seen in the table below.

Table 4.1
The Result of the Pre-test and Post-test in Experimental Group

| No | Initial Name | Pre-test (T_1) | Post-test (T_2) |
|----|-----------------|--------------------|---------------------|
| 1 | Andi Gading | 60 | 75 |
| 2 | Afni Pratiwi | 50 | 80 |
| 3 | Ayu Fadilla | 40 | 75 |
| 4 | Alem Soleh | 60 | 75 |
| 5 | Asti Pratiwi | 65 | 75 |
| 6 | Tika Syahfitri | 60 | 70 |
| 7 | Fery Andika | 60 | 85 |
| 8 | Siswanata | 70 | 85 |
| 9 | Siti Rizki | 75 | 95 |
| 10 | Nurul Fadilla | 50 | 70 |
| 11 | Nurjannah | 60 | 70 |
| 12 | Lely Hernika | 55 | 70 |
| 13 | Etri Hasibuan | 40 | 65 |
| 14 | Carla Naqila | 45 | 70 |
| 15 | Boby Pratama | 50 | 70 |
| 16 | Bima Sakti | 65 | 70 |
| 17 | Jerry Syahputra | 30 | 75 |

| | | | |
|--------------|-----------------|------|------|
| 18 | Melly Handayani | 60 | 70 |
| 19 | Nuraida | 75 | 90 |
| 20 | Tri Buana Putri | 80 | 90 |
| 21 | Ira Melyda | 70 | 85 |
| 22 | Joko Santoso | 65 | 75 |
| 23 | Juan Paul | 60 | 90 |
| 24 | Topan Tasrif | 70 | 85 |
| 25 | Inal Harahap | 60 | 80 |
| 26 | Fanti Susila | 55 | 70 |
| 27 | Movieda | 50 | 75 |
| 28 | Nurus Sakinah | 40 | 70 |
| 29 | Andre Julkifli | 60 | 75 |
| 30 | Melynda | 70 | 95 |
| Total | | 1750 | 2325 |

The data in table 4.1 showed that the highest score of the pre-test in experimental group was 80 and the lowest was 40 while the highest score of post-test was 90 and the lowest was 65 .

Table 4.2
The Result of the Pre-test and Post-test in Control Group

| No | Initial Name | Pre-test (T_1) | Post-test (T_2) |
|-----------|---------------------|--------------------------------------|---------------------------------------|
| 1 | Haris Sahputra | 55 | 70 |
| 2 | Melisa Sari | 50 | 65 |
| 3 | Novila Sari | 40 | 60 |
| 4 | Sri Sumarti | 60 | 75 |
| 5 | Roni Chandra | 65 | 75 |
| 6 | Montana Raja | 60 | 70 |
| 7 | Jaka Indra Sakti | 60 | 70 |
| 8 | Winna Silvia | 70 | 80 |
| 9 | Putri Elina | 75 | 85 |
| 10 | Chandra Putra | 40 | 70 |
| 11 | Fani Nasution | 60 | 70 |
| 12 | Sophia Latika Putri | 55 | 65 |

| | | | |
|--------------|-------------------|------|------|
| 13 | Purba Tardika | 40 | 60 |
| 14 | July Syahfitri | 45 | 70 |
| 15 | Wilda Mawardi | 50 | 70 |
| 16 | Raja Borbor Lubis | 65 | 70 |
| 17 | Sanika Sari | 50 | 65 |
| 18 | Fahmi Rangkuti | 60 | 70 |
| 19 | Jani Irawan | 75 | 80 |
| 20 | Siti Aisyah | 60 | 70 |
| 21 | Nely Nerva | 55 | 70 |
| 22 | Bobby Putra | 65 | 80 |
| 23 | Sabira Aisyah | 60 | 75 |
| 24 | Roni Putra | 70 | 85 |
| 25 | Warni Sari Putri | 60 | 75 |
| 26 | Cendikiwan Putri | 70 | 75 |
| 27 | Lutfi Siregar | 50 | 75 |
| 28 | Sahrul Gunawan | 40 | 65 |
| 29 | Iis Poningsih | 60 | 70 |
| 30 | Jefri Syahroni | 30 | 50 |
| Total | | 1695 | 2130 |

The data in table 4.2 showed that the highest score of the pre-test in control group was 75 and the lowest was 40 while the highest score of post-test was 85 and the lowest was 50 .

B. Data Analysis

1. Determining The Effect of applying probing prompting method on the students' achievement in vocabulary

Based on the data from the test, the scores were analyzed in order that the differences of pre-test and post-test of the experimental and control group.

Table 4.3
The Differences Scores of the Pre-test and Post-test in Experimental Group

| No | Initial Name | Score | | | | |
|----|-----------------|--------------------|---------|---------------------|-------------|-------------|
| | | Pre-test (T_1) | T_1^2 | Post-test (T_2) | T_2^2 | $T_2 - T_1$ |
| 1 | Andi Gading | 60 | 3600 | 75 | 5625 | 15 |
| 2 | Asti Pratiwi | 50 | 2500 | 80 | 6400 | 30 |
| 3 | Ayu Fadilla | 40 | 1600 | 75 | 5625 | 35 |
| 4 | Alem Soleh | 60 | 3600 | 75 | 5625 | 15 |
| 5 | Afni Pratiwi | 65 | 4225 | 75 | 5625 | 10 |
| 6 | Tika Syahfitri | 60 | 3600 | 70 | 4900 | 10 |
| 7 | Fery Andika | 60 | 3600 | 85 | 7225 | 25 |
| 8 | Siswanata | 70 | 4900 | 85 | 7225 | 15 |
| 9 | Siti Rizki | 75 | 5625 | 95 | 9025 | 20 |
| 10 | Nurul Fadilla | 50 | 2500 | 70 | 4900 | 20 |
| 11 | Nurjannah | 60 | 3600 | 70 | 4900 | 10 |
| 12 | Lely Hernika | 55 | 3025 | 70 | 4900 | 15 |
| 13 | Etri Hasibuan | 40 | 1600 | 65 | 4225 | 25 |
| 14 | Carla Naqia | 45 | 2025 | 70 | 4900 | 25 |
| 15 | Bobby Pratama | 50 | 2500 | 70 | 4900 | 20 |
| 16 | Bima Sakti | 65 | 4225 | 70 | 4900 | 5 |
| 17 | Jerry Syahputra | 30 | 9000 | 75 | 5625 | 45 |

| | | | | | | |
|--------------|-----------------|-------------|--------|-------------|--------|------------|
| 18 | Melly Handayani | 60 | 3600 | 70 | 4900 | 10 |
| 19 | Nuraida | 75 | 5625 | 90 | 8100 | 25 |
| 20 | Tri Buana Putri | 80 | 6400 | 90 | 8100 | 10 |
| 21 | Ira Melyda | 70 | 4900 | 85 | 7225 | 15 |
| 22 | Joko Santoso | 65 | 4225 | 75 | 5625 | 10 |
| 23 | Juan Paul | 60 | 3600 | 90 | 8100 | 30 |
| 24 | Topan Tasrif | 70 | 4900 | 85 | 7225 | 15 |
| 25 | Inal Harahap | 60 | 3600 | 80 | 6400 | 20 |
| 26 | Fanti Susila | 55 | 3025 | 70 | 4900 | 15 |
| 27 | Movieda | 50 | 2500 | 75 | 5625 | 25 |
| 28 | Nurus Sakinah | 40 | 1600 | 70 | 4900 | 30 |
| 29 | Andre Julkifli | 60 | 3600 | 75 | 5625 | 15 |
| 30 | Melynda | 70 | 4900 | 95 | 9025 | 25 |
| Total | | 1750 | 114200 | 2325 | 182275 | 585 |

The Calculating in Experimental Group

- The Calculation for Total Test in Pre-test and Post-test in Experimental Group

- 1.1. Mean

$$Mt = \frac{\sum(T_2 - T_1)}{N_1}$$

$$= \frac{585}{30} = 19.5$$

1.2. Standard Deviation

$$\begin{aligned}
 SDt &= \sqrt{\frac{\sum(T_2 - T_1)^2}{N_1}} \\
 &= \sqrt{\frac{(585)^2}{30}} \\
 &= \sqrt{\frac{342225}{30}} \\
 &= \sqrt{11407.5} \\
 &= 106.80
 \end{aligned}$$

2. The Calculation for Pre-test in Experimental Group

2.1. Mean

$$\begin{aligned}
 MT_1 &= \frac{\sum T_1}{N_1} \\
 &= \frac{1750}{30} = 58.3
 \end{aligned}$$

2.2. Variances

$$\begin{aligned}
 S^2 &= \sum T_1^2 - \frac{(\sum T_1)^2}{N_1} \\
 &= 114200 - \frac{(1750)^2}{30} \\
 &= 114200 - \frac{3062500}{30} \\
 &= 114200 - 102083,33
 \end{aligned}$$

$$= 12116.67$$

$$S^2 = \sqrt{12116.57}$$

$$S = 110.08$$

2.3. Standard Deviation

$$\begin{aligned} SDt &= \sqrt{\frac{\sum T_1^2}{N_1}} \\ &= \sqrt{\frac{114200}{30}} \\ &= \sqrt{61,69} \\ &= 7,85 \end{aligned}$$

3. The Calculation for Post-test in Experimental Group

3.1. Mean

$$\begin{aligned} MT_2 &= \frac{\sum T_2}{N_2} \\ &= \frac{2325}{30} \\ &= 77.5 \end{aligned}$$

3.2. Variances

$$\begin{aligned} S^2 &= \sum T_2^2 - \frac{(\sum T_2)^2}{N_2} \\ &= 182275 - \frac{(2325)^2}{30} \end{aligned}$$

$$\begin{aligned}
 &= 182275 - \frac{5405625}{30} \\
 &= 182275 - 180187.5 \\
 S^2 &= \sqrt{2.087.5} \\
 S &= 45.68
 \end{aligned}$$

3.3. Standard Deviation

$$\begin{aligned}
 SDt &= \sqrt{\frac{\sum T_2^2}{N_2}} \\
 &= \sqrt{\frac{182275}{30}} \\
 &= \sqrt{6075.83} \\
 &= 77.94
 \end{aligned}$$

Table 4.4
The Differences Scores of the Pre-test and Post-test in Control Group

| No | Initial Name | Score | | | | |
|----|------------------|-----------------------|---------|------------------------|---------|-------------|
| | | Pre-test (T_1) | T_1^2 | Post-test (T_2) | T_2^2 | $T_2 - T_1$ |
| 1 | Haris Sahputra | 55 | 3025 | 70 | 4900 | 15 |
| 2 | Melisa Sari | 50 | 2500 | 65 | 4225 | 15 |
| 3 | Novila Sari | 40 | 1600 | 60 | 3600 | 20 |
| 4 | Sri Sumarti | 60 | 3600 | 75 | 5625 | 15 |
| 5 | Roni Chandra | 65 | 4225 | 75 | 5625 | 10 |
| 6 | Montana Raja | 60 | 3600 | 70 | 4900 | 10 |
| 7 | Jaka Indra Sakti | 60 | 3600 | 70 | 4900 | 10 |
| 8 | Winna Silvia | 70 | 4900 | 80 | 8100 | 10 |
| 9 | Putri Elina | 75 | 5625 | 85 | 7225 | 10 |
| 10 | Chandra Putra | 40 | 1600 | 70 | 4900 | 30 |
| 11 | Fani Nasution | 60 | 3600 | 70 | 4900 | 10 |

| | | | | | | |
|--------------|---------------------|------|-------|------|--------|-----|
| 12 | Sophia Latika Putri | 55 | 3025 | 65 | 4225 | 10 |
| 13 | Purba Tardika | 40 | 1600 | 60 | 3600 | 20 |
| 14 | July Syahfitri | 45 | 2025 | 70 | 4900 | 25 |
| 15 | Wilda Mawardi | 50 | 2500 | 70 | 4900 | 20 |
| 16 | Raja Borbor Lubis | 65 | 4225 | 70 | 4900 | 5 |
| 17 | Sanika Sari | 50 | 2500 | 65 | 4225 | 15 |
| 18 | Fahmi Rangkuti | 60 | 3600 | 70 | 4900 | 10 |
| 19 | Jani Irawan | 75 | 5625 | 80 | 6400 | 5 |
| 20 | Siti Aisyah | 60 | 3600 | 70 | 4900 | 10 |
| 21 | Nely Nerva | 55 | 3025 | 70 | 4900 | 15 |
| 22 | Bobby Putra | 65 | 4225 | 80 | 6400 | 25 |
| 23 | Sabira Aisyah | 60 | 3600 | 75 | 5625 | 15 |
| 24 | Roni Putra | 70 | 4900 | 85 | 7225 | 15 |
| 25 | Warni Sari Putri | 60 | 3600 | 75 | 5625 | 15 |
| 26 | Cendikiwan Putri | 70 | 4900 | 75 | 5625 | 5 |
| 27 | Lutfi Siregar | 50 | 2500 | 75 | 5625 | 25 |
| 28 | Sahrul Gunawan | 40 | 1600 | 65 | 4225 | 25 |
| 29 | Iis Poningsih | 60 | 3600 | 70 | 4900 | 10 |
| 30 | Jefri Syahroni | 30 | 900 | 50 | 2500 | 20 |
| Total | | 1695 | 99425 | 2130 | 154500 | 425 |

The Calculating in Control Group

1. The Calculation for Total Test in Pre-test and Post-test in Control Group

1.1. Mean

$$\begin{aligned}
 Mt &= \frac{\sum(T_2 - T_1)}{N_1} \\
 &= \frac{(425)}{30} \\
 &= 14.16
 \end{aligned}$$

1.2. Standard Deviation

$$\begin{aligned}
 SDt &= \sqrt{\frac{\sum(T_2 - T_1)^2}{N_1}} \\
 &= \sqrt{\frac{(425)^2}{30}} \\
 &= \sqrt{\frac{180625}{30}} \\
 &= \sqrt{6020.83} \\
 &= 77.59
 \end{aligned}$$

2. The Calculation for Pre-test in Control Group

2.1. Mean

$$\begin{aligned}
 MT_1 &= \frac{\sum T_1}{N_1} \\
 &= \frac{1695}{30} \\
 &= 56.5
 \end{aligned}$$

2.2. Variances

$$\begin{aligned}
 S^2 &= \sum T_1^2 - \frac{(\sum T_1)^2}{N_1} \\
 &= 99425 - \frac{(1695)^2}{30} \\
 &= 99425 - \frac{2873025}{30} \\
 &= 99425 - 95767.5
 \end{aligned}$$

$$S^2 = \sqrt{3657.5}$$

$$S = 60.47$$

2.3. Standard Deviation

$$\begin{aligned} SDt &= \sqrt{\frac{\sum T_1^2}{N_1}} \\ &= \sqrt{\frac{99425}{30}} \\ &= \sqrt{57.57} \\ &= 7.59 \end{aligned}$$

3. The Calculation for Post-test in Control Group

3.1. Mean

$$\begin{aligned} MT_2 &= \frac{\sum T_2}{N_2} \\ &= \frac{2130}{30} \\ &= 71 \end{aligned}$$

3.2. Variances

$$\begin{aligned} S^2 &= \sum T_2^2 - \frac{(\sum T_2)^2}{N_2} \\ &= 154500 - \frac{(2130)^2}{30} \\ &= 154500 - \frac{4536900}{30} \end{aligned}$$

$$= 154500 - 151230$$

$$S^2 = 3270$$

$$S = \sqrt{3270}$$

$$= 57.18$$

3.3. Standard Deviation

$$\begin{aligned} SDt &= \sqrt{\frac{\sum T_2^2}{N_2}} \\ &= \sqrt{\frac{154500}{30}} \\ &= 71.76 \end{aligned}$$

Table 4.5
The Calculating Table

| No | X (Experimental) | Y (Control) | X ² | Y ² | XY |
|----|---------------------|----------------|----------------|----------------|------|
| 1 | 75 | 70 | 5625 | 4900 | 5250 |
| 2 | 80 | 65 | 6400 | 4225 | 5200 |
| 3 | 75 | 60 | 5625 | 3600 | 4500 |
| 4 | 75 | 75 | 5625 | 5625 | 5625 |
| 5 | 75 | 75 | 5625 | 5625 | 5625 |
| 6 | 70 | 70 | 4900 | 4900 | 4900 |
| 7 | 85 | 70 | 7225 | 4900 | 5950 |
| 8 | 85 | 80 | 7225 | 8100 | 6800 |
| 9 | 95 | 85 | 9025 | 7225 | 8075 |
| 10 | 70 | 70 | 4900 | 4900 | 4900 |
| 11 | 70 | 70 | 4900 | 4900 | 4900 |
| 12 | 70 | 65 | 4900 | 4225 | 4550 |
| 13 | 65 | 60 | 4225 | 3600 | 3900 |
| 14 | 70 | 70 | 4900 | 4900 | 4900 |
| 15 | 70 | 70 | 4900 | 4900 | 4900 |
| 16 | 70 | 70 | 4900 | 4900 | 4900 |
| 17 | 75 | 65 | 5625 | 4225 | 4875 |
| 18 | 70 | 70 | 4900 | 4900 | 4900 |

| | | | | | |
|--------------|-------------|------|--------|---------------|---------------|
| 19 | 90 | 80 | 8100 | 6400 | 7200 |
| 20 | 90 | 70 | 8100 | 4900 | 6300 |
| 21 | 85 | 70 | 7225 | 4900 | 5950 |
| 22 | 75 | 80 | 5625 | 6400 | 6000 |
| 23 | 90 | 75 | 8100 | 5625 | 6750 |
| 24 | 85 | 85 | 7225 | 7225 | 7225 |
| 25 | 80 | 75 | 6400 | 5625 | 6000 |
| 26 | 70 | 75 | 4900 | 5625 | 5250 |
| 27 | 75 | 75 | 5625 | 5625 | 5625 |
| 28 | 70 | 65 | 4900 | 4225 | 4550 |
| 29 | 75 | 70 | 5625 | 4900 | 5250 |
| 30 | 95 | 50 | 9025 | 2500 | 4750 |
| Total | 2325 | 2130 | 182275 | 154500 | 165500 |

2. Testing Hypotesis

a. The equation of linier regression

$Y = a + bx$ where a dan b is getting by

$$a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n(\sum X^2) - (\sum X)^2}$$

$$= \frac{(2130)(182275) - (2325)(165500)}{30(182275) - 5405625}$$

$$a = \frac{388245750 - 384787500}{5468250 - 5405625}$$

$$a = \frac{3458250}{62625}$$

$$a = 55.22$$

$$b = \frac{n(\sum XY) - (\sum X)(\sum Y)}{n \sum X^2 - (\sum X)^2}$$

$$= \frac{30(165500) - (2325)(2130)}{30.182275 - 5405625}$$

$$b = \frac{4965000 - 4952250}{-156700500}$$

$$b = \frac{12750}{-156700500}$$

$$b = -8.13$$

$$Y = a + bx$$

$$Y = 55.22 + -8.13x$$

b. Coefficient r^2

$$r^2 = \frac{b\{nXY - (\sum X)(\sum Y)\}}{n \sum Y^2 - (\sum Y)^2}$$

$$r^2 = \frac{-8.13(30.165500 - 2325 .2130)}{30 154500 - 4536900}$$

$$r^2 = \frac{-8.13 (4965000) - (4952250)}{-131472000}$$

$$r^2 = \frac{-8.13(12750)}{-131472000}$$

$$r^2 = \frac{-103657.5}{-131472000}$$

$$r^2 = 0.078$$

$$= 0.02$$

Examining the statistical hypothesis

Ha : $P \neq 0$ there is significant effect of applying probing prompting method on the students' achievement in vocabulary.

Ho : $P = 0$ there is no significant effect of applying probing prompting method on the students' achievement in vocabulary.

With the criteria examination , Ho is accepted if $-t = (1 - \frac{1}{2}) < t < (1 - \frac{1}{2} \alpha)$, where t is getting by t distribution with $dk = (n - 2)$, $dk = 30 - 2 = 28$. $\alpha = 5\% = 0.05$. In the other way, Ho is rejected.

$$\begin{aligned} T_{hit} &= \frac{r \sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0.02 \sqrt{30-2}}{\sqrt{1-0.078}} \\ &= \frac{0.02 \sqrt{28}}{\sqrt{0.99}} \\ &= \frac{0.02 \times 5.29}{0.03} \\ &= \frac{0.1058}{0.03} \\ &= 3.52 \end{aligned}$$

$$\begin{aligned} T_{table} &= t (1 - \frac{1}{2} \alpha)^{(dk)} \\ &= t (1 - \frac{1}{2} 0.05)^{(28)} \\ &= t (1 - \frac{1}{2} 0.025)^{(28)} \\ &= t (0.975)^{(28)} \\ &= 2,05 \end{aligned}$$

The conclusion, because $t_{hit} > t_{table}$ or $3.52 > 2.05$ so, H_0 is rejected. It means that H_a is accepted. There is a significant the effect of applying probing prompting method on the students' achievement in vocabulary.

Determining the percentage of the effect of X variable toward Y variable

$$\begin{aligned} D &= r^2 \times 100\% \\ &= 0.078 \times 100\% \\ &= 78\% \end{aligned}$$

$$\begin{aligned} X &= 100\% - 78\% \\ &= 22\% \end{aligned}$$

It means that the effect of X variable toward Y variable or the effect of applying probing prompting method on the students' achievement in vocabulary is 78 % and 22 % was influenced by another factors.

3. Discussion and Finding

By consulting analyzing of the data, it is clearly stated that there was an effect of using board game on the students' achievement in vocabulary. It can be simple see from the differences of mean score of experimental class and control class both in the pre-test and post-test. They were 58.3 and 77.5 in the experimental class and 56.5 and 71 in the control class. From the data, it shows that in the experimental class, the mean of pre-test increases after using probing prompting method from 56.5 to 71.

Based on the testing of hypothesis, the value of $T_{hit} > T_{table}$, it means that there is a significant effect of using probing prompting method on the students' achievement in vocabulary. The value of the effect is about 78%.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The conclusion of this research was taken from analyzing of the data as the following:

- (1) Based on the analyzing of applying probing prompting method, it can be conducted that there is an effect of applying board game on students' achievement in vocabulary .
- (2) Based on the analyzing of the data it was found that the total percentages of the effect board game on the students' achievement in vocabulary 22% was influenced by another factors.

B. Suggestion

Based on the analyzing above, it can be suggested as follows.

- (1) To teacher using of the probing prompting method is the one of method that can used to teach in vocabulary.
- (2) To teachers to vary and motivate the students in vocabulary class.
- (3) To the education field as the motivation of the knowledge to the teacher and students to improve the quality of the teaching vocabulary.

REFERENCES

- Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendekatan*. Jakarta: Bina Aksara
- Al-Kufaishi, A. 1988. *A Vocabulary-Building Program is a Necessity Not a Luxury*. *English Teaching Forum*, vol. 26, no. 2, p. 42
- Ersoz, A. 2000. *Six Games for the EFL/ESL Classroom*. *The Internet TESL Journal*, vol. 6, no.6
- Flower, John & Michael, B. 1989. *Vocabulary 3*. England : Language Teaching, Hart Cord Javanovichd
- Gaudart, H. 1991. *Using Board Game in Large Class* in Karl, T. (Ed) *Creative Classroom Activities*
- Hollingsworth, P. M and K. H. Hoover. 1991. *Elementary Teaching Methods*. Boston :Allyn and Bacon
- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary*. New York : Oxford University Press
- Huyen, N.T.T and T. Nga. 2003. *The Effectiveness of Learning Vocabulary Through Games*. Hanoi : Hanoi University of Foreign Language
- Jackson. H. 2002. *Grammar and Vocabulary*. New York :Routledge
- Kim, L. S. 1995. *Creative for the Language Class*. *English Teaching Forum*, vol. 33, no.1, p. 35
- Rifa, Iva. 2012. *Koleksi Games Edukatif di dalam dan Luar Sekolah*. Yogyakarta :RinekeCipta
- Sudjana. 2002. *Metode Statistik*. Bandung: Tarsito
- <http://www.prel.org/products/re/ESO419.htm>. Accessed on 16 April 2015.
Medan

<http://www.sfb504.uni-mannheim.de/glossary/game.htm>. Accessed on 16 April 2015. Medan

<http://en.wikipedia.org/wiki/BoardGame>. Accessed on 16 April 2015. Medan

APPENDICES

LESSON PLAN
(EXPERIMENTAL GROUP)

School : SMP SWASTA APIPSU
Class / Semester : VII / I
Aspect / Skill : Vocabulary
Time Location : 2 x 40 Minutes

A. Standard Competence

To learn vocabulary by implementation of Board Game

B. Basic Competence

To make the students easy to increase the students vocabulary achievement.

C. Indicators

1. The students are able to learn vocabulary by Board Game in increasing the students vocabulary achievement.
2. The students are able to understand about vocabulary by Board Game.

D. Objectives.

1. The teacher introduce about Board Game in increase the students achievement in vocabulary.
2. The students are able to learn vocabulary by Board Game

E. Learning Materials

- a. Procedures How to Play Board Game

Materials :

1. Game board
2. Tasks card and answer keys cards
3. Dice
4. Markers to move from start to finish

Directions :

1. Divide the students into some groups so teacher is easier to control them in the classroom and the time used is more efficient.
2. Place the game board, the task cards and the answers keys cards on the table.
3. Have each student in each group chooses a marker and places it at the starting line.
4. Let the player roll the die, move his/her marker to a number of spaces indicated on the die and follow any instruction on the space where the players lands on. These instruction as following :

Blue space : The player jumps one space.

Black space : the player goes back one space.

5. Pick up a task a card based on the number where the player lands on. If the player can respond correctly, she/he can stay on that space but if the players respond incorrectly, she/he must goes back to the previous space.
6. Make sure whether his/her respond is correct or not, another player checks on the answer key card.
7. Put back the task card and answer key card that had been used.
8. Do the same thing other player.
9. Reach the finish line soon, the players who reaches it is the winner.

F. Learning Activities

1. Pre Activities

- The teacher says greeting to the students
- The teacher cheecks the students' attendance list
- Doing the appreciation and giving the pre-test the students

2. Main Activities

- The teacher explain about vocabulary

- The teacher explain about Board Game
- The teacher ask the students to guess the description of vocabulary in Board Game in front of class

3. Post Activities.

- The teacher asks the students' difficulties
- The teacher discusses the students' difficulties
- The teacher gives the students exercise or homework
- The teacher makes a conclusion.

G. Learning Sources

English Book

H. Assessment

- | | |
|--------------------------|-------------------------------------|
| a) Evaluation Teachnique | : Essay test and Writing test |
| b) Instrument Form | : Essay question and action respond |

Medan , September 2019

English Teacher

The Researcher



Farida Ariani Nasution, S.Pd



Bambang Sarwedi Hasugian

Knowing by

Headmaster of SMP APIPSU Medan



Ida Nurlely, S.Psi

LESSON PLAN
(CONTROL GROUP)

School : SMP SWASTA APIPSU
Class / Semester : VII / I
Aspect / Skill : Vocabulary
Time Location : 2 x 40 Minutes

A. Standard Competence

To learn vocabulary by implementation of Board Game

B. Basic Competence

To make the students easy to increase the students vocabulary achievement.

C. Indicators

1. The students are able to learn vocabulary by Board Game in increasing the students vocabulary achievement.
3. The students are able to understand about vocabulary by Board Game.

D. Objectives.

1. The teacher introduce about Board Game in increase the students achievement in vocabulary.
2. The students are able to learn vocabulary by Board Game

E. Learning Materials

A. Procedures How to Play Board Game

Materials :

1. Game board
2. Tasks card and answer keys cards
3. Dice
4. Markers to move from start to finish

Directions :

1. Divide the students into some groups so teacher is easier to control them in the classroom and the time used is more efficient.
2. Place the game board, the task cards and the answers keys cards on the table.
3. Have each student in each group chooses a marker and places it at the starting line.
4. Let the player roll the die, move his/her marker to a number of spaces indicated on the die and follow any instruction on the space where the players lands on. These instruction as following :

Blue space : The player jumps one space.

Black space : the player goes back one space.

5. Pick up a task a card based on the number where the player lands on. If the player can respond correctly, she/he can stay on that space but if the players respond incorrectly, she/he must goes back to the previous space.
6. Make sure whether his/her respond is correct or not, another player checks on the answer key card.
7. Put back the task card and answer key card that had been used.
8. Do the same thing other player.
9. Reach the finish line soon, the players who reaches it is the winner.

F. Learning Activities

1. Pre Activities

- The teacher says greeting to the students
- The teacher checks the students' attendance list
- Doing the appreciation and giving the pre-test the students

2. Main Activities

- The teacher explain about vocabulary

- The teacher explain about Board Game
- The teacher ask the students to guess the description of vocabulary in Board Game in front of class

3. Post Activities.

- The teacher asks the students' difficulties
- The teacher discusses the students' difficulties
- The teacher gives the students exercise or homework
- The teacher makes a conclusion.

F. Learning Sources

English Book

I. Assessment

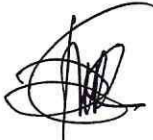
- c) Evaluation Teachnique : Essay test and Writing test
- d) Instrument Form : Essay question and action respond

Medan , September 2019

English Teacher

The Researcher

Farida Ariani Nasution, S.Pd



Bambang Sarwedi Hasugian

Knowing by

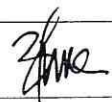
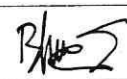









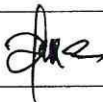

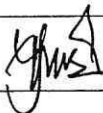








Headmaster of SMP APIPSU Medan

Ida Nurlely, S.Psi

The Attendance List of the Students'

Class VII-2

(Experimental Group)

| No | Students' Name | L/P | Signature |
|----|----------------|-----|---|
| 1 | FSY | L | 1.  |
| 2 | FN | P | 2.  |
| 3 | KR | L | 3.  |
| 4 | MA | L | 4.  |
| 5 | MR | P | 5.  |
| 6 | MDAS | P | 6.  |
| 7 | MSD | P | 7.  |
| 8 | MF | L | 8.  |
| 9 | MFR | L | 9.  |
| 10 | MR | L | 10.  |
| 11 | MH | P | 11.  |
| 12 | RH | P | 12.  |
| 13 | RDP | P | 13.  |
| 14 | RA | P | 14.  |
| 15 | RA | L | 15.  |
| 16 | RA | P | 16.  |
| 17 | RK | L | 17.  |
| 18 | RKU | P | 18.  |
| 19 | SAP | P | 19.  |
| 20 | SA | L | 20.  |
| 21 | FFN | P | 21.  |
| 22 | GR | L | 22.  |

| | | | | |
|----|-----|---|-----|-------------|
| 23 | HK | P | 23 | <i>Ja</i> |
| 24 | ID | P | 24. | <i>Ja</i> |
| 25 | MR | P | 25 | <i>Must</i> |
| 26 | MRP | L | 26. | <i>mees</i> |
| 27 | MTH | L | 27 | <i>Cool</i> |
| 28 | MS | P | 28. | <i>Ja</i> |
| 29 | SK | P | 29 | <i>Shut</i> |
| 30 | BMR | L | 30. | <i>Ja</i> |

Medan, Sept 2019

The Headmaster of SMP APIPSU Medan



Ida Nurlely, S.Psi

The Attendance List of the Students'

Class VII-2

(Control Group)

| No | Students' Name | L/P | Signature |
|----|----------------|-----|----------------|
| 1 | AGA | L | 1. <i>Cat</i> |
| 2 | APN | P | 2. <i>hnd</i> |
| 3 | AF | P | 3. <i>Rnd</i> |
| 4 | ASP | L | 4. <i>Rnd</i> |
| 5 | AH | P | 5. <i>Snd</i> |
| 6 | AN | L | 6. <i>hnd</i> |
| 7 | APR | P | 7. <i>Tnd</i> |
| 8 | ARP | L | 8. <i>hnd</i> |
| 9 | ATA | P | 9. <i>hnd</i> |
| 10 | BLSH | P | 10. <i>hnd</i> |
| 11 | BR | P | 11. <i>Cat</i> |
| 12 | CAA | P | 12. <i>Tnd</i> |
| 13 | DI | P | 13. <i>hnd</i> |
| 14 | DFZ | P | 14. <i>Rnd</i> |
| 15 | DAG | L | 15. <i>Fnd</i> |
| 16 | DA | L | 16. <i>Lnd</i> |
| 17 | DSP | L | 17. <i>hnd</i> |
| 18 | DL | P | 18. <i>Cat</i> |
| 19 | DR | P | 19. <i>Rnd</i> |
| 20 | FK | P | 20. <i>hnd</i> |
| 21 | SN | P | 21. <i>Cat</i> |
| 22 | SIA | L | 22. <i>Rnd</i> |

| | | | | |
|----|-----|---|----|----|
| 23 | TW | L | 23 | St |
| 24 | TYA | L | 24 | St |
| 25 | WAR | L | 25 | St |
| 26 | PS | P | 26 | St |
| 27 | PZS | L | 27 | St |
| 28 | PR | P | 28 | St |
| 29 | JK | L | 29 | St |
| 30 | WRN | P | 30 | St |

Medan, Sept 2019

The Headmaster of SMP AIPSU Medan



Ida Nurlely, S.Psi



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Form : K - 1

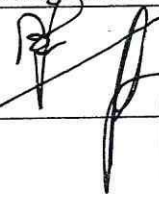

Kepada Yth : Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Mahasiswa : BAMBANG SARWEDI H
NPM : 1502050209
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 156 SKS

IPK = 3,33

| Persetujuan Ket./Sekret. Prog. Studi | Judul yang Diajukan | Disahkan Oleh Dekan Fakultas |
|---|--|---|
|  | The Effect of Applying Board Game on the Students' achievement in Vocabulary |  |
| | The Effect of the Applying Discovery Learning Method to the Students' Achievement in Writing Descriptive Paragraph | |
| | Denotative and Conotative Meaning of Poetry "Song of Experience" By William Blake | |

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 21 Mei 2019
Hormat Pemohon,



BAMBANG SARWEDI H

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id


PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : BAMBANG SARWEDI H

NPM : 1502050209

Prog. Studi : Pendidikan Bahasa Inggris

| Judul | Diterima |
|--|--|
| The Effect of Applying Board Game on the Students' achievement in Vocabulary |  |

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing


Khairil, S.Pd., M.Hum

Medan, 21 Mei 2019
Hormat Pemohon


Bambang Sarwedi H



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua Program Studi
Pendidikan Bahasa Inggris
Universitas Muhammadiyah Sumatera Utara
Medan

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Bambang Sarwedi H
NPM : 1502050209
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

“The Effect of Applying Board Game on the Students’ achievement in Vocabulary”

Sekaligus saya mengusulkan/ menunjuk Bapak:

1. **Khairil, S.Pd., M.Hum**

ACC RP

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, 21 Mei 2019
Hormat pemohon,

Bambang Sarwedi H

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua /Sekteraris Prodi
- Untuk Mahasiswa yang bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2328 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Bambang Sarwedi H
N P M : 1502050209
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Board Game on The Students' Achievement in Vocabulary.

Pembimbing : Khairil, S.Pd, M.Hum

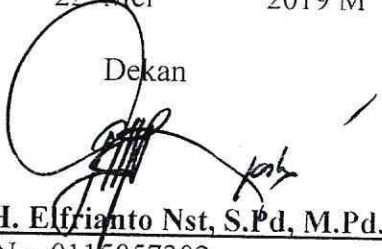
Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 22 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 17 Ramadhan 1440 H
22 Mei 2019 M

Dekan


Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



UMSU

Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERMOHONAN

Medan, Mei 2019

Lamp : Satu Berkas
Hal : Seminar Proposal

Yth. Ketua Program Studi
Pendidikan Bahasa Inggris
FKIP UMSU

Bismillahirrahmannirrahim
Assalamu'alaikum, Wb. Wb

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Bambang Sarwedi H
NPM : 1502050209
Program studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Board Game on The Students' Achievement in Vocabulary

Dengan ini mengajukan seminar proposal skripsi kepada Bapak/Ibu. Sebagai bahan pertimbangan Bapak/Ibu saya lampirkan:

1. Foto kopi proposal skripsi yang telah disetujui pembimbing satu eksamplar,
2. Kuitansi biaya seminar dua lembar fotocopy
3. Kuitansi SPP yang sedang berjalan dua lembar fotocopy,
4. Foto kopi K1, K2, K3.

Demikianlah surat permohonan ini saya sampaikan ke hadapan Bapak/Ibu. Atas kesediaan Bapak/Ibu mengabulkan permohonan ini, saya ucapkan terima kasih.

Wassalam
Pemohon,


Bambang Sarwedi H



UMSU
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Bambang Sarwedi H
NPM : 1502050209
Program studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Board Game on The Students' Achievement in Vocabulary

sudah layak diseminarkan.

Medan, Mei 2019

Dosen Pembimbing,

Khairil, S.Pd, M.Hum



UMSU
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6522400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari Senin tanggal 29 Bulan Juli 2019 telah diselenggarakan seminar prodi pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Bambang Sarwedi
N.P.M : 1502050209
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Board Game on The Students' Achievement in Vocabulary

| No. | Argument/Komentar/Saran |
|------------|--|
| Judul | Ok. |
| Bab I | Introductions - |
| Bab II | Review of literature, Relevant studies conceptual framework |
| Bab III | Research Design |
| Lainnya | References |
| Kesimpulan | [] Disetujui [] Ditolak [] Disetujui Dengan Adanya Perbaikan |

Dosen Pembahas

Diani Syahputri, S.Pd, M.Hum

Dosen Pembimbing

Khairil, S.Pd, M.Hum

Panitia Pelaksana

Ketua

Mandra Saragih, S.Pd, M.Hum

Sekretaris

Pirman Ginting, S.Pd, M.Hum



UMSU
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp (061) 6622400 Ext. 22, 23, 30
Webside : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Bambang Sarwedi Hasugian

N.P.M : 1502050209

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Effect of Applying Board Game on The Students' Achievement in Vocabulary

Pada Senin, tanggal 29 bulan Juli tahun 2019 sudah layak menjadi proposal skripsi.

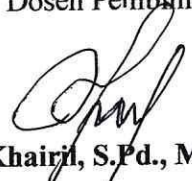
Medan, Agustus 2019

Disetujui oleh:

Dosen Pembahas


Dra. Diani Syahputri, M.Hum.

Dosen Pembimbing


Khairil, S.Pd., M.Hum.

Diketahui oleh
Ketua Program studi


Mandra Saragih S.Pd., M.Hum.



UMSU
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Webside : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Bambang Sarwedi Hasugian

N.P.M : 1502050209

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Effect of Applying Board Game on The Students' Achievement in Vocabulary

Benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 29 bulan Juli, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Agustus 2019

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum



UMSU

Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 955 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 07 Dzulhijjah 1440 H
08 Agustus 2019 M

Kepada Yth, Bapak/Ibu Kepala
SMP APIPSU Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Bambang Sarwedi Hasugian
N P M : 1502050209
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Board Game on The Students' Achievement in Vocabulary.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



** Pertinggal **



SEKOLAH MENENGAH PERTAMA

SMP SWASTA APIPSU

Sekretariat : Jalan Rasmi No. 28 Telepon (061) 8451508

Medan Helvetia 20123

NSS : 204076002157

NPSN : 10210223

SURAT KETERANGAN

Nomor : 314/SMP/APIPSU/SK/VIII/2019

Yang bertanda tangan dibawah ini Kepala SMP Swasta APIPSU Medan Jl.Rasmi No. 28, Kec Sei Sikambang C-II, Medan Helvetia menerangkan bahwa :

| | |
|---------------|--|
| Nama | : Bambang Sarwedi Hasugian |
| NPM | : 1502050209 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul Skripsi | : The Effect of Applying Board Game on The Students' Achievement in Vocabulary |

Adalah benar nama tersebut diatas telah melaksanakan riset guna penyusunan skripsi di SMP Swasta APIPSU Medan mulai tanggal 05 Agustus s/d 09 September 2019 dengan hasil baik.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya

Medan, 10 Sept 2019

Kepala Sekolah

Ida Nurlely, S.Psi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Webside : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI



Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Bambang Sarwedi Hasugian

N.P.M : 1502050209

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Effect of Applying Board Game on The Students' Achievement in Vocabulary

sudah layak disidangkan.

Medan, Oktober 2019

Disetujui oleh:

Dosen Pembimbing

Khairil, S.Pd, M.Hum

Diketahui oleh:

Dekan

Dr. H. Elfrianto Nasution, S.Pd, M.Pd.

Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum

CURRICULUM VITAE

(DAFTAR RIWAYAT HIDUP)

I. DATA PRIBADI

Nama : **Bambang Sarwedi Hasugian**
Tempat, Tanggal Lahir : Medan, 26 November 1996
Jenis Kelamin : Laki-laki
Agama : Islam
Alamat : Jl. Damar 13 No. 5 P. Simalingkar
Kewarganegaraan : Indonesia
No. Hp : 081364420142
Email : hasugianbebeng@gmail.com

II. LATAR BELAKANG PENDIDIKAN

1. SD Negeri 068008 Medan (2002 – 2008)
2. SMP Mulia Pratama Medan (2008 – 2011)
3. SMK Raksana Medan (2011 – 2014)
4. Universitas Muhammadiyah Sumatera Utara (2015 – sampai sekarang)

III. KEMAMPUAN

1. Berbahasa Inggris
2. Mengoperasikan Komputer

Demikian daftar riwayat hidup ini saya perbuat dengan sebenarnya untuk dapat dipergunakan dengan seperlunya.

Medan, Juli 2019

Hormat Saya,



Bambang Hasugian



UMSU
Unggut | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Webside : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Bambang Sarwedi Hasugian
N.P.M : 1502050209
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Board Game on The Students' Achievement in Vocabulary

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, September 2019
Hormat saya
Yang membuat pernyataan,



Bambang Sarwedi Hasugian

Diketahui oleh
Sekretaris Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd, M.Hum