

**THE EFFECT OF TEACHING HIDDEN OBJECT GAME ON  
STUDENTS' MASTERY IN VOCABULARY**

**SKRIPSI**

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

**By**

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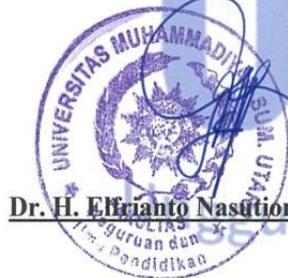
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## ABSTRACT

**Rangkuti, Rahmad Parlindungan. NIP 1302050204 The Effect of Hidden Object Game on the Students' Mastery in Vocabulary. A Thesis. English Department, Faculty of Teacher's Training and Education, University Muhammadiyah Sumatera Utara. 2019.**

Vocabulary is one of the language components that needed in mastering English. So, when the students communicate using English language, they need not only in grammar but also in vocabulary. This research was conducted by applying a quantitative research with an experimental research. This research is focused on finding out the students' achievement in vocabulary using hidden object game, finding out the students' achievement in vocabulary using written vocabulary list, and describing the significant effect of the students' achievement in vocabulary by using hidden object game. The limitation is the vocabulary materials found in junior high school based on the textbook of MTSN 3 Medan Jalan Melati No. 13 Perumnas Helvetia Medan of academic year 2019/2020 which are suited with the hidden object game pictures are taken from *Hidden Picture 1, Learns as You Play* composed by Boyd.Mills. Based on the result obtained there is an increment in students' vocabulary mastery by using Hidden Object Game and it is higher than using written vocabulary test but there is not any increment in students' vocabulary mastery by using written vocabulary list and it is lower than using Hidden Object Game. With  $\sum X_1 = 2530$  meanwhile  $\sum X_2$  is 2805 and the Mean of the students before applying the Hidden object game = 79 meanwhile the mean of the students after applying the Hidden object game = 87. This calculation means that there is an effect in students' achievement in mastering the vocabulary by using Hidden Object Game. The findings of this research are expected for students that they will be able to improve their vocabulary in English. For teachers, it is useful for using a better strategy in teaching vocabulary and understand the teaching writing through the hidden object game. And finally, for other researcher, as the reference for other researchers to conduct a research in English vocabulary. The hidden object game can be another consideration for them in determining a topic or a problem that related to vocabulary by using a useful method.

**Keywords:** *vocabulary, hidden object game, written vocabulary list*

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Vocabulary is one of the language components that needed in mastering English. So, when the students communicate using English language, they need not only in grammar but also in vocabulary. As it is stated by Schmitt (2010: 3) that one thing that all of the partners involved in the learning process (students, teachers, materials writers, and researchers) can agree upon is that learning vocabulary is an essential part of mastering a second language. It means that vocabulary is very important when the students communicate using foreign language especially English language.

L2 (second language) vocabulary acquisition is different from L1 (first language) vocabulary acquisition because an L2 learner has already developed conceptual and semantic systems linked to the L1. This is why L2 acquisition at least in its initial stages, often involves a mapping of the new lexical form onto an already existing conceptual meaning or translational equivalent in L1. The role of L1 in this process varies depending on the degree of equivalency between languages: although in some cases it may facilitate the acquisition or use of L2 lexical items, in others it will create an obstacle.

Teacher has a responsibility to make students acquire English vocabulary effectively. In Junior High School, the students categorize as children. This statement is supported by Alqahtani (2015: 22) that vocabulary, as one of the

knowledge areas in language, plays a great role for learners in acquiring a language. Thus, teachers need to consider about the way to teach the appropriate vocabulary items that will be learned by students in Junior high school level so that they can develop their knowledge about vocabulary.

Learning vocabulary is an important part of second language acquisition. A large portion of second language vocabulary learning research focuses on which words learners have learned and should be learning; however, vocabulary learning processes and strategies are recognized as increasingly important. There are many ways for learning vocabulary. Among them is through a game. In many cases, the words play, game and simulation are used interchangeably since they serve the same general purpose focused on implementing fun in the classroom and exposing learners to a given form of L2 (second language) input.

Toth as in Gruss (2016: 84) provides a more expansive definition explaining game as an activity with rules, a goal and an element of fun. There are two kinds of games: Competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language. The suitable game for young learners could be a Hidden Object Game.

According to Homan as cited by Sari (2017: 5) hidden object media is media that have an object-hunt scene system. This technique requires students to find the objects hidden in a picture and then do an action to it. This action means

to involve the cognitive participation of students as well as physical participation by responding (taking action) to the media.

This hidden object media comes in various types such as puzzles, games, handouts and it is usually associated with literature in the form of a story. The use of handouts as one of the types of hidden object media is suitable to involve students better in learning process. It is related to the philosophy of pedagogy in which the students will see their teacher is responsible for their learning. The feeling of being treated responsibly by the teacher will affect better response in learning. Moreover handouts can be easily adjusted to the topic and having a lot of variations.

In learning vocabulary, many problems that faced by students, so that they are very difficult to understand all of materials that her or his teacher was explained, they are: First, is understanding meaning of word. Most students have found difficulties in understanding meaning of words, because they may not know it when they are learning, so that it is so hard for them could understand the lesson well, and it also might make them disappointed and unmotivated. Besides that, they try to translate it into Bahasa Indonesia, so that they attempt look up it in the dictionary. Second, is differentiating the foreign word-spelling. The students have found some similar words and sounds in English, so that it might make them feel confused. Third, is using the words. The students forgot word that has been learned before, so that they could not make a sentence well.

Games are fun and fun is motivating. Along with food and shelter, fun is one of the basics of life people will seek. We will do something fun over and over

again, just to have the experience. Things that are not fun will often be avoided, lied about, delegated to others, or generally shoved to the back of the closet—unless there is another payoff at the end of the drudgery, such as a paycheck or some boost to our personal status.

When the writer substituted a teacher at MTSN 3 Medan, he found the problems in the students' vocabulary. The writer found that there were still many students lack of vocabulary. They were focus on the teaching material book and there was no game to make the students more interested in vocabulary. For that reason, the writer is interested in analyzing and offering the hidden object game to improve the students' vocabulary. For that reason, the writer chose this school as the location of the research and chose the title The Effect of Hidden Object Game on the Students' Vocabulary.

## **B. Identification of the Problems**

Based on the problems in the background of the study, the researcher would like to formulate the problems as follows:

1. The students' achievement in vocabulary using hidden object game
2. The students' achievement in vocabulary using written vocabulary list
3. The effect of the students' achievement in vocabulary by using hidden object game

## **C. Problems of the Study**

Based on the problems in the background of the study, the problems of the research were formulated as the following:

1. How is the students' achievement in vocabulary using hidden object game?
2. How is the students' achievement in vocabulary using written vocabulary list?
3. Is there any significant effect on the students' achievement in vocabulary by using hidden object game?

#### **D. Objectives of the Study**

Based on the problems in the background of the study, the objectives of this research were:

1. to find out the students' achievement in vocabulary using hidden object game,
2. to find out the students' achievement in vocabulary using written vocabulary list,
3. to describe the significant effect of the students' achievement in vocabulary by using hidden object game.

#### **E. Scope of the Study**

This study was an attempt to find out whether engaging in hidden object game affects the students' vocabulary or not. The study scoped the hidden object game and the students' achievement in vocabulary. The limitation was the vocabulary materials found in junior high school based on the textbook of MTSN 3 Medan Jalan Melati No. 13 Perumnas Helvetia Medan of academic year 2019/2020 which were suited with the hidden object game pictures were taken from Hidden Picture 1, *Learns as You Play* composed by Boyd.Mills.

#### **F. The Significance of the Study**

The findings of this research were expected to theoretically and practically significant for students, teachers, and other researchers.

Theoretically, the findings of this research were expected as follows: First, for students, they will be able to improve their vocabulary in English. From knowing and understanding the hidden object game, they would have another choice in improving their vocabulary, second was for teachers, it was useful for using a better strategy in teaching vocabulary and understand the teaching writing through the hidden object game. This could be another alternative method in improving their teaching skill in vocabulary. And finally, for other researcher, as the reference for other researchers to conduct a research in English vocabulary. The hidden object game could be another consideration for them in determining a topic or a problem that related to vocabulary by using a useful method.

Practically, the findings of this research were expected as follows: First, for students, it was expected to take benefit from being taught with hidden object game. Second was for English teachers as alternative teaching method in teaching English. Basically, the using of hidden object game in teaching learning process especially in English vocabulary will increase the students' ability in certain subject. Also it gave broad description for the teachers about the effectiveness of the application of alternative teaching method in teaching English. And finally for other researchers, this could be another alternative example for their researches.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Vocabulary**

All languages consisted of words. Languages emerge first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. Moreover, vocabulary is still widening. Even in our native language we are continually learning new words and meanings of old words. Vocabulary is one of the most important elements in a language.

Many of the vocabulary in English text books have to be learned. Without it, no one can speak or understand the language. It means that people cannot write a word or make a sentence well, when they do not master it. Talking about vocabulary, there are many definitions of vocabulary according to some experts. According to Richards et al (2002: 580) define vocabulary as a set of lexemes, including single words, compound words and idioms. Moreover, they explain that lexeme is the smallest unit in the meaning system of a language that can be distinguished from other similar units. A lexeme is an abstract unit. It can occur in many different forms in actual spoken or written sentences, and is regarded as the same lexeme even when inflected.

Takac (2008: 16) explains that vocabulary learning is the acquisition of memorised sequences of lexical items that serve as a pattern on the basis of which the learner creates new sequences. The main task is to discover the patterns in the

language, starting from phonological categories, phonotactic sequences (i.e. allowable arrangement of phonemes), and morphemes, to collocations and lexical phrases, and their analysis into meaningful units or chunks (which are units of memory organisation).

## **2. Parts of Speech**

Plag (2002: 9) explains that words belong to certain syntactic classes (nouns, verbs, adjectives, prepositions etc.), which are called parts of speech, word classes or syntactic categories. The position in which a given word may occur in a sentence is determined by the syntactic rules of a language. These rules make reference to words and the class they belong to. For example, the is said to belong to the class called articles, and there are rules which determine where in a sentence such words, i.e. articles, may occur (usually before nouns and their modifiers, as in the big house).

We can therefore test whether something is a word by checking whether it belongs to such a word class. If the item in question, for example, follows the rules for nouns, it should be a noun, hence a word. Or consider the fact that only words (and groups of words), but no smaller units can be moved to a different position in the sentence. For example, in 'yes/no' questions, the auxiliary verb does not occur in its usual position but is moved to the beginning of the sentence (You can read my textbook vs. Can you read my textbook?). Thus syntactic criteria can help to determine the wordhood of a given entity.

Russell in Khaisaeng et. al (2017: 44) describe that the students' listening, speaking, reading and writing ability will be developed through words and that the students who have better listening, speaking, reading and writing abilities, tend to have more vocabulary knowledge. In the other words, the students have to recognize or recall the meaning of words in order to understand the passage or context of reading or listening.

The main purpose of all English courses is to enable students to gain more knowledge for their future careers and higher education. However, the outcome of students' learning remains unsatisfactory. Students are still having difficulties mastering or even improving their four main language skills. The evaluation revealed their low proficiency in pronunciation, grammar and knowledge of parts of speech.

Parts of speech knowledge is an important subject area that students should know. Parts of speech are one of the important components in studying any language. Parts of speech help students and learners to understand and use the target language more efficiently. Some learners cannot listen, speak, read or write English effectively if his/her parts of speech knowledge is limited. This problem seems to obstruct his/her learning of English because parts of speech are an important element in the acquisition of a second language.

According to Richards et al (2002: 387) parts of speech is defined as a traditional term to describe the different types of word which are used to form sentences, such as *noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection*. From time to time other parts of speech have been

proposed, such as determiner. Parts of speech may be identified by: a. their meaning (e.g. a verb is the name of a state or event: go). b. Their form (e.g. a verb has an -ing-form, a past tense, and a past participle: *going, went, gone*) and c. Their function (e.g. a verb may form or be part of the predicate of a sentence: *They went away*). These criteria will identify the most typical representatives of each part of speech.

### **3. Morphology**

Carstairs and McCarthy (2002: 16) explain that the focus on these smaller parts of words, generally called morphemes. The area of grammar concerned with the structure of words and with relationships between words involving the morphemes that compose them is technically called morphology, from the Greek word *morphe* ‘form, shape’; and morphemes can be thought of as the minimal units of morphology.

Katamba (2004: 3) explains that the study of word-formation and word-structure is called morphology. Morphological theory provides a general theory of word-structure in all the languages of the world. Its task is to characterize the kinds of things that speakers need to know about the structure of the words of their language in order to be able to use them to produce and to understand speech.

We will see that in order to use language, speakers need to have two types of morphological knowledge. First, they need to be able to analyse existing words (e.g. they must be able to tell that *frogs* contains *frog* plus *-s* for plural). Usually, if we know the meanings of the elements that a word contains, it is possible to

determine the meaning of the entire word once we have worked out how the various elements relate to each other. For instance, if we examine a word like nutcracker we find that it is made up of two words, namely the noun nut and the noun cracker. Furthermore, we see that the latter word, cracker is divisible into the verb crack and another meaningful element -er (roughly meaning ‘an instrument used to do X’), which, however, is not a word in its own right. Numerous other words are formed using this pattern of combining words (and smaller meaningful elements).

According to Richards et al (2002: 342) morphology is defined as the study of morphemes and their different forms (allomorphs), and the way they combine in word formation. For example, the English word *unfriendly* is formed from *friend*, the adjective-forming suffix *-ly* and the negative prefix *un-*. It is also a morphemic system: in this sense, one can speak of “comparing the morphology of English with the morphology of German”.

In linguistics, vocabulary belongs to morphology as shown in the following figure.

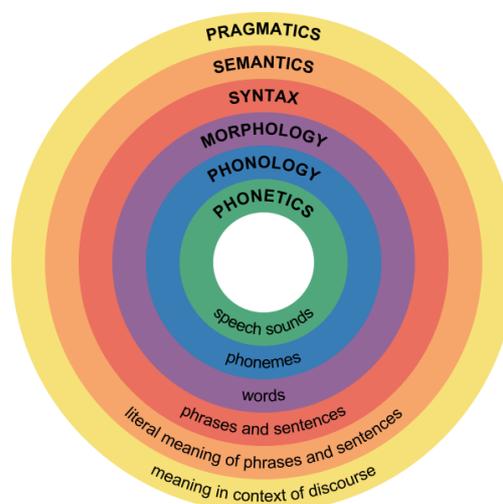


Figure 1 The Diagram of Linguistics Elements  
Source: Mullenlearning.com

From the above figure, we can see that a word belongs to morphology as the part of linguistics elements. In other words, we can understand that vocabulary which is in the form of words is very important as well. As Gruss (72: 2016) states that in general terms, vocabulary as such can be perceived from various perspectives, it can be seen as an all words of a given language or an internal knowledge possessed by speakers of that language. Vocabulary can also be referred to as a set of words. However, such a description seems to be very simple failing to reflect all the important features of a lexical sphere of language.

Meanwhile Scrivener (2010: 185) defines vocabulary as typically refers mainly to single words (e.g. dog, green, wash), and sometimes to very tightly linked two- or three-word combinations (e.g. stock market, compact disc, sky blue, go off).

Hanson and Padua (2017: 5) explain that vocabulary and print language refers to words we use to communicate in oral. Receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking. In order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand. Effective reading requires two types of vocabulary, word recognition vocabulary and word meaning. Word recognition is the readers' ability to pronounce or figure out the word by using word attack strategies. Word meaning refers to words students know or can

define. Though we recognize the importance of both word recognition and word meaning, the emphasis of this book will be on word meaning.

The main idea of the definitions presented above is considering vocabulary as a separated unit of instruction in second language acquisition. It can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, 'post office', and 'mother-in-law', which are made up of two or three words but express a single idea.

From the definition above, the writer concludes that vocabulary is word that has meaning which is not isolated or the meaning of words that depends on context of the words exist in a context. In other hand, it could be said that vocabulary is a collective of words which their meaning used in a language.

#### **4. The Importance of Learning Vocabulary**

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language.

Alqahtani (2015: 22) states that learners' vocabulary development is an important aspect of their language development. Although it has been neglected for a long time, researchers have increasingly been turning their attention to vocabulary. Schmitt (2010: 4) states that one thing that all of the partners involved in the learning process (students, teachers, materials writers, and researchers) can agree upon is that learning vocabulary is an essential part of mastering a second language. The importance of vocabulary is highlighted by the oft-repeated observation that learners carry around dictionaries and not grammar books.

Moreover Vossoughi and Zargar (2009: 80) explain that even though students realize the importance of vocabulary when learning language, most students encounter many difficulties and learn vocabulary passively due to several factors:

- a. They consider the teacher's explanation for meaning or definition, pronunciation, spelling, and grammatical functions boring. In this case, language learners have nothing to do in a vocabulary learning section but to listen to their teacher.
- b. Students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions and usages of the words.
- c. Students usually acquire new vocabulary only through their textbooks or when given by teachers during the classroom lessons. For example, learners find many new words in a text and then ask the teacher to explain their meaning and usage.

d. Many learners do not want to take risks in applying what they have learnt.

Students may recognize a word in a written or spoken form and think that they already know the word, but they may not be able to use that word properly in different contexts or pronounce it correctly.

Nation (2000: 643) states that the goals of vocabulary learning are:

Principle 1: Learners should know what vocabulary to learn, what to learn about

it, how to learn it, how to put it to use, and how to see how well it has been learned and used,

Principle 2: Learners should continue to increase their vocabulary size and enrich

the words they already know,

Principle 3: Learners should use word frequency and personal need to determine

what vocabulary should be learned.

McCarten (2007: 19) suggests that another issue to consider is which vocabulary we want students to be able to use when they speak and write (their active or productive vocabulary) and which we want them to be able to recognize and understand but not necessarily produce (their passive or receptive vocabulary). Moreover, Read (2000: 16) explains that vocabulary knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary type definition or an equivalent word in their own language.

## 5. Vocabulary for Young Learners

In many countries, second language learning used to be mostly a secondary school preserve-but there has been a definite trend towards teaching primary learners at lower and lower ages. In many locations there are even wide spread nursery-level language classes. When someone reported, a few years back, that a famous examination board was about to launch a new English exam for learners in the womb, it sounded almost believable.

Teacher has a responsibility to make students acquire English vocabulary effectively. In Junior High School, the students categorize as children. This statement supported by Harmer in Widiarsa (2017: 2) who states that students in the age between 2 - 14 are still categorized as children. Thus, teachers need to consider about the way to teach the appropriate vocabulary items that will be learned by students in Junior high school level so that they can develop their knowledge about vocabulary.

McCarten (2007: 21) states that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. Therefore, Scrivener (2010: 322) suggests some ideas for working with such classes for vocabulary improvement.

- a. Find tasks and activities that are exciting and motivating in their own right.

Where possible go for active tasks, physical tasks, dressing-up tasks, moving-walking-hands-on tasks. Give students the language they need to do the task,

- a. Don't just talk. Use pictures, models, short videos, board drawing, toys,

- c. Don't worry too much about the children's accurate production. Aim initially for listening and understanding'
- d. Think very carefully about whether you really need to do some(or any) actual input or explanation about grammar and vocabulary. Might it be enough to integrate all language work into the tasks so that children can understand and use the language without further analysis?
- e. Don't expect immediate (or even long-term) student use of English. Just keep using English yourself. When a child says something to you in their language, reply in English,
- f. Keep activities short. Plan for variety and frequent changes of focus, working modes and pace,
- g. Keep much of the focus on the children's life and things they understand rather than abstractor hard-to grasp concepts.

Meanwhile, Thornbury (2002: 130) explains that knowing a word means knowing:

- a. The word's form – both spoken and written
- b. the word's meaning
- c. any connotations the word might have
- d. whether the word is specific to a certain register or style
- e. the word's grammatical characteristics e.g part of speech
- f. the word's common collocations

- g. the word's derivations
- h. the word's relative frequency

Furthermore all these aspects of word knowledge can be realized respectively (in listening and reading) or productively (in speaking and writing). Any vocabulary test therefore needs to take into account the multi-dimensional character of word knowledge.

Slattery and Willis (2001: 5) argue that teaching children between seven and twelve children from 7 to 12:

- a. are learning to read and write in their own language
- b. are developing as thinkers
- c. understand the difference between the real and the imaginary
- d. can plan and organize how best to carry out an activity
- e. can work with others and learn from others
- f. can be reliable and take responsibility for class activities and routines.

Based on the explanation above, the writer concludes that young learners have special characteristics that teacher needs to understand. In learning vocabulary, young learners use to think, to express ideas and feelings, and to learn about the world. Because words are the very foundation of learning, improving the students' vocabulary knowledge has become an educational priority. Student word knowledge is strongly linked to academic accomplishment, because a rich vocabulary is essential to successful reading comprehension. Furthermore, the

verbal sections of the high-stake standardized tests used in most states to gauge student performance are basically tests of vocabulary and reading comprehension.

## **6. English Vocabulary Games**

Children love to have fun and play, so teachers should choose suitable teaching methods that cater to children's nature. Games are one of the methods that could be used in order to avoid boredom in the classroom. They have a special role in any foreign language teaching. Both students and teachers will benefit from including games during class time. Furthermore, teachers may achieve the entire educational outcome through applying the use of games especially when teaching vocabulary.

Game is an activity which involves a person or a group of people to compete each other. Dalton (2005: 5) in Widiarsa et al (2007: 2) states that game is a type of activity involving a competitive element and/or scoring (either of individuals or of teams). A game activity will make the students participate actively in the learning process. Bakhsh (2016: 121) states that young learners need to pay attention to some elements of English language such as pronunciation, spelling, structure, and vocabulary. To master English skills, students must know the vocabulary of the language i.e. a list of words with their meaning because it supports their skills' improvement. In order to speak and write English, children need to learn one to two thousand words.

Nation (2000: 477) suggests to use pictures where possible: In some cases the meaning of a word will be best expressed by a diagram or picture. Pictures and translations have different effects and so should be regarded as complementary

sources of meaning rather than alternatives. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. One of the techniques that can be used to teach vocabulary is word games that students would work on over a longer period of time. Of course the criteria for selecting words should be considered carefully since it is not the case that all words can be taught through word games. However, care should be taken to select those words which convey key concepts, are of high utility, and relevant to the bulk of the content being learned, and have meaning in the lives of the students. Another important issue in that restricting the number of words students are expected to learn will help them learn words meanings at a deeper level of understanding, which can be considered an important principle of sustained vocabulary growth.

Slattery and Willis (2001: 5) suggest that when we are teaching 7-12 year olds we can encourage them to read in English (stories, comics, reading games), encourage them to work meanings out for themselves, explain things about language, but only very simple things, use a wider range of language input as their model for language use, encourage creative writing and help them to experiment with language, and explain your intentions and ask them to help with organization of activities.

Halliwell in Bakhsh (2016: 6) argued that due to the creative language skill young learners bring into the classroom; teachers have to provide them with a communicative atmosphere where they could express themselves. Also, because the language used in any activity is unpredictable, teachers have to encourage

them to actively construct language for themselves. That is why games are important and useful. Not only they are fun, but also they create the desire to communicate and create predictability.

## **7. Understanding of Hidden Object Game**

Rixon in Bakhsh (2016: 122) explains that games are closed activities that have a beginning and an end with a winner who defines the end of the game. Games require cooperation with other members and competition against another team or players. While playing, young learners need to use the language and repeat patterns which will help in developing and improving their skills. Player could communicate with words, mime, use body movements, and gestures among many which guarantee fun and unpredictability.

According to Homan (2015: 5) in Sari (2017: 2) explains that hidden object media is media that have an object-hunt scene system. This technique requires students to find the objects hidden in a picture and then do an action to it. This action means to involve the cognitive participation of students as well as physical participation by responding (taking action) to the media.

This activity is a kind of vocabulary game in which the learner's attention is focused mainly on words. It provides vocabulary practice and improves the memory. This game can be used as an out-of-class activity, because it requires more spatial conditions. The classroom may not be very suitable because of the lack of places for hiding things. The activity may be linked with arts, it depends on the teacher, if he/she wants to spend one whole lesson only with drawing pictures or he/she ask the art teacher to have an extra lesson, where children will draw pictures for the English game.

This hidden object media comes in various types such as puzzles, games, handouts and it is usually associated with literature in the form of a story. The use of handouts as one of the types of hidden object media is suitable to involve students better in learning process. It is related to the philosophy of pedagogy in which the students will see their teacher is responsible for their learning. The sample of hidden object game is shown in figure 1 below.



Figure 2 Sample of Hidden Object Game adapted from Mills (2008: 5)

From the figure above, the students are asked to analyze the main picture, and then they are asked to pay attention to the things or object out of the main picture. They must know the words below the pictures. After that they must find out the things or objects in the main picture and colour it. The students are asked to mention the names in English loudly while showing the objects which are hidden in the main picture.

Sigurdardottir (2010: 14) explains that word games can be especially good for language teaching. Included here are cross puzzles and word searches where students get the words in their native tongue but they are hidden in the word search and only match the crossword puzzle in the target language. Also it is easy asking students to use the target language in the game “Filling in a chart” where participants have to find, for example a country, a city, an animal, or a type of food.

Meanwhile, Mills (2008: 4) states that solving hidden pictures puzzles is besides being enjoyable, it develops figure-ground perception and improves the ability to establish object constancy and size relationships. Educators have shown that working on such puzzles can also enhance a child's attention to detail, reinforce good work habit, increase both word and general knowledge and aid in developing self confidence.

## **8. The Advantages and Disadvantages of Hidden Object Game**

Almost everybody loves playing whether they are young or old. From early childhood playing is an enormous part of most children's lives and it plays a

big part of their development as well. Children start playing as early as infancy but as they develop throughout their childhood they keep playing, and as they grow up and mature the nature of their play changes.

Sorayaie-Azar, (2012: 12) in Derakhshan and Khatir. (2015: 8) state that games are advantageous and effective in learning vocabulary. They are motivating because they usually involve friendly competition and create cooperative learning environment, so students have an opportunity to work together. They improve students' communicative skills and they have a chance to use the target language.

However, in order to achieve the most from vocabulary games, it is essential that suitable games be chosen. Whenever a game is to be used, the proficiency level and cultural background of the students should be taken into account, and also it should be useful for students with lower language ability and should be easily applied in the class.

According to Allen in Bakhsh (2016: 123) games are important in teaching vocabulary because they highlight the necessary and important words to achieve the objectives of the game. Games create a fun and relaxed atmosphere where young learners could learn fast and retain words better. Games also are an effective tool to teach vocabulary to young learners. Children participate and pay more attention because they enjoy themselves and the classroom and feel and do better during and after the game. Repetition will be less boring and fun for children to which consolidates their learning of new words.

From the explanation above, the writer concludes that by involving physical-movements in games, young learners will be alert and stimulated. Young

learners often get impatient and bored very quickly if they attend lessons for a long period, so involving physical movements every now and then will guarantee their participation. Games that involve learners to take part in a healthy competition could help them in learning more without forcing their participation. Thus, choosing the right game can support healthy competition in the classroom.

Meanwhile, the disadvantages of Hidden Object Game are the students must pay more attention to the picture given. For that reason, the quality of the picture must be good as well. The other disadvantages are the teachers have to copy as many as the picture to the students. Since the students do not have the book of Hidden Object game, the teacher has to copy the materials in each meeting for the students.

Analyzing the picture and finding out what was hidden in the picture may take time for the students. Although the game is fun, they have to see the picture seriously to find out what is hidden in the picture and then write down the English name of the hidden words.

## **9. Related Research**

In doing this research, the writer read some related researches in different journals. In this study, the researcher read the journals that related about games and vocabulary of the students. Gruss (2006: 12) conducted a research entitled *Games as a tool for teaching English vocabulary to young learners*. The purpose of the research is to analyse the issue of vocabulary teaching with the use of games and plays. The main aim is to examine the effectiveness of the use of

games in vocabulary teaching. In fact the results of the study obtained showed that the children did have various views on how entertaining the games were.

However, the study had its own weaknesses, the data obtained did provide some insight into the effectiveness of games used and their enjoyable character but, of course it cannot be used as a fully reliable source of reference because of its limited character and particular weaknesses of the study. It can, though, be used as a background and an incentive for further exploration of this thematic area modifying the conditions of research which might generate more reliable results.

Then, Bakhsh who conducted a research in 2016 which entitled *Using Games as a Tool in Teaching Vocabulary to Young Learners*, conducted a research in Saudi using five kinds of games and the results were the games can help young learners to learn their vocabulary effectively. Another researcher, Sari, I. A. P. P. G. who conducted a research in 2017 which entitled *Hidden Object Media' For Teaching English At Third Grade Elementary Students In Sd Laboratorium Undiksha Singaraja*. She conducted a research at primary school. The result was that the percentage shows that more than 78% in every session students felt happy, more than 57% in every session students felt helpful and 100% students feel motivated and feel that the media were good for them to be used. Thus, this media was proper to use for teaching English for third grade students.

Masri and Najar who conducted a research in 2014 which entitled *The Effect of Using Word Games on Primary Stage Students Achievement in English Language Vocabulary in Jordan*. The purpose of this study is to investigate the

effect of using word games on primary stage students' achievement in English vocabulary in Marj Al Hamam Primary school for girls and Al Baraa' School for boys in Amman in Jordan. To achieve the purpose of the study, a pre/post-test was constructed to measure students' level in English vocabulary. The test consisted of thirty items on English language vocabulary.

The findings of the study indicated that there were statistically significant differences in the post- test between the control and the experimental groups in favor of the experimental group, and there was no statistically significant difference in the students' achievement due to gender. The researcher concluded with recommendations to enhance the effect of using word games for teaching English vocabulary on students' achievement in English vocabulary such as conducting further studies on other populations and for a longer period time.

## **B. Conceptual Framework**

Hidden Object Game is a game which uses a picture as the main media. In this game, the players are instructed to point the object on the picture when they locate it. Hidden Object Game can be said as an effective strategy because it can increase the students' willingness and vocabulary to try this game or it can be said that it will motivate students to learn in a fun way.

In the implementation of using hidden object game to the students in vocabulary, the students are asked to identify the certain pictures which are hidden in the main picture. They have to find out the part of the picture in the main picture and recognize the English word below the part of the picture. Through this

way, the students will get more advantages. First, they will understand what the English word for the picture is and second they will be interest in the thing which is asked in the main picture.

### **C. Hypothesis of the Study**

Hypothesis a speculation concerning either observed or expected relationships among phenomena. Hypotheses are made and evaluated in both quantitative research and qualitative research. However, in quantitative research hypotheses are formulated in advance of the research, based on theory and previous research, while in qualitative research hypotheses emerge gradually in the course of the research itself. The hypothesis can be stated as follows:

- a. There was no significant effect of using hidden object game on the students' vocabulary achievements.
- b. There was a significant effect of using hidden object game on the students' vocabulary achievements.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Location and Time of Research**

This research was conducted at MTSN 3 Medan Jalan Melati No. 13 Perumnas Helvetia Medan of the academic year 2019/2020. The reason why the writer chose the location is that he substituted a teacher there for a week and found the problems in the students' vocabulary. For that reason, the writer chose this school as the location of the research. The researcher would like to improve the students' vocabulary mastery. The research will be conducted in July and August 2019.

#### **B. Population and Sample**

##### **1. Population**

Singh (2006: 82) states that population or universe means, the entire mass of observations, which is the parent group from which a sample is to be formed. The sample observations provide only an estimate of the population characteristics. The population of this research was the 8<sup>th</sup> Grade of MTSN 3 Medan Jalan Melati No. 13 Perumnas Helvetia Medan, North Sumatra of academic year 2019/2020. There were five classes for 8<sup>th</sup> Grade. Each class consists of around 45 students.

## 2. Sample

The researcher took 30% from the population as the sample of the research. The researcher used a simple random sampling through lottery method as shown in the following table.

**Table 3.1 Popul 28 and Sample**

No	Class	Number of Students (N)	222 66.6	=	Control Group	Experimental Group
1	VIII-1	45				
2	VIII -2	45	66 students		33 students	33 students
3	VIII -3	44				
4	VIII -4	44				
5	VIII -5	44				
<b>Total</b>		<b>222 students</b>				

## C. Research Design

This research was conducted by applying a quantitative research with an experimental research. Fraenkel and Norman (2009: 7) explain that experimental research is the most conclusive of scientific methods. Because the researcher actually established different treatments and then studies their effects, results from this type of research were likely to lead to the most clear-cut interpretations. The reasons to choose this design are: (1) to prove the hypotheses in one experiment and (2) to recognize the interaction between the dependent and independent variables.

The researcher chose the experimental to find out whether the students' vocabulary will increase by using hidden object game or not. The hidden object game is the independent variable and the students' achievement in vocabulary was

the dependent variable. There will be three steps in conducting this research, they were:

#### 1. Pre-Test

The pre-test was administered before the treatment. The same pre-test was given to both experimental and control group in order to investigate the students' vocabulary achievement. Both experimental and control group were asked to answer the questions related to the vocabulary test. There were 20 questions in the form of multiple choice tests that consisted of various forms. Each item was scored as 5.

#### 2. Treatment

The treatment was conducted after the pre-test. In the experimental group, the students was taught by hidden object game, meanwhile for the control group, the students was taught by using written vocabulary test. Both experimental and control group was taught with the same material.

#### 3. Post-Test

Post-test was given after the treatment has been completed. It was aimed to get the mean the scores of experimental group and control group. It was applied to know the effect of teaching presentation in both groups. Both experimental and control group were asked to answer the questions related to the vocabulary test. There were 20 questions in the form of multiple choice tests that consisted of various forms. Each item was scored as 5. The following was the learning activities during the treatment of experimental and control group.

### **Table 3.2 Procedure of the Treatment**

No	EXPERIMENTAL GROUP		CONTROL GROUP	
	Teacher	Student	Teacher	Student
1	Dividing the students into two groups by using lottery	Taking the lottery and sitting with their groups	Dividing the students into two groups by using lottery	Taking the lottery and sitting with their groups
2	Providing the pre-test sheets	Taking the pre-test sheets	Providing the pre-test sheets	Taking the pre-test sheets
3	Explaining the direction of the test	Listening to direction of the test	Explaining the direction of the test	Listening to direction of the test
4	Explaining the Hidden Objects Game	Listening to the Planning	Giving instruction the students to analyze the difficult words in the textbook	Analyzing the difficult words in the textbook
5	Giving instruction to observe carefully the picture given	Observe carefully the picture given	Asking the students to find out the meaning of the difficult words	Finding out the meaning of the difficult words
6	Asking the students to answer the questions	Answering the questions (step 3)	Asking the students to answer the questions	Answering the questions
7	Giving the instruction for finding out the hidden object in the picture	Finding out the hidden object in the picture	Giving the instruction for finding out the correct answer	Finding out the correct answer
8	Providing the post-test sheets	Taking the post-test sheets	Providing the post-test sheets	Taking the post-test sheets

#### D. Instrument of Collecting Data

For collecting the data, the hidden object game pictures were used for the experimental group in finding out the achievements of the students' vocabulary. The hidden object pictures were taken from Boyd Mills, *Hidden Picture 1, Learns as You Play*. Meanwhile for the control group, the written vocabulary list was used which was taken from the Students' Book used in Grade VIII.

#### E. Technique of Data Analysis

In analyzing the data, the researcher will conduct the following actions:

1. Analyzing the students' answers for pre-test
2. Analyzing the students' answers for post-test (experimental and control groups)
3. Finding out the percentage of the students' achievement by the following rule:

**Table 3.3 The Standard Calculation of the Students' Ability**

Score	Description	Ability
9,00 – 10,00	A (Lulus Amat Baik)	Able
8,00 – 8,99	B (Lulus Baik)	Able
7,00 – 7,99	C (Lulus Cukup)	Able
0,00 – 6,69	D (Tidak Lulus)	Unable

Source: Departemen Pendidikan Nasional, direktorat Jenderal Pendidikan Dasar dan Menengah, Direktorat Pendidikan Menengah Kejuruan, Jakarta, 2008

4. Finding out the mean, and the percentage of the students' achievement (experimental and control groups)
5. Answering the research problems:
  - a. How is the students' achievement in vocabulary using hidden object game?
  - b. How is the students' achievement in vocabulary using written vocabulary list?
  - c. Is there any significant effect on the students' achievement in vocabulary by using hidden object game?
6. Finding out the validity and reliability of the tests. Ary (224: 2010) defines validity as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. Meanwhile reliability indicates how consistently a test measures whatever it does measure. Sugiyono (356: 2007) suggests the following formula:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{N(\sum x^2) - (\sum x)^2}(N(\sum y^2) - (\sum y)^2)}$$

Where :

$r_{xy}$  = validity coefficient of the test

$N$  = number of the students

$\sum x$  = sum of the students that answer correctly of each test

$\sum y$  = sum of score that answer correctly of total score

$\sum x^2$  = sum square of the students that answer correctly of each test number

$\sum y^2$  = sum square score that answer correctly of total score

Meanwhile to find out the reliability of the test Sugiyono (356: 2007)

suggests in the following formula:

$$r_{11} = \left( \frac{n}{n-1} \right)$$

Where:

$r_{11}$  = coefficient reliability item test

$n$  = sum of test

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

The finding of the research showed that there was a difference of output between both of classes. Based on the calculation, t-observed (5.183) was higher than t-table (0.449) with degree of freedom (30) at the level of significance (0.05). It also found that the students who were taught by applying hidden object game on the students' vocabulary mastery (experimental class) got higher scores than the students who were taught by applying conventional way (control class). So, the researcher concluded that the alternative hypothesis was accepted . It meant that there was a significance effect of applying hidden object game by using pictures on the students' vocabulary master in English learning.

#### **B. Discussion**

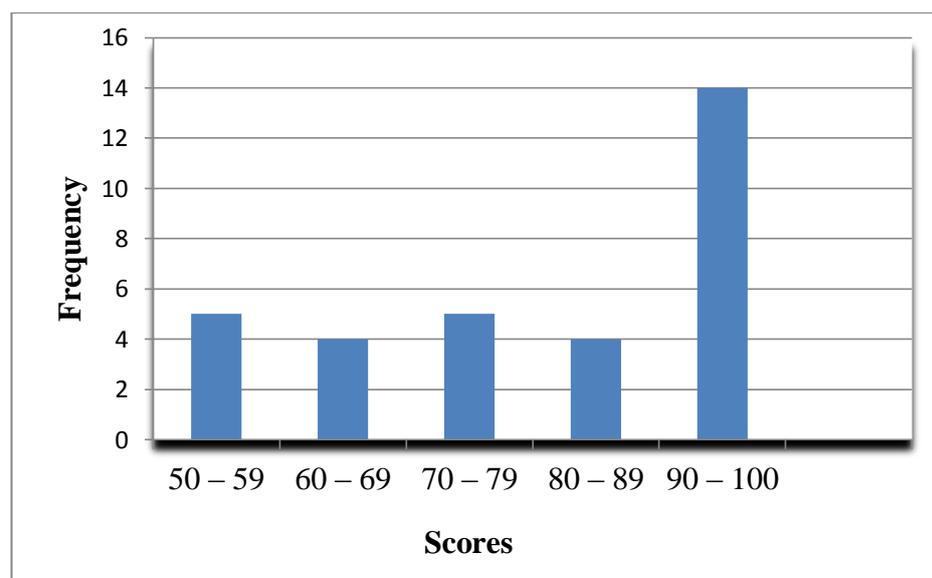
In this research the writer was applying hidden object game on the students' vocabulary mastery by using some pictures. In the previous chapter, the researcher explained that matering vocabulary by using hidden object game was not as easy as people thought. It was not easy to have the ability to express words from the hidden object game and interpret the information appropriately. Therefore, to solve this problem the teacher should use a new technique and media which could attract the students' attention on teaching vocabulary.

When the research was conducted, the researcher applied hidden object game at experimental class, while the control class was taught by conventional way. The research was started on July 22<sup>nd</sup> 2019 and ended on August 3<sup>rd</sup> 2019. The description of the result gotten was expounded below.

## 1. The Score of Pre-test and Post-test in Experimental Class.

### a. Pre-Test

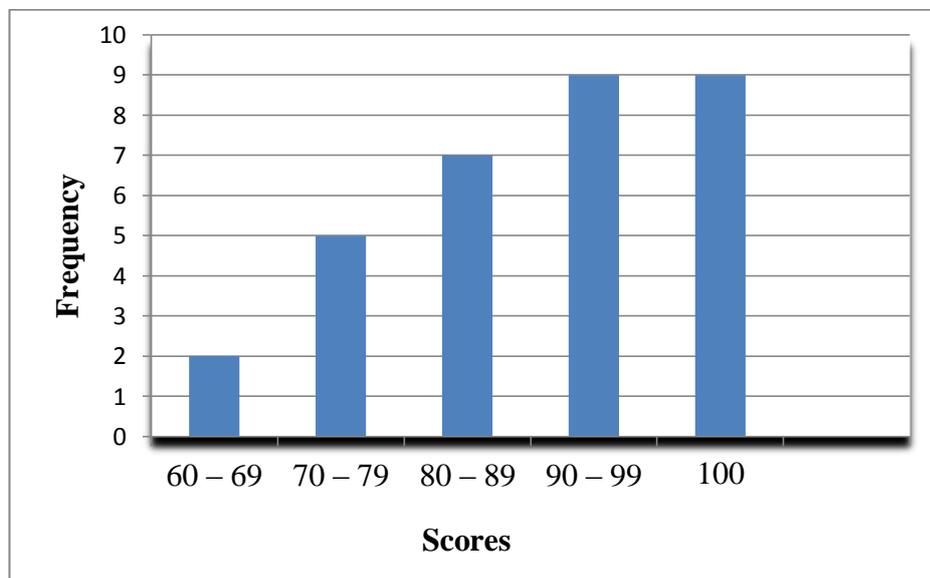
From the result of pre-test, the total score of students was 2530 and the number of students who took the test were 32 students. The mean score of pre-test was 79 from 32 students. The highest score of pre-test in experimental class was 100 and the lowest score was 50 in pre-test of experimental class. There were 4 students who got score 100 and there were 2 students who got score 50. Most of the students got score between 100 and 50. The data could be detailed into diagram bellow:



**Figure 4.1 Diagram of Pre-Test in Experimental Class**

### b. Post-Test

After the researcher gave treatment of applying hidden object game on the students' vocabulary mastery, a post-test was given to the students in experimental class. Based on the result of post-test in experimental class, the total score of students was 2805. The highest score was still 100 and the lowest score was 60 in post-test of experimental class. The mean score of post-test was 87. From 32 students, there were 9 students who got score 100 and just 1 student who got score 60. This showed that there was an increment in students' achievement in mastering the vocabulary by using Hidden Object Game. The data could be detailed into diagram bellow:



**Figure 4.2 Diagram of Post-Test in Experimental Class**

From the pre-test and post-test result, it could be concluded that most of the students that were taught by using hidden object game got a increment result

in post-test. From 32 students, there were 9 students got the highest score in post-test, the result was better than pre –test that there were 5 students got the highest score. The researcher found that there was any significant effect from post – test that there was 1 student got lowest score in post-test of experimental class.

## 2. The Score of Pre-test and Post-test in Control Class.

### a. Pre-Test

Based on the result of pre-test, the total score of students was 2420 and the number of the students who took the test 32 students. The mean score of pre-test was 75. The lowest score of pre-test was 40 and the highest score was 95 .

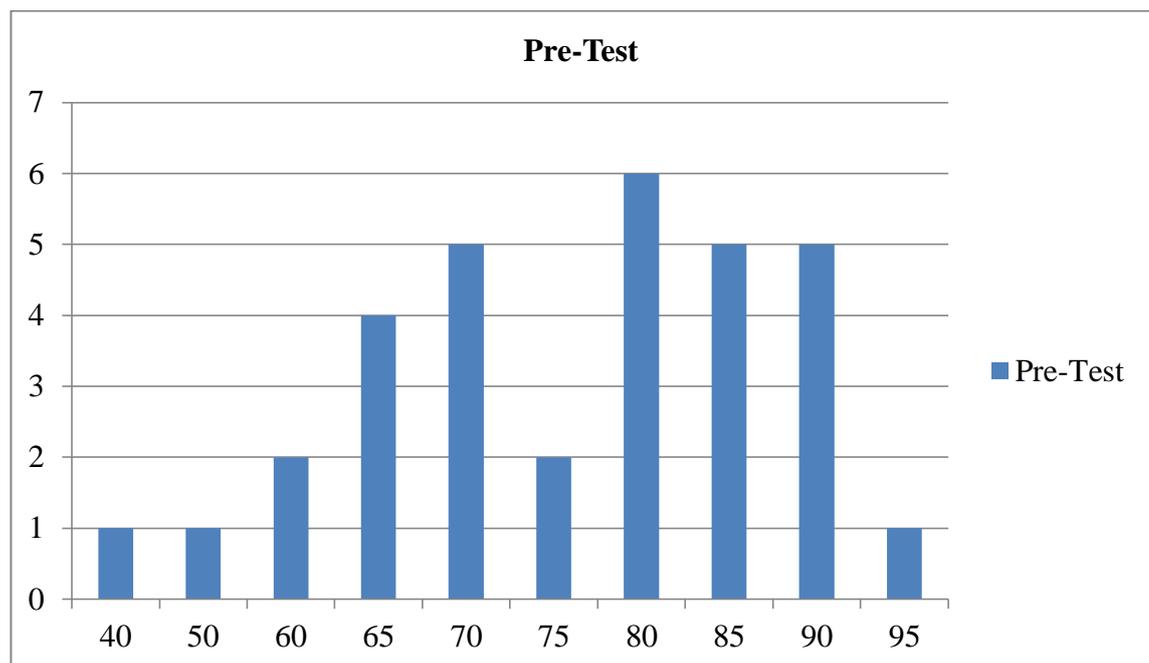
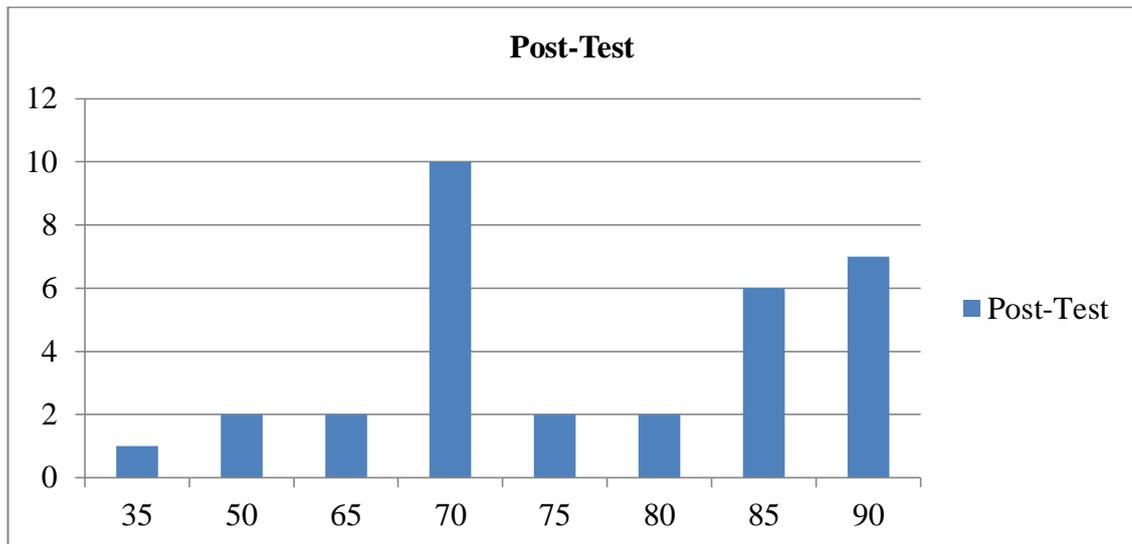


Figure 4.3 Diagram of Pre-Test in Control Class

### b. Post-Test

After the researcher gave pre-test to the students, the students in control class were given the post-test. Based on the result of post-test, the total score of students was 2415 and number of students who took the test was 32 students. The mean score of post-test was 75. The students' ability in vocabulary mastery was worse than before. The highest score was 90 and the lowest score was 35 in post-test of control group. While 17 students in control class who got the score above 70 as a standard in English learning. The data could be detailed into diagram below:



**Figure 4.4 Diagram of Post-Test in Control Class**

### **3. The Difference Score of Experimental class and Control class**

The data showed that in experimental class that highest score was 100 while the lowest score in experimental class was 60 with the total score of post-test was 2805. The highest score in control class was 90 while the lowest score in control class was 35 with the total score was 2415.

It could be said that there was a significant difference between students' score from both of classes. The students' who were taught by treatment got a better result than those who were taught without treatment. From the data, there were 32 students had increasing score, 0 students was constant, and 0 students was decreased. The increasing score showed that the students had improved their vocabulary mastery in English learning.

#### **4. Validity Test**

Based on the product moment table by Sugiyono' r-table (2007: 356), with the total number of the students ( $N$ ) = 32, then it is found 0.449. With the  $r_{xy}$  = 5.183, it means  $5.183 > 0.449$ . The teacher made test for Hidden Object Game is categorized valid. The data of validity test was presented in appendix 6. In gaining the validity test, the result of validity calculation was 0,449. It showed that the validity test was very high. It could be seen in the following range of validity test based on Sugiyono's statement. If validity result was 0.00-0.20, it meant the validity was low. The validity between 0.21-0.40 was sufficient. If it was 0.41-0.70, it meant that the validity result was high, and the last value of validity 0.71-1.00 was very high.

#### **5. Reliability Test**

Based on the product moment table by Arikunto's  $r$  Table (2006: 164), with the total number of the students ( $N$ ) = 32, then it is found the value 0.449. With the  $r_{11} = 1.032$ , it means  $1,032 > 0.449$ . Then the writer concluded that the teacher made test for Hidden Object Game is categorized reliable. The data of reliability test was presented in appendix 6.

## 6. Statistical Hypothesis

The hypothesis of the study were statistically formulated and stated as the following: 1. The first hypothesis : By comparing the Mean achievement of experimental group before and after the treatment with X1 Mean = 79 and X2 Mean = 87, the highest Score of X1 = 100 and the highest score of X2 = 100, the lowest score of X1 = 50 and the lowest score of X2= 60, it means there is an increment in students' vocabulary mastery by using Hidden Object Game; 2. The second hypothesis : By comparing the Mean of pre-test and post-test's achievement of control group with Y1 Mean = 75 and Y2 Mean = 75, the highest Score of Y1 = 95 and the highest score of Y2 =90, the lowest score of Y1 = 40 and the lowest score of Y2= 35, it means there is not any increment in students' vocabulary mastery by using written vocabulary list; 3. The third hypothesis : From the data obtained, it can be concluded that  $\sum X1 = 2530$  meanwhile  $\sum X2$  is 2805 and the Mean of the students before applying the Hidden object game = 79 meanwhile the mean of the students after applying the Hidden object game = 87.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

As the researcher had been systematically conducted and the analysis was carefully completed, the writer then comes to the conclusions. The conclusions statistically portrayed significant effect on the students' vocabulary which was taught by using Hidden Object Game. Based on the scientific interpretation on the statistical analysis result, the conclusions are portrayed as follows:

1. Based on the result obtained that the Mean achievement of experimental group before and after the treatment with X1 Mean = 79 and X2 Mean = 87, the highest Score of X1 = 100 and the highest score of X2 = 100, the lowest score of X1 = 50 and the lowest score of X2= 60, it means there is an increment in students' vocabulary mastery by using Hidden Object Game and it is higher than using written vocabulary test.
2. Based on the result obtained that the Mean of pre test and post test's achievement of control group with Y1 Mean = 75 and Y2 Mean = 75, the highest Score of Y1 = 95 and the highest score of Y2 =90, the lowest score of Y1 = 40 and the lowest score of Y2= 35, it means there is not any increment in students' vocabulary mastery by using written vocabulary list and it is lower than using Hidden Object Game.
3. From the data obtained, it can be concluded that  $\sum X1 = 2530$  meanwhile  $\sum X2$  is 2805 and the Mean of the students before applying the Hidden object game =

79 meanwhile the mean of the students after applying the Hidden object game = 87. This calculation means that there is an effect in students' achievement in mastering the vocabulary by using Hidden Object Game

## **B. Suggestions**

In line with the conclusions, there are some suggestions as the followings:

1. English teacher are recommended to use Hidden Object Game in teaching vocabulary because the technique can improve the students' vocabulary mastery. In addition, the teachers should recognize the students' interest using picture before they apply the teaching. Based on the research findings, the students' writing taught by Hidden Object Game is higher than those who taught by written vocabulary list, it is suggested that the students be taught in writing by using Hidden Object Game.
2. The students are recommended to be more active to analyze the picture in English in order to get vocabulary mastery. The students can use Hidden Object Game technique which can improve their vocabulary thus their achievement on vocabulary will be higher. Based on the research findings, the students' writing taught by Hidden Object Game is higher than those who taught by written vocabulary list, so it is suggested that the students shall be more active in analyzing the picture,
3. Other researchers may take a further research in the area of Hidden Object Game that can be used to improve the students' achievement in vocabulary. Based on the research findings, the teaching vocabulary by using Hidden

Object Game interactively affects the students' vocabulary mastery, so the teachers and other researchers should consider this interaction in improving the students' vocabulary.

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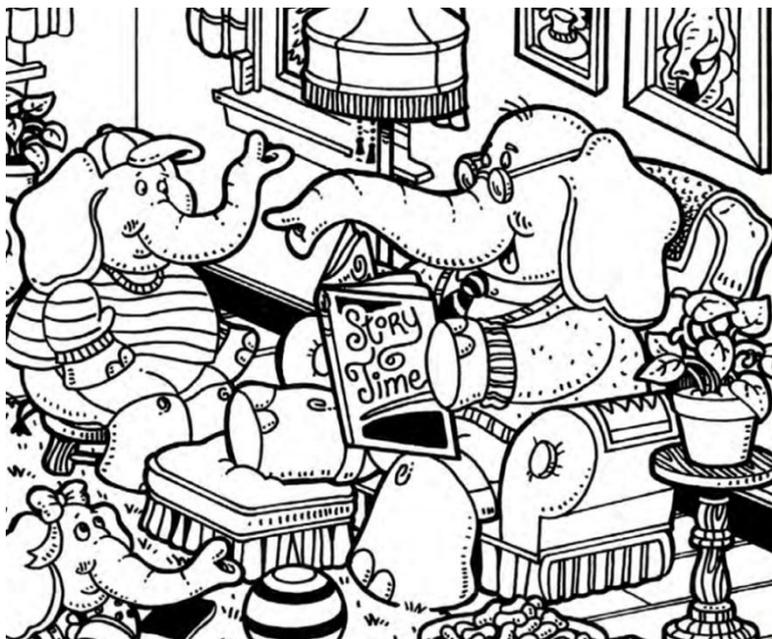
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## TEST

**INSTRUCTION.** Choose the correct answer from the following questions.

1. Please give me some ..... I want to write something.  
 a. boards                      b. clothes                      c. paper                      d. flour
2. Lina .... In the Olympic Games. She was so sad,  
 a. won                      b. jumped                      c. celebrated                      d. lost
3. The family has a **big** house. The opposite of **big** is...  
 a. small                      b. large                      c. shallow                      d. deep

Questions for number 4 until 6. Look at the picture below.



4. Can you find **peanuts** in the picture above?  
 a. Yes                      b. No
5. Can you find a **spoon** in the picture above?  
 a. Yes                      b. No
6. Can you find a **hat** in the picture above?  
 a. Yes                      b. No
7. The people found an **ancient** thing. The opposite of ancient is.....

- a. modern                      b. futuristic                      c. old                      d. primitive
8. A: She is **queen**, right?                      B: Yes, and she is very beautiful

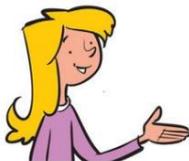
a.



b.



c.



d.



9. John has a ..... He can play it well.
- a. book                      b. stick                      c. violin                      d. fan

10. A: How many ..... are there?                      B: There are five
- a. water                      b. tomatoes                      c. ink                      d. milk

11.



My brother and sister are now in the .....

- a. party                      b. kitchen
- c. garage                      d. cinema

12. The questions are very **difficult**. The synonym of difficult is.....
- a. strong                      b. hard                      c. confused                      d. silly

13. Tourists: "Is there a .....near here?"                      B: "Yes, it is next to the National Park"
- a. hotel                      b. bathroom                      c. calendar                      d. sea

14. On my birthday I always get a.....from my parents.
- a. fish                      b. beer                      c. present                      d. water

15. A: I think that is very **awful**.                      B: Yes, that is.....

- a. terrible                      b. ugly                      c. bad                      d. dirty

16. Jamie would like to eat some.....for his breakfast.

- a. eggs                      b. spoons                      c. feet                      d. air

17. Miss Tuti is a ..... She works in a hospital

- a. nurse                      b. police woman                      c. trader                      d.  
director

*Questions for number 18 until 20. Look at the picture below.*



18. Can you find **a cat** in the picture above?

- a. Yes                      b. No

19. Can you find **rhinoceros** in the picture above?

- a. Yes                      b. No

20. Can you find **giraffe** in the picture above?

- a. Yes                      b. No

**THE KEY ANSWER**

1. c. paper
2. d. lost
3. a. small
4. a. Yes
5. b. No
6. a. Yes
7. a. modern
8. d.
9. c. violin
10. b. tomatoes
11. b. kitchen
12. b. hard
13. a. hotel
14. c. present
15. a. terrible
16. a. eggs
17. a. nurse
18. b. No
19. a. Yes
20. a. Yes



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Form : K - 1

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FKIP UMSU

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Dengan hormat yang bertanda tangan di bawah ini:

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NPM : 1302050204  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 127 SKS

IPK= 2,79

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan
10-09-2018 	The Effect of Teaching Hidden Object Game on the Student in Vocabulary	
	The Correlation between the Student's VARK Learning Style and the Student's Writing Achievement	
	The Use of 3-2-1 Strategy in Improving the Student's Reading Comprehension Achievement	

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

Medan, 05 September 2018  
Hormat Pemohon,

**Rahmad Parlindungan**

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Prog. Studi : Pendidikan Bahasa Inggris

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The Effect of Teaching Hidden Object Game on the Student's  
in Vocabulary

Sekaligus saya mengusulkan/ menuntun Bapak/ Ibu:

1. Erlindawati, S.Pd, M.Pd

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

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

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Dan Dosen Pembimbing

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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 :

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Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Teaching Hidden Object Game on the Student's in Vocabulary

Pembimbing : Erlindawati, S.Pd, M.Pd

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 : 17 September 2019

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 07 Muharram 1439 H  
17 September 2018 M



**Dra. Hj. Syamsiyunhita, M.Pd**

Dibuat rangkap 4 (empat) :

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2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*



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**BERITA ACARA SEMINAR PROPOSAL**

Pada hari *Rabe* .... tanggal *02* Bulan *Mai* 2019 telah diselenggarakan seminar prodi pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Rahmad Parlindungan Rangkuti  
NPM : 1302050204  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Teaching Hidden Object Game on the Students' Mastery in Vocabulary

No.	Argument/Komentar/Saran
Judul	
Bab I	- <i>Revise the background of the study</i> - <i>The scope of the study</i>
Bab II	<i>Revise</i> - <i>Review of literature</i> - <i>Writing styles</i>
Bab III	- <i>Revise theory the point in Chapter III</i> - <i>Population and sample</i>
Lainnya	
Kesimpulan	[ ] Disetujui [ ] Ditolak [ <input checked="" type="checkbox"/> ] Disetujui Dengan Adanya Perbaikan

**Dosen Pembahas**

*Pirman Ginting S.Pd, M. Hum.*

**Dosen Pembimbing**

*Erlindawaty, S.Pd, M.Pd*

**Panitia Pelaksana**

**Ketua**

*Mandra Saragih*  
Mandra Saragih, S.Pd, M.Hum

**Sekretaris**

*Pirman Ginting*  
Pirman Ginting, S.Pd, M.Hum



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**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

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 N.P.M : 1302050204  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : The Effect of Teaching Hidden Object Game on the Students' Mastery in Vocabulary

Pada hari Rabu tanggal 22 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Juli 2019

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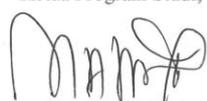
Dosen Pembahas

Dosen Pembimbing

  
 Pirman Ginting, S.Pd, M.Hum

  
 Erlindawaty, S.Pd, M.Pd

Diketahui oleh  
 Ketua Program Studi,

  
 Mandra Saragih, S.Pd., M.Hum.



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 N.P.M : 1302050204  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Effect of Teaching Hidden of The Game Students' Mastery  
 in Vocabulary

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
	Chapter I Batch ground of the Study Identifikasi of the Problem		
	Chapter II Conceptual Framework		
	Chapter III Population and Sample Research Design		
	Chapter IV Data Analysis Results		
	Chapter V Conclusion		
24/03-19	Referensi		

Diketahui oleh :  
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Medan, September 2019

Dosen Pembimbing

Erlindawaty, S.Pd, M.Pd



**UMSU**

*Unggul | Cerdas | Berprestasi*

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

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Lamp : ---  
Hal : Mohon Izin Riset

Medan, 05 Dzulqaidah 1440 H  
08 Juli 2019 M

Kepada Yth. Bapak/Ibu Kepala  
MTSN 3 Medan  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

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 : Rahmad Parlindungan Rangkuti  
N P M : 1302050204  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Teaching Hidden Object Game on the Students' Mastery 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.



**Dr. H. Ebrianto Nst, S.Pd, M.Pd.**

NIDN : 0115057302

\*\* Pertinggal \*\*

## SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Rahmad Parlindungan Rangkuti  
 N.P.M : 1302050204  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : The Effect of Teaching Hidden Object Game on the Students' Mastery in Vocabulary

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas 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.

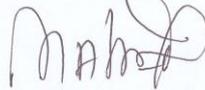
Medan, Juli 2019

Hormat saya

Yang membuat pernyataan,

   
**Rahmad Parlindungan Rangkuti**

Diketahui oleh Ketua Program Studi  
 Pendidikan Bahasa Inggris



**Mandra Saragih, S.Pd, M.Hum**