**The Effect of Applying Long and Growing List Games on the Students'
Vocabulary Mastery**

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

Oleh

DICKY SUCI RAMADHANI MARPAUNG
1102050135

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA

2017

TABLE OF CONTENTS

Appendixes

LIST OF TABLE

REFERNCE

CHAPTER I
INTRODUCTION

A. The Background of the Study

Teaching English should be creative and attractive. teaching is aimed to make the student easier to understand about the material, in teaching the teacher has a very stronger role to make creative learning and effective, teaching for learners should has a technique to assist the teacher to transferring knowledge. There are many ways to teach English Vocabulary such as a game, role play, and mapping technique.

Teaching English, the teacher face many problems about the students' vocabulary mastery. This problem had been seen by researcher when conducting PPL program, the student were not understand about the text/ material and this condition make then interested to learning English. The objective of learning at come is the students are able to master English or to have English proficiency.

Based on the researcher experience in PPL at SMP 17 Negeri Medan have low ability in mastering vocabulary. Most of them have problem of vocabularies. Because of that, the students feel difficult to follow the English classroom activities, they can not express their idea and also can not arrange the words to make sentence, conversation, translating and discourse all things.

Further, they still have a low motivation in studying English. They still considered English as a difficult subject for the students because it is completely different from Indonesian language in the system of structure, pronunciation and vocabulary. Besides the method that used by the teacher which is not proper to the subject. May be one of the factors that make the process of learning English become worse for them.

Lilis Sulistyowati (2010) said at her research about mastering vocabulary that there is a significant effect of using Hyponymy games in learning vocabulary. Based on the calculation and the table of the students'

vocabulary scores by using Hyponymy games is increase from the pre-test to post-test. It means that there is significan effect of using games in vocabulary mastery.

And if this problem still continues, it will give the bad effect for the students. Students will have low ability to use spoken English because the lackness of vocabularies. So, no matter how well the students vocabulary mastery.

This game may be played using other sentence patterns which allow learners to focus on different types of vocabulary. Whatever sentence pattern you choose, the challenge of this game is to remember and repeat all the additions given earlier and then to contribute your own addition. The object of all the variations of the game is to see how long and elaborate a sentence learners can devise.

B. The Identification of the Problems

The problems of this research were identified as follows :

1. The student feel difficult to follow the English classroom activities.
2. The student can not express their idea in English.
3. The student can not arrange the words to make sentence.

C. The Scope and Limitation

Based on the background of the problem above, the scope of this study is vocabulary. The limitation of research is growing words.

D. The Formulation of the Problem

The problem of the research has formulated as the follow

Is there any significant effect of using A Long and Growing List on the students' vocabulary mastery?

E. The Objectives of the Study

The objectives of the study as belows

to find out the effect of A Long and Growing List game on the students' vocabulary mastery.

F. The Significance of the Study

The results of this research were expected to be useful

Theoritically

The result of this study can be used as information and reference material in acquiring knowledge and understanding about literary meaning.

This research can be used as a reference in learning activities.

Practically

1. to students, to be an input in mastering students' vocabulary and as a motivation in studying English.
2. to teacher, to be useful for English teachers as an insight to improve their teaching, especially in teaching English Vocabulary.
3. to other researchers who interest in the same research.

CHAPTER II
REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concept or terms applied in the research concerned. Some terms will be used in this study and they need tobe theoretically explained. In the following part, theoritical elaboration on the terms use will be presented.

1. Vocabulary

Vocabulary is one of the four language compenent, which are spelling, grammar. Phonology and vocabulary. It is important element that cannot he separated from each other in languge learning process English in foreign language. Vocabulary aims at expending and enriching the learner" knowledge of the word to improve their reading, listening, writing and speaking. According to Kradilaksana (1993:42)."Vocabulary is language component which conyains all of information about meaning an using of words in language anf ve also say that vocabulary is the total number or words which posed by speaker, writer or language.

Vocabulary are units of language that express our experiences. It means that in teaching foreign language for the teacher should have teach words firstly which student know to make students express that most common of their experience. Usually experiences of the young students come center surround them. The vocabulary connected with these activities and experiencescan be taught in students without facing much difficulty.

Teaching vocabulary is important to make students understand and practice by using words in correct situation. Learning meaning of the words into student's moher tongue may not show successful because when the students learn english and involved with their mother tongue they will confuse and break their focus. Vocabulary is powerful carrier of meaning for example., 850 vocabulary items more have more than 850 of meanings. It shows that vocabulary has uniqe characteristic. Now, The problens was

faced by teacher in which one of these multiple neaning should be taught for their students. The students must learn the strict meaning of words as they are used in special sentences and in certain situation.

1.1 Vocabulary Mastery

Procter (1982 -604) states that mastery means to become skilled or proficient in the use of to gain something to through understanding. One thhe English learners are ordered enable his communication in that language . He intends to be able listen, speak and write in order for him to achieve these aims, he must mastera number of vocabularies. We cannot grasp the transmitted to us read the columns newspaper or populer magazine or even understand newsccart on the radio or television, if we do not enough vocabulary.

1.2 Types Of Vocabulary

Stahal (1999: 113) states there are four types of vocabulary which mist know and mastered for any skill, such as reaading, listening, writing and speaking. There are:

1) Reading vocabulary

Reading vocabulary is all the words he or she can renognize when reading this is the largest types vocabulary simply because if includes the other types of vocabulary.

2) Listening vocabulary

Listening vocabulary is all the words he or she can recognize when listening to speech. this vocabulary is aided in size by context and tone of voice.

3) Writing vocabulary

Writing vocabulary is all the words he or she can employ is writing. contrary to previous to vocabulary types. The writing vocabulary is stimulated by its user.

4) Speking vocabulary

Speaking vocabulary is all the words he or she can use in speech. One to spontanous nature of speaking vocabulary, word is often misused. This is may be compensated by facial expression, tone of voice of hand gestures. Thornbury (2002 : 118) said that vocabulary can be devided in two type. There are receptive and productive vocabularies.

    a. Receptive Vocabulaary

Receptive vocabulary can be understood only through listening and reading. A large number of items in rdeceptive vocabulary are words that are very low frequency. Someone doesnot need to know much about it, because it is rarely used and impossible to memorize all of the vocabulary of a certain language. But someone can understand the ideas of utarance contextually not word by word/ Because of that condition, someome must know and understand more receptive vocabulary that productive one.

    b. Productive vocabulary

Productive vocabulary of knowing how to pronounce the word, how write and to spell it, how to use incorrect grammatical patterns along with the word that usually collect with productive vocabulary is also appreciate situation. For instance, as well be talking to friend in the class be diffrent from talking to people in a hotle. So we can develop out vocabulary thought from experience.

2. Games

Barner and rogers (2008:17) stated that games are not just time feeling activities but have a great educational value. Language games make learners use the language instead of thinking about learning the correct form, and games should be treated as central not peripheral to the foreign language teaching program.

Based on the statement above the researcher concludes that game are an activity that can motivated the students in learning language, using game to teach language will make the students feel enjoy and fun.

2.1 The advantages of using game

Kim (1995:35) say 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 skill namely listening, speaking, reading and writing.
5. Games encourage students to interact and communicate.
6. Games create a meaningful context for language use.

2.2 The purpose of using game

Gretchen (2008:303) there are four aims in playing game :

1. Physical activity

   To release physical and nervous tension and to promote mental alertness by breaking the routine of drills.
2. Enjoyment

To create a climate of fun and interest that will help the students look forward to their English lesson.

3.   Long and Growing List Games

A game that used the mastery of vocabulary using word continuous growth. Vocabulary for objects which can be bought *a* and *an*. Can also be adapted to practice many areas to vocabulary and grammar, including the following:

4. How to Teach Vocabulary by Using A long and Growing List Games

a) Play in groups of four to six players, with the players sitting in a circle.
b) Tell the learners that , in this game , a given sentence pattern − I *went shopping and I bought ...* - must be completed by adding any words that make sense , each player adding one word to the list when it is their turn .

Each player must repeat verbatim whatever has been said buy the previous player before making an addition to the list. For example:

Learner1: *I went shopping and I bought a search.*

Learner2: *I went shopping and I bought a search and skirt.*

Learner3: *I went shopping and I bought a search, a skirt and a sousage.*

Learner4: *I went shopping and I bought a search, a skirt, a sousage and an apple*

Learner5: *I went shopping and I bought a search, a skirt, a sousage, and an apple and a car.*

c) Also explain that each player must act out or mime, however cursorily, each of the items revered to, while speaking. The rest of the class are (or group, if the game base on group organization may also mime at the same time. Encourage creative and humorous ideas!

Note

a. This game may be played using other sentence patterns which allow learners to focus on different types of vocabulary and grammar points, for example:

The teacher's cat is very old, rather fat, bald with along beard… (anyadjectives and adjectival phrases)

The teacher's cat is an, a thieve cat and a bad cat and a cute cat… (adjectives in alphabetical order plus a/an)

This morning I bought a brown bag… (noun and adjective with the same initial letter)

Kirsty has got an elephant, Tom has a monkey, David has got a python, and I've got an armadillo… (has got/I've got plus animals and a/an)

This morning , before six o'clock , I swam across the take ,and I read Shakespeare , and I argued with my neighbor , and I … (simple past tense).

Yesterday , while I was brushing my teeth , I heard a dog singing , and I saw the butcher slapping his goldfish , and I thought a about my friend dancing … (past continuous interrupted by simple past).

Whatever sentence pattern you choose, the challenge of this game is to remember and repeat all the additions given earlier and then to contribute your

own additions. The objects all the variations of the game are to see how long and elaborate a sentence learner can devise.

5. Advantages and Disadvantages A long and Growing List Games.

   5.1 Advantages A Long and Growing List game

1. Playing A Long and Growing List game can help a student predict the outcome o another moves.
2. It help student develops strategy at an early age. Though not a hard strategy it requires some thoughts as a youngster, such a blocking the other and keeping them from winning trying to win yourself.
3. It prepares them for more complex games because it helps you think of multi play things at once. As I said you must block the opponent while trying to get a straight line.
4. It can teach a student want to win, to be better than the others thought i would not quit consider losing / winning at A Long and Growing List game.

   5.2 Disadvantages A Long and Growing List game

1. The students need extra confident; they have to practice properly.
2. The class will be noise because in one class only have to groups, and each group consist of 20 or more students.
3. Teacher needs extra attention in managing the class room

6. Lecturing Method

Lecturing is a teaching method that involves, primarily, and oral presentation given by lecturer to the students. Many lecturers are accompanied by some sort of visual aid, such as slideshow, a word document, an image, or a film. Some teachers may even usse a whiteboard or chalkboard to emphasize important points in their lecture. As long as there ia an authoritative figure (in

any given context) at the front of a room, delivering a speech to crowd of the listeners, this is lecturing.

7. **Advantages lecturing method of teaching**

   a) In this teaching method a large amount the topics can be covered in a single class period

   b) Using of this method exclude the using of any equipment or lab

   c) Learning material is not required

   d) Student listening skills developed

   e) Logical arrangement of the material in order to present it orally

   f) Help to learn languages

8. **Procedure Teaching of Lecturing Method**

   Lecture should about be used and is most affective when it information students can be not learn on their own. Information this is complex and difficult to understand that needs to be organized in ways that make it clear and reasonable for students to grasp should be lectured. The most effective tools for helping students to understand are the use analogies, metaphors similes and example that represent concrete images that connect to the students background.

   An effective lecture includes the use of images that illustrate the concepts and ideas being discussed. Images are among the most powerful teaching tools as 70% of the sensory cortex of the brain is made up of the visual cortex.

Eight Steps

   a) Know your audience (students)

   b) Have a map to follow (lecture outline)

   c) Grab the students' attention (have a beginning)

   d) Recognize students' attention span

   e) Plan activity for students (have a middle)

   f) Use visual aids/voice and movements

g) Have a conclusion (an end)

h) Have students do something with the lecture material

9. Conceptual Framework

Vocabulary is the important aspect of language one. Because language is part of language that human use to produce language by using vocabulary. If we do not have vocabulary, we can not produce the words or we can not express our mind, idea and opinion. Language can not stand without vocabulary. Well, in each skill, like speaking, listening, writing, and reading need vocabulary too.

There are various efforts conducted by teacher to assist and avoid the students saturation in learning, one of them is by applying good strategy. In this case, the researcher attends the Word Storm Strategy. It arranges as good as possible as effort to assist to improve the students' mastery vocabulary, in the end given the benefit to students' ability in writing, listening, speaking and reading.

A game that uses the mastery of vocabulary using word continuous growth. Vocabulary for objects which can be bought *a* and *an*. Can also be adapted to practice many areas to vocabulary and grammar. In circumstancce where the students use limited facilities, limited resources, the researcher given the spirits to the teacher and the students. That is some reason, why the researcher eager to analyze the students' mastery vocabulary by using word storm strategy to students' 8^{th}grade. And finally, the researcher hopefully gives the positive influenced and there is no reason to stop the study.

10. Hypothesis

Based on the review of the literature above and conceptual framework, hypothesis is formulated is follows:

Ha : There is significance effect of Long and growing List Games on students' mastery vocabulary

Ho : There is no significance effect of Long and Growing List games on students' mastery vocabulary

CHAPTER III
RESEARCH METHOD

A. Location

This study was conducted at SMP Negeri 17 Jalan Kapten Moh. Jamil Lubis No.108 Medan at academic year 2016/2017. The reason for choosing this school is the student' problem in mastering vocabulary. It's found when the researcher was conducting PPL at thi school.

B. Population and sample
1. Population

The population of this research was be taken from the students of eight grade students' SMP Negeri 17 Medan academic year 2017/2018, which consist of two classes VIII –A and VIII-B.VIII-A consist of 28 students and VIII-B consist of 28 students. So the total numbers of populations are 56 students.

Table 3.1

Population

No	Class	Population
1	VIII-A	28
2	VIII-B	28
	TOTAL	56

1. Sample

In this research, the researcher was taken all of the population as the sample. There are 56 students as sample. They were decided into two group, experimental group and control group. A total sampling were the population, there are 56 students as the sample which was divided into two groups: Experimental group and the control group. And it can be seen from the following Table.

Table 3.2

Sample

No	Class	Sample
1	VIII-A	28
2	VIII-B	28
	TOTAL	56

C. Research Design

The experimental research was used to carry out this research. It deals with quantitative design. This study were two groups namely experimental group and control group. The experimental group was taught by applying A Long and Growing List game. While the control group was taught by using conventional method here as lecturing method. Both of groups were given pre-test and post-test. The test was given in order to know the difference of average scores. The design of this study is presented as follow.

Table 3.3

Method research

Class	Groups	Pre-test	Treatment	Post-test
VIII-4	Experimental group	√	X	√
VIII-3	Control group	√	Y	√

Where :

X = The experimental group, where the samples was taught by using hot seat method.

Y = The control group, where the samples was taught by using lecturing method.

1. **Pre-Test**

        The pre-test was given out to both groups (experimental group and control group) before the treatment. The function of the pre-test is to know the mean scores of the experimental and control groups before receiving treatment. The test in used matching test, consist of 14 items.

2. **Treatment**

        The treatment was given to the both group, the experimental group and control group. For the experimental group the treatment was oriented to the A Long Growing List .

Table 3.4

Treatment in Experimental Group

Teaching Steps	Teacher Activities	Students Activities
MAIN	1. The teacher review the students' achievement in last test and comments on the students' opinion and motivation in order to do the best inthe next test. 2. The teacher gaves the students a test, to know how well the students in mastering vocabulary	1. Students noviced character, honest by question and answer activity. 2. Students do the test and answer the question based on the excercise.
TREATMENT	1. The teacher explained the definition of vocabulary and a long and growing list game 2. Teacher prepare test and games items for the class	1. Students pay attention to the topic. 2. Students pay attention to the concept.

| | and check them.
3. Teacher explain how to play the games and the games' rule.

Preparation
a) You will need about ten small objects of different shapes and sizes and a piece of cloth, a thin towel, or a headscarf, which must be large enough to cover four or five of the objects.
b) For pair work, you should provide enough objects and pieces of cloth, etc., to keep all the learners occupied.
c) If the objects are very different, then it is not really a challenge to identify them by touch, so choose some which are similar to feel, e.g. pens/pencils, coins of different denominations, plastic bags/paper bags, screws/nails.
d) (optional) You could provide some pairs of gloves, to make feeling | 3. Some students asked to practice it in front of the class. |

more of a challenge.

e) Note Instead of a covering cloth, you may choose to conceal the objects for touching in a box or bag.

Procedure

a) Make sure that the learners know the names of the majority of the objects which you have collected.

b) Put four or five of the objects under the cloth on a table without the class seeing which ones you have chosen.

c) Ask a learner to feel one of the objects through the cloth and to tell you what they think it is. Let the learner remove the object to see if they were correct.

d) Repeat with other learners.

4. Play in groups of four to six players , with the players sitting in a circle

5. Tell the learners that, in this game, a given sentence

pattern – *I went shopping and I bought …* - must be completed by ending any words that make sense, each player adding one word to the list when it is there turn. Each player must repeat verbatim whatever has been said by previous player before making and additions to the list.

6. Teacher start the games and ask the students to play games.

Variation 1

example:

Learner1: *I went shopping and I bought a search.*

Learner2: *I went shopping and I bought a search and skirt.*

Learner3: *I went shopping and I bought a search, a skirt and a sousage.*

Learner4: *I went shopping and I bought a search, a skirt, a sousage and an apple*

Learner5: *I went shopping and I bought a search, a skirt, a sousage, and an apple and a car.*

7. Teacher give the post-test,

6. Students play the games.

	teacher ask the students to answer the question based on the text. 8. Teacher collect the students' work.	7. Students do the test, and answer the question based on the text 8. Students submit their work.
CLOSING	1. Asking students' difficulty along the teaching learning process 2. Asking the students review the material at home 3. Praying 4. Leaving the class	1) Students describe their difficulty. 2) Praying

Table 3.5

Treatment in Control Group

No	Teacher's Activities	Students' Activities
1	The teacher greet the student.	The students answer the greeting.
2	a. Know your audience (students) b. Have a map to follow (lecturing outline)	

	c. Grab the students' attention (have a beginning) d. Recognize students' attention (have a beginning) e. Plan an activity for students (have a middle) f. Use virtual aids/voice and movements g. Have a conclusion (an end) h. Have students do something with the lecture material i. The teacher gave the material and order the students to discuss the material j. The teacher asked students to answer the question	a. The students pay attention about the material and discuss with other students b. The students answer the question.
3	Closing : a. The teacher gave the score to students b. The teacher and the students make conclusion the material	a. Students get the score. b. The students and the teacher make conclusion the material.

3) Post-test

After having the treatment, the post-test, are given to the students. The post-test was same as the pre-test. The post-test was the final test in this research, especially in measuring the treatment gave the effect or not on the student's achievement in vocabulary. In the experimental and control group, a post-test was administrated. The administrating of the post-test means to find out the differences scores of both experimental and control group before and after treatment.

D. The Instrument of the Research

The instrument of this research was collected by matching test which consist of 10 items. The students will be asked to answer the test. The correct answer will bescored 1 and incorect answer will be scored 0.

The test will be conducted twice. The first is pre-test. Pre-test will be given for two groups (experimental group and control group) before giving the treatment. Pre-test was conducted to know the ability of students in experimental group and control group. The second is post-test. Post-test was given for both of group after giving treatment. The test was prepared in such away in the attempt to know how the result of teaching A Long and Growing List. The test takes from the book second grade of Junior High School .

E. The Technique for Collecting Data

To collect the data of the research, the researcher used some steps:

1. Giving Pre-test to experimental group and control group by giving test of A Long and Growing List Games
2. Teaching the control group by conventional method
3. Teaching the experimental group by applying direct method that associated audio visual as a teaching media.
4. Giving Post-test to experimental group   and control group
5. Scoring the students' Vocabulary Mastery
6. Listing theirs score in two tables, first for control group and second for experimental group.

F. The Technique of Data Analysis

After collecting the data from the test, the data was analyzed by following procedure:

1. Tabulating the students' score in pre-test and post-test.
2. Providing the hypothesis of the research, the data is analyzed by applying formula as the following:

3. Finding the calculation standard deviation by formula (Sugiyono, 2010:183)

$$S_1{}^2 = \frac{n_1(\sum X_1{}^2)-(\sum X_1)^2}{n_1(n_1-1)} \qquad \textbf{(for experimental group)}$$

$$S_2{}^2 = \frac{n_2(\sum X_2{}^2)-(\sum X_2)^2}{n_2(n_2-1)} \qquad \textbf{(for control group)}$$

Where:

N   = Total sample

X_1= Mean score of experimental group post –test

X_2 = Mean score of control group post- test (control group)

$X_1{}^2$= Quadrate of posttest (experimental group)

$X_2{}^2$= Quadrate of posttest (control group)

$\sum X_1$ = Total of value in post-test (experimental group)

$\sum X_2$= Total of value in post-test (control group)

$\sum X_1{}^2$=Total of quadrate in post-test (experimental group)

$\sum X_2{}^2$ = Total of quadrate in post-test (control group)

4. Determine coefficient r

$$R_{xy} = \frac{n\sum xiyi - (\sum xi)(\sum yi)}{\sqrt{\{n\sum xi^2 - (xi)^2\}\{n\sum yi^2 - (yi)^2\}}}$$

Where:

R : correlation of product moment

X = variable independent score

Y = variable dependent score

$\sum$ = sum of numbers

5. Testing Hypothesis (Sugiyono 2010 : 188)

$$t = \frac{\overline{X}_\iota - \overline{Y}_2}{\sqrt{\dfrac{S_1{}^2}{n_1} + \dfrac{S_2{}^2}{n_2} - 2r\left(\dfrac{S_1}{\sqrt{n_1}}\right)\left(\dfrac{S_2}{\sqrt{n_2}}\right)}}$$

Where:

t   = t-test

n   =total sample

r = correlation of product moment

$\bar{y}$ = mean of variable dependent score

$\bar{x}$ = meanvariable independent score

S_1 = Standard deviation of experimental group

S_2 = Standard deviation of control group

6. Determinepercentage the effect of X variable toward Y Variable by using determination formula:

$$D = (r_{xy})^2 \ x \ 100\%$$

Where :

D = Determine of percentage the effect

$(r_{xy})2$ = Correlation of variable X and Y

CHAPTER IV

DATA AND DATA ANALYSIS

A. **The Data Collection**

The following tables were the students' scores in answering the test in both stages of the testing: pre-test and post-test for experimental and control group.

Table 4.1

The Result of the Pre-Test and Post-Test in Control Group

No	Students' Initial Names	The Scores	
		Pre-Test	Post-Test
1	MARD	45	50
2	BA	55	65
3	RR	60	65
4	FA	55	65
5	LR	55	65
6	AT	45	60
7	ARS	70	75
8	RF	80	80
9	APT	45	50
10	TM	55	60
11	NL	65	65
12	A	55	60
13	SG	55	60
14	IHG	50	55
15	MHY	55	55
16	RAI	50	50
17	NSF	60	60
18	MFA	55	60
19	DIW	55	60

20	AH	75	75
21	SMO	40	45
22	SCD	45	45
23	PB	40	40
24	RAW	50	60
25	SAA	40	40
26	SR	50	60
27	SR	45	55
28	SYR	45	45
Total		**1450**	**1625**
Mean		**51**	**58**

Based on the table above or table 4.1 showed that the mean of Pre-test in control group was 51 and the mean of Post-test in control group was 58. It means there were comparison mean scores of the pre-test and post-test of control group. From the result explained that the point had gotten by the pre-test and post-test difference 7 point. The Highest score in Pre-test and post-test of the control groupwas 80 and the lowest score was 40. In this case, it proved that the result of pre-test and post-test of control in the students' mastery vocabulary still not maximal .the gotten score in students' pronouncing was calculated based on score ofwritten test . The following table were students 'result on the pre-test and post-test in experimental group. Jangan 1 SPASI…

Table 4.2

The Result of the Pre-Test and Post-Test in Experimental Group

No	Students' Initial Names	The Scores	
		Pre-Test	**Post-Test**
1	SAL	30	60
2	YT	50	80
3	NS	50	76

4	WS	60	60
5	NM	75	84
6	I	84	80
7	ASN	55	60
8	MRP	45	75
9	SH	30	65
10	AS	40	70
11	NY	45	65
12	NHM	45	84
13	JS	50	75
14	NW	55	80
15	BH	60	90
16	AS	30	70
17	THG	50	60
18	SNS	45	60
19	OPP	35	65
20	ES	70	80
21	RHS	35	60
22	RO	87	77
23	SA	79	70
24	SHDN	40	90
25	TR	45	97
26	WM	40	78
27	WA	40	84
28	ZSM	50	60
Total		**1450**	**2055**
Mean		**51**	**75**

Based on the table above or table 4.6 showed that the mean of Pre-test in experimental was 51 and the mean of Post-test was 75. It means there were

comparison scores of the pre-test and post-test of experimental. From these result explained that the means' score had gotten by the pre-test and post-test difference 24 point. The highest score in Pre-test of the experimental group was 79.While the highest score in post-test of experimental group was 97. In this case proved the result of pre-test and post-test in experimental was efficient on the students' mastery vocabulary. The gotten score in students' vocabulary was calculated based on score of written test.After known the mean score of pre-test and post-test in the control group and experimental group. The next step it's,know the result of percentage each test by using the pie diagram.The following picture's pie diagramthe result percentage of pre-test and post-test in experimental group and control group.

The Result Percentage on the mastery vocabulary of Pre-test and Post-test in Control Group and Experimental group by the Pie Diagram Picture

Based on the pie diagram above, could seen that the gotten score of percentage by each test have increased in every test it .the result of percentage in the pre-test of control group were 22%,and the result of percentage in the pre-test of experimental group were 22 % also. While the result of percentage in the post-

test of control group were 24%,and the result of percentage in the post-test of experimental group were 32%. From the result each test could seeresults of percentagesin each testhas the difference result, the highest percentage's result was the result of percentage in the post-test of experimental group. Which the post-test of experimental group was find out by using the treatment direct method and audio visual .These case provide that there was achievement in the students' vocabulary that efficient on the result of percentage in the post-test of experimental group.

B. Data Analysis

After scoring and listing the students' pre-test and post-test scores, the next step was analyzing the data by measuring the mean score of experimental and control group. From The result of the test in the table 4.5 and 4.6 the data was collected to find out whether the effect of Applying long and growing list games on the students' vocabulary mastery.. The collected data were analyzed by using t-test independent sample formula. From the result of the test in experimental group the highest score of the post-test was 90, and the test in control group the highest score of the post-test was 80. By firstly finding out the standard deviation of the post-test between experimental and control group by using the formula:

$$S_1{}^2 = \frac{n_1(\sum X_1{}^2) - (\sum X_1)^2}{n_1(n_1 - 1)}$$ **(for experimental group)**

$$S_2{}^2 = \frac{n_2(\sum X_2{}^2) - (\sum X_2)^2}{n_2(n_2 - 1)}$$ **(for control group)**

In calculating the standard deviation, the table of the scores should be changed into the table of the calculating of standard deviation. It can be seen in table 4.7 below.

Table 4.3

The Calculation Table of Standard Deviation

No	X_1	X_2	$X_1{}^2$	$X_2{}^2$
1	60	50	3600	2500
2	80	65	6400	4225

3	76	65	5776	4225
4	60	65	3600	4225
5	84	65	7056	4225
6	80	60	6400	3600
7	60	75	3600	5625
8	75	80	5625	6400
9	65	50	4225	2500
10	70	60	4900	3600
11	65	65	4225	4225
12	84	60	7056	3600
13	75	60	5625	3600
14	80	55	6400	3025
15	90	55	8100	3025
16	70	50	4900	2500
17	60	60	3600	3600
18	60	60	3600	3600
19	65	60	4225	3600
20	80	75	6400	5625
21	60	45	3600	2025
22	77	45	5929	2025
23	70	40	4900	1600
24	90	60	8100	3600
25	97	40	9409	1600
26	78	60	6084	3600
27	87	55	7056	3025
28	60	45	3600	2025
Total	$\sum X_1 = 2055$	$\sum X_2 = 1625$	$\sum X_1{}^2 = 205645$	$\sum X_2{}^2 95425$
	75	58		

Notes :

X_1 = post- test (experimental group)

X_2 = post- test (control group)

$X_1{}^2$ = quadrate of post test (experimental group)

$X_2{}^2$ = quadrate of post test (control group)

$\sum X_1$ = total of value in post-test (experimental group)

$\sum X_2$ = total of value in post-test (control group)

$\sum X_1{}^2$ = total of quadrate in post-test (experimental group)

$\sum X_2{}^2$ = total of quadrate in post-test (control group)

Based on the table previously, the calculation of standard deviation was as below

For experimental group:

$$S_1{}^2 = \frac{n_1(\sum X_1{}^2)-(\sum X_1)^2}{n_1(n_1-1)}b$$

$$S_1{}^2 = \frac{28\,(205645)-(2055)^2}{28\,(27)}$$

$$S_1{}^2 = \frac{5758060 - 4223025}{756}$$

$$S_1{}^2 = \frac{1535035}{756}$$

$$S_1{}^2 = 20,30$$

For control group :

$$S_2{}^2 = \frac{n_1(\sum X_2{}^2)-(\sum X_2)^2}{n_1(n_1-1)}b$$

$$S_2{}^2 = \frac{28\,(95425)-(1625)2}{28\,(27)}$$

$$S_2{}^2 = \frac{2671900 - 2640625}{756}$$

$$S_2{}^2 = \frac{31275}{756}$$

$$S_2{}^2 = 41,36$$

Table 4.8

The Calculation Table

No	X	Y	X_i (X-$\bar{X}$)	Y_i (Y -$\bar{Y}$)	$X_i{}^2$	$Y_i{}^{c2}$	X_iY_i

1	60	50	-15	-8	225	64	120
2	80	65	5	7	25	49	35
3	76	65	1	7	1	49	7
4	60	65	-15	7	225	49	-105
5	84	65	9	7	81	49	63
6	80	60	5	2	25	4	10
7	60	75	-15	17	225	289	-105
8	75	80	0	22	0	484	0
9	65	50	-10	-8	100	64	80
10	70	60	5	2	5	4	10
11	65	65	-10	7	100	49	-7
12	84	60	9	2	81	4	18
13	75	60	0	2	0	4	0
14	80	55	5	-3	25	9	-15
15	90	55	15	-3	225	9	-45
16	70	50	5	-8	25	64	-40
17	60	60	-15	2	225	4	-30
18	60	60	-15	2	225	4	-30
19	65	60	-10	2	100	4	-20
20	80	75	5	17	25	289	85
21	60	45	-15	-13	225	169	195
22	77	45	2	-13	4	169	-26
23	70	40	5	-18	10	324	-90
24	90	60	15	2	225	4	30
25	97	40	22	-18	484	324	-396
26	78	60	3	2	9	4	6
27	84	55	9	-3	81	9	-27
28	60	45	-15	-14	225	196	210
Total	$\sum X$ =205	$\sum Y = 1624$	$\sum X_i$ = -	$\sum yi = 0$	$\sum X_I{}^2=3206$	${}^2= 2744$	$\sum xiyi = -130.$

	5		15				

Based on the calculation scores of experimental and control group, it showed that the Sum of calculation table in experimental group was $\sum X$ = 2055, $\sum y = 1624, \sum X_i = -15, \sum yi = 0, \sum X_I{}^2 = 3206, \sum y_1{}^2 = 2744$ and the result of $\sum xiyi = -130$. The table 4.8 previously, calculating table that explained formula for post-test in experimental and post-test in control group was implemented to find t-critical value both groups as the basic to the hypothesis of the research.

The following formula t-test was implanting to find out the t-observed value both groups as the basic to test hypothesis of this research.

1. **Coefficient r**

$$R_{xy} = \frac{n \sum xiyi - (\sum xi)(\sum yi)}{\sqrt{\{n \sum xi^2 - (xi)^2\}\{n \sum yi^2 - (yi)^2\}}}$$

$$R_{xy} = \frac{28\,(-130) - (-15)(0)}{\sqrt{\{28\,(3206) - (-15)^2\}\{28(2744) - (0)^2\}}}$$

$$R_{xy} = \frac{-3640 - 15}{\sqrt{\{(89768) - (225)^2\}\{(13944) - (0)^2\}}}$$

$$R_{xy} = \frac{-3655}{\sqrt{\{89543 - (0)\}\{13944 - (0)\}}}$$

$$R_{xy} = \frac{-3655}{\sqrt{(89{,}543)(13{,}944\,)}}$$

$$R_{xy} = \frac{-3655}{\sqrt{(124{,}8587592)}}[\quad]$$

$$R_{xy} = \frac{-3655}{35335{,}35895}$$

$$R_{xy} = 0{,}10344$$

2. **Testing Hypothesis**

$$t = \frac{\bar{X}_i - \bar{Y}_2}{\sqrt{\frac{S_1{}^2}{n_1} + \frac{S_2{}^2}{n_2} - 2r\ \left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

$$t = \frac{75 - 58}{\sqrt{\frac{20{,}30}{28} + \frac{41{,}26}{28} - 0{,}10344\ \left(\frac{4{,}505}{\sqrt{28}}\right)\left(\frac{6{,}424}{\sqrt{28}}\right)}}$$

$$t = \frac{17}{\sqrt{\frac{61{,}56}{28} - (0{,}206876)\ \left(\frac{4{,}505}{5.3}\right)\left(\frac{6{,}424}{5{,}3}\right)}}$$

$$t = \frac{17}{\sqrt{(2{,}19857)\ - (0{,}20688)\ (0{,}85\ )(1{,}212)}}$$

$$t = \frac{17}{\sqrt{(2{,}19857)\ - (0{,}20688)\ (1{,}0302)}}$$

$$t = \frac{17}{\sqrt{(2{,}19857)\ - (0{,}213127776)}}$$

$$t = \frac{17}{\sqrt{1{,}985442224}}$$

$$t = \frac{17}{1{,}409057211}$$

$$t = 12{,}06480466$$

3. **Determining the Percentage of the Effect**

$$D = \left(r_{xy}\right)^2 x\ 100\%$$

$$= (0{,}10344)^2\ x\ 100\%$$

$$= (0{,}1069983)\ x\ 100\%$$

$$= 10{,}69983\%$$

the result determining of percentage effect, have known that the Effects of applying direct method associated audio visual as a teaching media on the students' achievement in pronunciation The Capability was 10,69983% and 89,3005 % was influenced by others factors.

C. **Finding**

The finding of the research were described Based on the result of the account hypothesis test $t_{obs=}$ 12,06, and result of df N-2 =28 -2 =26 so had gotten t-table score =2,06 this could explained that $t_{obs}>$ t-table (12,06 > 2,06) from this result could known that Ha was accepted. It means that there was the effect of applying long and growing list games on the students' vocabulary mastery

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis, conclusions were drawn as the following:

1. That there is a significance effect of applying long and growing list games the students' vocabulary mastery. Based on the result of the account hypothesis test $t_{obs=}$ 12,06, and result of df N-2 =28 -2 =26 so had gotten t-table score =2,06 this could explained that t_{obs}> t-table (12,06 > 2,06) from this result could known that Ha was accepted. It means that there was the effect of applying long and growing list games on the students' vocabulary mastery

B. Suggestions

In relation to the conclusions above, suggestions were put forward as follows:

1. To students in SMP Negeri 17 Medan,could add the knowledge in mastery vocabulary especially in practice written test, the students should studyto improve their ability in mastering vocabulary correctly. So it makes students to be active learners.

2. The English teachers could apply the method long and growing list games the students' vocabulary mastery. in teaching about practice vocabulary in the classroom. English teacher should try some variations in the teaching vocabulary, not only just based on the text book as the main of teaching vocabulary, but also let the students expressing their ideas in giving opinion through growing the words in English to enrich their skills in mastery vocabulary. It made activities until the students enjoy and not feel bored.

3. The Effect of Applying Long and Growing List Games on The Students' Vocabulary Mastery carried out some other strategy for teachingvocabulary in order to improve the quality of teaching. The teacher had to selective to choose strategy in teaching vocabulary

especially in teaching about material dialogue daily conversation. So that, the students could more active and creative in learning.

4. The readers as in out from them someday they go to field of teaching English in the class.

5. Other researcher, as an information and reference material acquiring knowledge and understanding about the study of practice daily mastery vocabulary.

REFERENCES

Abedi, J. (2004). The no child left behind act and English language learners: Assessment and accountability issues. Journal of American Educational Research Association, 33, 4-13.

Arikunto, S. (1999). Dasar-dasar evaluasi pendidikan. (Edisi revisi). Jakarta: Bumi

Aksara.

Artini, L.P. (1998). Is speaking easier than writing?: Exploring the complexity of spoken language. Jurnal Ilmu Pendidikan, 5, 38-48.

Astin, A.W. (1993). Assesment for excellence: The philosophy and practice of assessment and evaluation in higher education. New York: The Oryx Press.

Azwar, S. (2004). Dasar-dasar psikometri. Yogyakarta: Pustaka Pelajar.

Bachman, L.F. (1990). Fundamental considerations in language testing. Hong Kong:

Oxford University Press.

Baumgartner, T.A., & Jackson, S. (1995). Measurement for evaluation. NewYork:

Wm C. Brown Comunications. Inc.

APPENDIX

LESSON PLAN

(EXPERIMENTAL GROUP)

Location   **: SMP NEGERI 17 MEDAN**

Subject   **: English**

Class   **: VII-3**

Skill   **: Vocabulary**

Duration   **: 2 x 45 minutes**

A. Standard of Competence

To understand and use vocabulary fluently and accurately in daily life context and to access the knowledge.

B. Basic Competence

To know, understand and use the meaning of vocabulary correctly in reading, writing and speaking.

C. Indicator

By the end of the lesson, the students are able to:

1. To determine vocabulary correctly for sentence
2. To understand the word from detail information
3. To identify the word based on the text

D. Objectives

1. Students able to determine vocabulary correctly for sentence
2. Students able to understand the word from detail information
3. Students able to identify the word based on the text

E. Teaching Method : A Long and Growing List Game

F. Material

Materials   : Learning vocabulary using A Long and Growing List Games

G. Teaching and Learning Activities

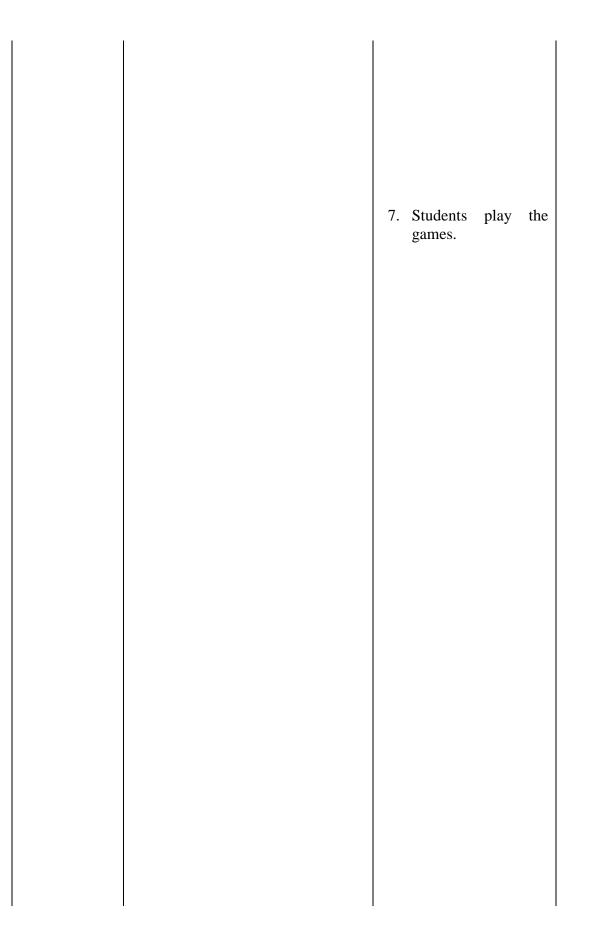| Teaching Steps	Teacher Activities	Students Activities
MAIN	3. The teacher review the students' achievement in last test and comments on the students' opinion and motivation in order to do the best inthe next test. 4. The teacher gives the students a test, to know how well the students in mastering vocabulary	3. Students noviced character, honest by question and answer activity. 4. Students do the test and answer the question based on the excercise.
TREATMENT	9. The teacher explained the definition of vocabulary and a long and growing list game 10. Teacher prepare test and games items for the class and check them. 11. Teacher explain how to play the games and the games' rule. **Preparation** f) You will need about ten small objects of different shapes and sizes and a piece of cloth, a thin towel, or a headscarf, which must be large enough to cover four or five of the objects. g) For pair work, you should provide enough objects and pieces of cloth, etc., to keep all the learners occupied. h) If the objects are very different, then it is not really a challenge to identify them by touch, so choose some which are similar to feel, e.g. pens/pencils, coins of different denominations,	4. Students pay attention to the topic. 5. Students pay attention to the concept. 6. Some students asked to practice it in front of the class.

plastic bags/paper bags, screws/nails.

i) (optional) You could provide some pairs of gloves, to make feeling more of a challenge.

j) Note Instead of a covering cloth, you may choose to conceal the objects for touching in a box or bag.

Procedure

e) Make sure that the learners know the names of the majority of the objects which you have collected.

f) Put four or five of the objects under the cloth on a table without the class seeing which ones you have chosen.

g) Ask a learner to feel one of the objects through the cloth and to tell you what they think it is. Let the learner remove the object to see if they were correct.

h) Repeat with other learners.

12. Play in groups of four to six players , with the players sitting in a circle

13. Tell the learners that, in this game, a given sentence pattern – *I went shopping and I bought …* - must be completed by ending any words that make sense, each player adding one word to the list when it is there turn. Each player must repeat verbatim whatever has been said by previous player before making and additions to the list.

14. Teacher start the games and

	ask the students to play games. **Variation 1** example: Learner1: *I went shopping and I bought a search.* Learner2: *I went shopping and I bought a search and skirt.* Learner3: *I went shopping and I bought a search, a skirt and a sousage.* Learner4: *I went shopping and I bought a search, a skirt, a sousage and an apple* Learner5: *I went shopping and I bought a search, a skirt, a sousage, and an apple and a car.* 15. Teacher give the post-test, teacher ask the students to answer the question based on the text. 16. Teacher collect the students' work.		

			7. Students play the games.

		9. Students do the test, and answer the question based on the text 10. Students submit their work.
CLOSING	5. Asking students' difficulty along the teaching learning process 6. Asking the students review the material at home 7. Praying 8. Leaving the class	4) Students describe their difficulty. 5) Praying

H. Source:

Media : Whiteboard, board marker, paper, and book English in Focus

I.   Evaluation

Asking the students to describe what they can growing word in sentence

Known by:

Medan,   2017

Headmaster of SMP 17 Negeri Medan

Drs.PELAN TARIGAN

The Teacher   The Researcher

MUSNI DELFI , S.Ag   **DICKY SUCI RAMADHANI**

LESSON PLAN

(CONTROL GROUP)

Location   : SMA GAJAH MADA MEDAN

Subject   : English

Class   : XI-IA

Skill   : Vocabulary

Duration   : 2 x 45 minutes

A. Standard of Competence

To understand and use vocabulary fluently and accurately in daily life context and to access the knowledge.

B. Basic Competence

To know, understand and use the meaning of vocabulary correctly in reading, writing and speaking.

C. Indicator

By the end of the lesson, the students are able to:

1. To determine vocabulary correctly for sentence
2. To understand the word from detail information
3. To identify the word based on the text

D. Objectives

1. Students able to determine vocabulary correctly for sentence
2. Students able to understand the word from detail information
3. Students able to identify the word based on the text

E. Teaching Method : A Long and Growing List Game

F. Material

Materials : Learning vocabulary using A Long and Growing List Game

A. Teaching and Learning Activities

No	Teacher's Activities	Students' Activities
1	The teacher greet the student.	The students answer the greeting.
2	k. Know your audience (students) l. Have a map to follow (lecturing outline) m. Grab the students' attention (have a beginning) n. Recognize students' attention (have a beginning) o. Plan an activity for students (have a middle) p. Use virtual aids/voice and movements q. Have a conclusion (an end) r. Have students do something with the lecture material s. The teacher give the material and order the students to discuss the material t. The teacher ask students to answer the question	c. The students pay attention about the material and discuss with other students d. The students answer the question.
3	Closing : c. The teacher give the score to students d. The teacher and the students make conclusion the material	c. Students get the score. d. The students and the teacher make conclusion the material.

B. **Source:**
   Media : Whiteboard, board marker, paper, and book English in focus

C. **Evaluation**

Asking the students to describe what they can growing word in sentence

<div align="center">

Known by:

Medan,   2017

Headmaster of SMP 17 Negeri Medan

<u>Drs.PELAN TARIGAN</u>

</div>

The Teacher   The Researcher

<u>MUSNI DELFI , S.Ag</u>   **<u>DICKY SUCI RAMADHANI</u>**