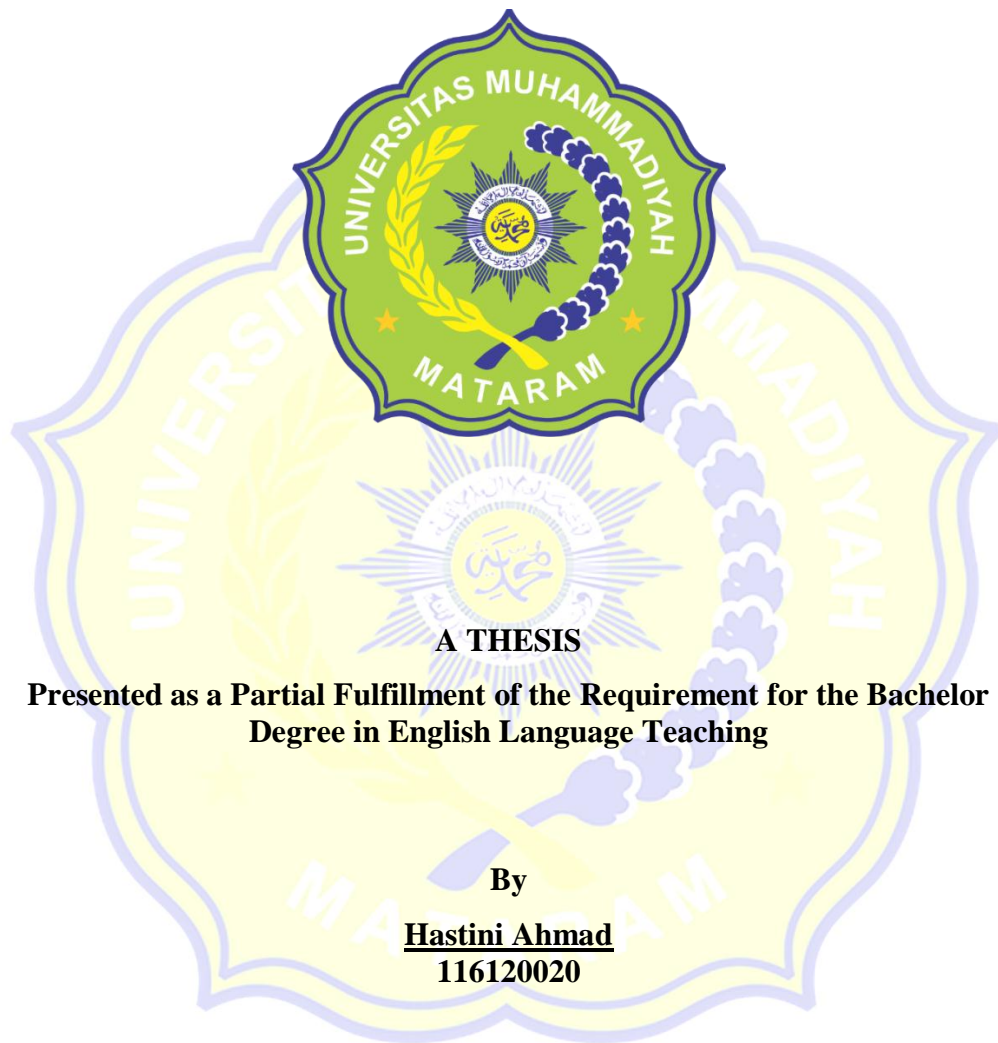


**THE USE OF EYE-SPY GAME IN TEACHING VOCABULARY AT THE
SEVENTH GRADE STUDENTS OF SMPN 1 LEMBAR
IN ACADEMIC YEAR 2020/2021**



A THESIS

**Presented as a Partial Fulfillment of the Requirement for the Bachelor
Degree in English Language Teaching**

By

Hastini Ahmad

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FACULTY OF TEACHER TRAINING AND EDUCATION
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MATARAM
2021**

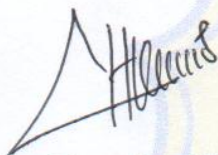
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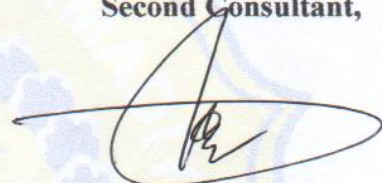
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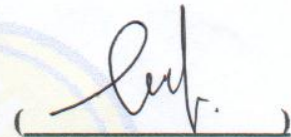
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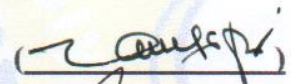
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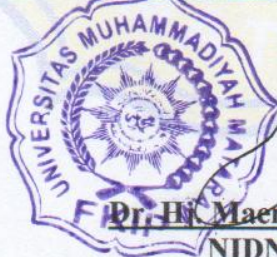


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Mataram, 3 February 2021

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MOTTO

***“For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease.
So when you have finished [your duties], then stand up [for worship]. And to
your Lord direct [your] longing”.***

(Surat Asy-Syarḥ (The Relief):5-8)



DEDICATION

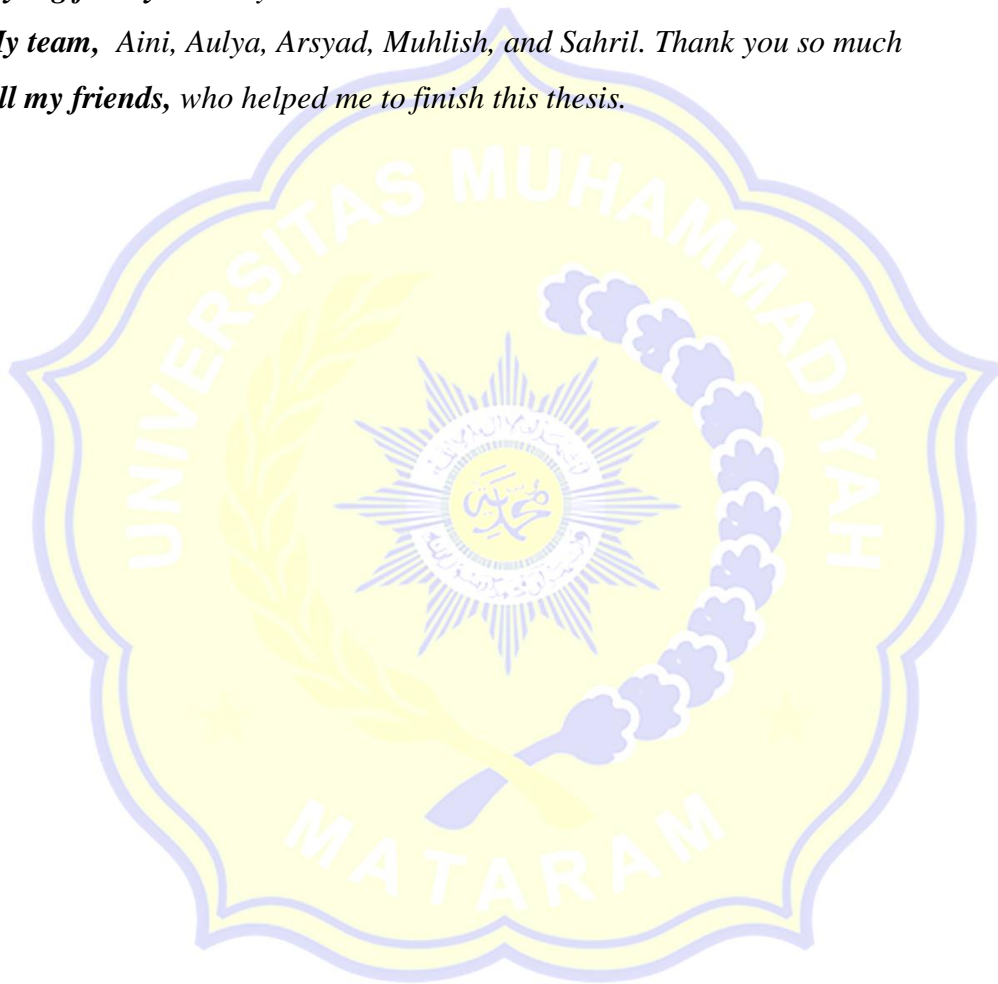
I Dedicate This Thesis Special to:

My beloved parents: *My father (Ahmad Jahidin) and my mother (Siti Semiman). Thanks a lot for the love, prayer, advice, motivation, and supports. Thanks for everything. I love you so much.*

My big family *Thank you so much.*

My team, *Aini, Aulya, Arsyad, Muhliah, and Sahril. Thank you so much*

All my friends, *who helped me to finish this thesis.*



ACKNOWLEDGEMENT



All praise is to Allah SWT, lord of the world, who has owned strength and health upon the researcher to finishing this thesis entitled “The Use of Eye- Spy Game in Teaching Vocabulary at the Seventh Grade Students of SMPN 1 Lembar”. Shalawat and salam are addressed to our prophet Muhammad SAW, his family, companions, and all his followers.

The researcher would like to thank all of those who gave the contribution to this thesis, so it can be finished on time. Therefore, the researcher would like to deliver thanks to:

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2. Dr. Hj. Maemunah, S.Pd, M.H, as the Dean of Faculty of Teacher Training and Education.
3. Hidayati, M.Hum, as the Head of English Department for the advice.
4. Humaira, S.Pd, M.Pd, as the first consultant and Ilham, M.Pd.BI, as the second consultant who gave the contribution, guidance, and all support to finish this proposal.
5. All of the lectures of the English Department of Muhammadiyah University of Mataram, who have transferred the knowledge for guidance, institution, and their help during the researcher study at the University.
6. H. Saidi, S.Pd, as the headmaster of SMPN 1 Lembar, thanks for allowing the researcher conducted this research.
7. Andri Wijaya, S.Pd, as the English Teacher of SMPN 1 Lembar, thanks for the support and suggestions during the research.
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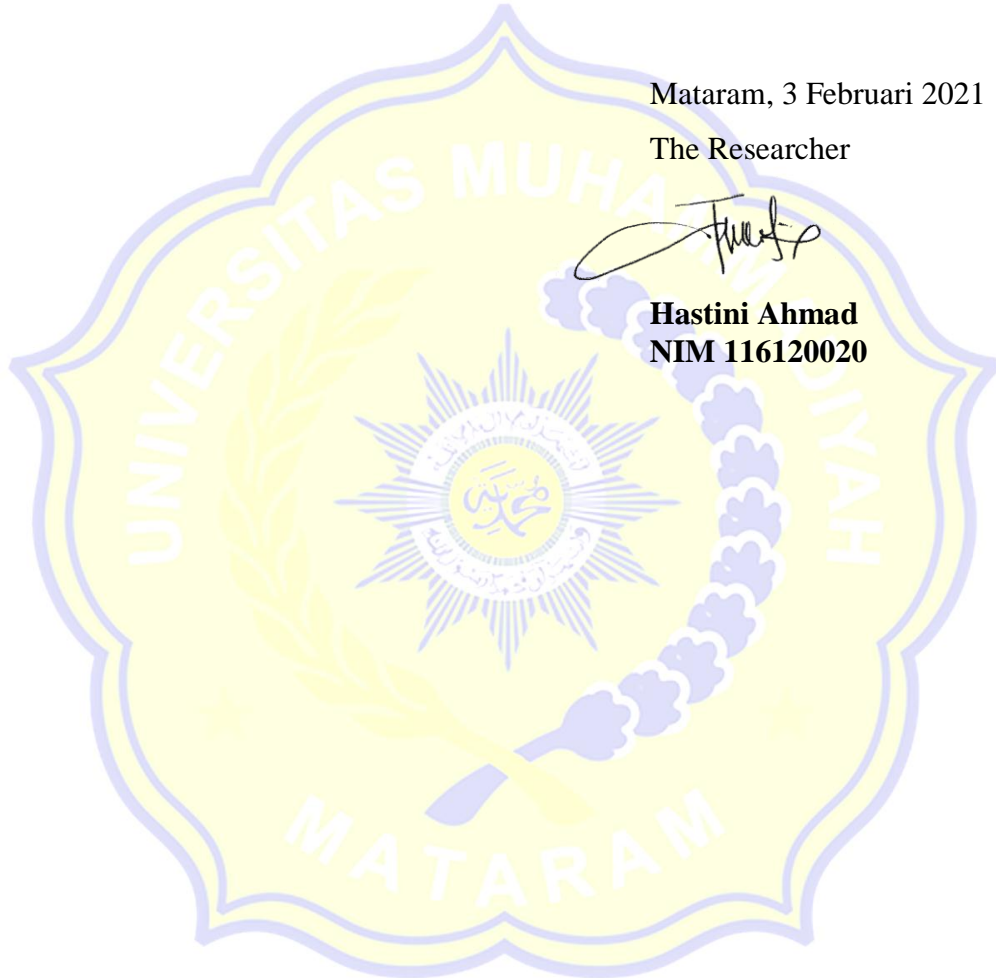
The researcher realizes this thesis is still far from completeness, remaining errors are the researchers' owned. Therefore, constructive criticism and suggestions will be highly appreciated. Finally, willingly the researcher prays, may all our efforts are blessed by Allah SWT. Aamiin.

Mataram, 3 Februari 2021

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ABSTRAK

Ahmad, Hastini. 2021. Skripsi: “penggunaan permainan Mata-mata dalam mengajar kosakata di kelas VII SMPN 1 Lembar Tahun Ajaran 2020/2021”. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan Dan Ilmu pendidikan, Universitas Muhammadiyah Mataram.

Permainan mata-mata merupakan sebuah metode untuk meningkatkan kosakata siswa. Penelitian ini bertujuan untuk mengetahui apakah penggunaan permainan mata-mata berpengaruh atau tidak dalam mengajar kosakata. Peneliti menggunakan desain eksperimental semu, dengan total populasi 105 siswa. Peneliti menggunakan teknik purposive sampling, dimana peneliti mengambil 40 siswa sebagai sampel. Sampel penelitian ini adalah 20 siswa sebagai kelas control dan 20 siswa sebagai kelas eksperimental. Instrumen penelitian ini menerapkan tes pilihan ganda yang terdiri dari 20 soal. Data dikumpulkan melalui pre-test dan post –test, untuk analisis data peneliti menggunakan aplikasi SPSS 17.0. Hasil penelitian ini menunjukkan bahwa skor rata pre test kelas ekperimental adalah 59.75 dan standar deviasi adalah 9.244, pada post test kelas eksperimental skor rata-rata adalah 79.50 dan standar deviasi adalah 7.237. dalam pre test kelas control menunjukkan bahwa skor rata-rata adalah 57.50 dan standar deviasi 8.811. dalam post-test kelas control bahwa nilai rata-rata adalah 64.00 dan standar deviasi 4,757. Dapat disimpulkan bahwa Nilai rata-rata kelas eksperimental lebih tinggi dari kelas control. Berdasarkan test statistic (Mann Wilcoxon test) jika Asymp Sig. (2-tailed) $< 0,05$. Ini berarti bahwa H_a diterima. Hasilnya adalah Asymp sig (2-tailed) $0,000 < 0,05$. Itu berarti bahwa penggunaan permainan mata-mata memiliki perbedaan yang signifikan antara rata-rata hasil belajar siswa yang diajar menggunakan permainan mata-mata dan yang diajarkan tanpa permainan mata-mata. Yang berarti penggunaan permainan mata-mata efektif dalam mengajar kosakata di kelas VII SMPN 1 Lembar Tahun Ajaran 2020/2021.

Kata kunci: permainan mata-mata, kosakata

ABSTRACT

Hastini Ahmad. 2020. A Thesis: “*The Use of Eye-Spy Game in Teaching Vocabulary at the Seventh Grade Students of SMPN 1 Lembar in Academic Year 2020/2021*”: English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

Advisors 1) Humaira, M.Pd

Advisors 2) Ilham, M.Pd BI.

Eye-Spy Game is a method to increase students' vocabulary. The purpose of this study was to investigate the use of Eye-Spy Game as a method whether effective or not in teaching vocabulary. This is an experimental study, the total population of this study was 105 students. The researcher used the purposive sampling technique, where the researcher took 40 students as the sample. The sample of this study was 20 students as the control class and 20 students as the experimental class. The instrument of this study applied multiple-choice tests which consist of 20 items. The data was collected through pre-test and post-test, then it followed by analyzing the data based on SPSS 17.0. The result of this study showed that the pre-test of experimental class, the mean score is 59.75 and the Std. Deviation is 9.244. In the post-test of experimental the mean score is 79.50 and the Std. Deviation is 7.237. In the pre-test of control showed that the mean score is 57.50 and the Std. Deviation is 8.811. In the post-test of control class, that the mean score is 64.00 and the Std. Deviation 4.757. So, the mean score of the experimental class is higher than the control class. Based on the result of Statistics Test (Mann Wilcoxon Test) if Asymp Sig. (2-tailed) $<0,05$. It means that H_a was accepted. The result was Asymp Sig.(2-tailed) $0,000 <0,05$. It means that the Use of Eye-Spy Game has significant differences in students' score between who are taught using Eye-Spy game than without Eye-Spy game. Which means the use of Eye-Spy Game has effective in teaching vocabulary at the Seventh-grade students of SMPN 1 Lembar in academic year 2020/2021.

Keywords: *Eye-Spy Game, Vocabulary*

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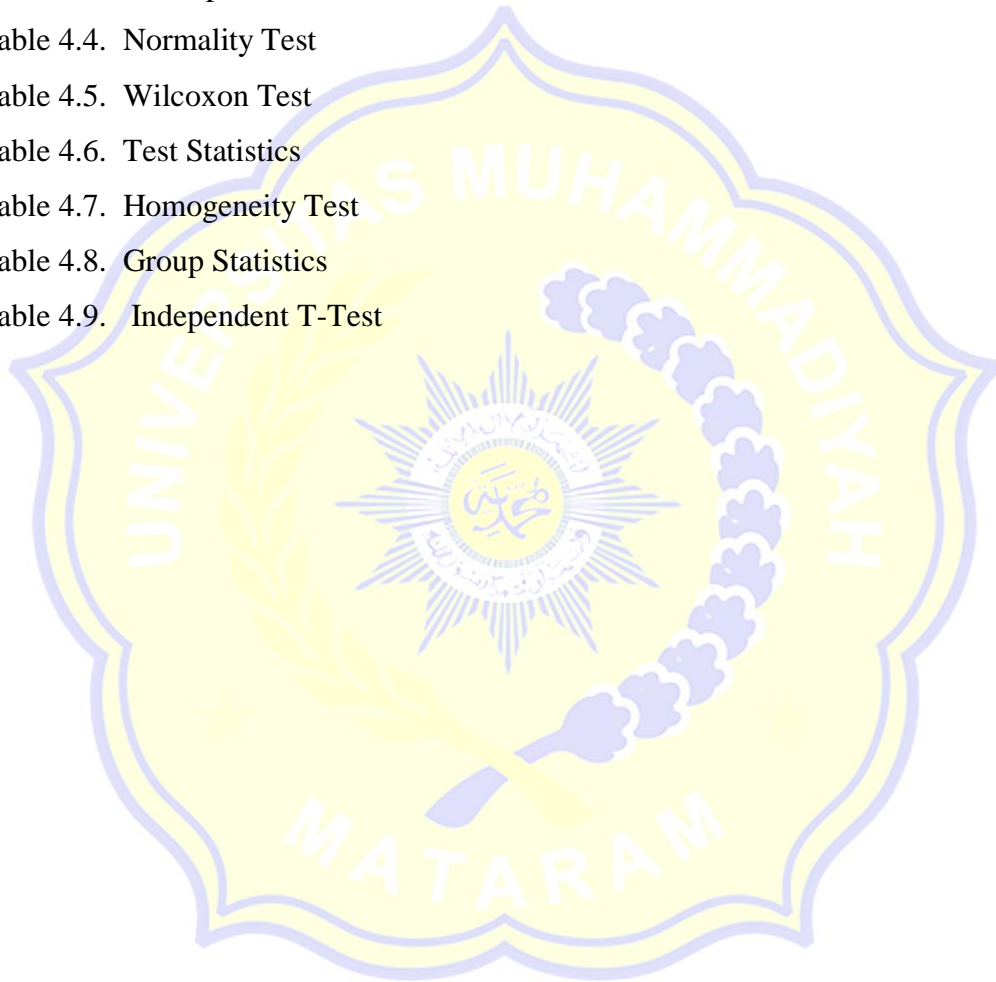
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CHAPTER I

INTRODUCTION

This part contains the background of the study, the research question, the purpose of the study, the scope of the study, the significance of the study, and the definition of key terms.

1.1. Background of the Study

Vocabulary knowledge is important to be known by the students and the English teachers. That is why the teachers should have appropriate method that makes students interested in learning vocabulary. The vocabulary cannot be separated from another language aspect. So, by knowing the vocabulary, the children can develop language skills such as listening, speaking, reading, and writing. Besides that, the supporting materials for teaching vocabulary are inadequate so, students do not employ many vocabularies, and then when the teacher explains some topics, some of the students look bored, annoying their friends or they cannot keep silent in the class.

The problem as mention previously still exists, because the English language is completely different from Indonesian in the form of the system of structure, pronunciation, and vocabulary. Learning English especially memorize vocabulary is sometimes makes students easier to get bored. Therefore, the English teacher must be able to organize teaching and learning activities in the classroom. They have to present materials by using suitable teaching method. Good teaching makes students understand and master the lesson.

Based on the pre-observation with an English teacher, students in the seventh grade of SMPN 1 Lembar had less vocabulary. They difficulty memorizing a new word. This fact makes it students difficult to express their ideas and deliver their speaking in English. By knowing the vocabulary, the children can develop language skills such as listening, speaking, reading, and writing.

That is why the teachers should have appropriate method that makes students interested in learning vocabulary. Learning vocabulary without a good method is something boring to do. To help students find language classes, especially vocabulary lessons more interesting, the game is one solution to these problems. That is the reason for choosing Eye –Spy Games as the teaching method to increase students' vocabulary.

Eye-Spy Game is one of the games that most of children learn to play. The game requires no equipment and can be played anywhere and with as many people as you want people both with adults and children, though a minimum of two players is required. Eye-Spy game is often played with young children as a means to avert boredom in long journey. Actually, this game applied to kindergarten students, but researcher used this game in Junior High School to increase their vocabulary.

Eye-Spy game is enjoyable for students to learn vocabulary, it is fun, it also effective in learning vocabulary we teach individual by using Eye-Spy.

Considering on the explanation above, the researcher is interested to applied the Eye-Spy Game in teaching vocabulary, for the Seventh Grade Students of SMPN 1 Lembar in Academic Year 2020/2021.

1.2. Research Question

The researcher formulated the statement of the problem as follows :

1. Does the Eye-Spy Game has a significant effect in Teaching Vocabulary at the Seventh Grade Students of SMPN 1 Lembar in Academic Year 2020/2021?
2. Is there any significant difference in students' score between the students who are taught using Eye-Spy Game than without using Eye-Spy Game in Teaching Vocabulary at the Seventh Grade Students of SMPN 1 Lembar in Academic Year 2020/2021?

1.3. Purpose of the Study

Based on the statement of the problem above, the purpose of this study as follow:

1. To investigate the significant effect of using Eye – Spy Game in teaching vocabulary at the seventh-grade students of SMPN 1 Lembar in Academic Year 2020/2021.
2. To analyze the significant differences in students score between the students who are taught using Eye-Spy Game than without using Eye-Spy Game at the Seventh Grade Students of SMPN 1 Lembar in Academic Year 2020/2021.

1.4. Scope of the Study

This research focused on nouns in the book “When English Rings a Bell”, Kemendikbud. The material was taught are “*noun in our classroom*”, “*noun in our bags*” and “*noun in the kitchen*”, “*noun in the dining room*”, “*noun in the living room*”, “*public building*”, “*noun in the bedroom*” and any other things that

use at the seventh grade of SMPN 1 lembar in Academic Year 2020/2021.
(Wachidah, et all. 2017).

1.5. Significance of the Study

In this study, the significance of the study is viewed in two factors:

1. Theoretically

The researcher expected that this study gave benefits the teacher, the students, the researcher, and the other researchers, readers, and civitas academic especially in SMPN 1 Lembar.

2. Practically

Hopefully, the use of the Eye-Spy game can help students to increase their vocabulary in other to make them more enjoyable and easy to learn English in the classroom. The researcher also hopes that this method can be used as an alternative strategy for English teachers in teaching students vocabulary.

1.6. Hypothesis of the Study

1. The Alternative Hypothesis (H_a) stated: “the use of Eye-Spy Game is effective in teaching vocabulary at the Seventh Grade Students of SMPN 1 Lembar in academic year 2020/2021”
2. The Null Hypothesis (H_0) stated: “the use of Eye-Spy Game is not effective in teaching vocabulary at the Seventh Grade Students of SMPN 1 Lembar in academic year 2020/2021.

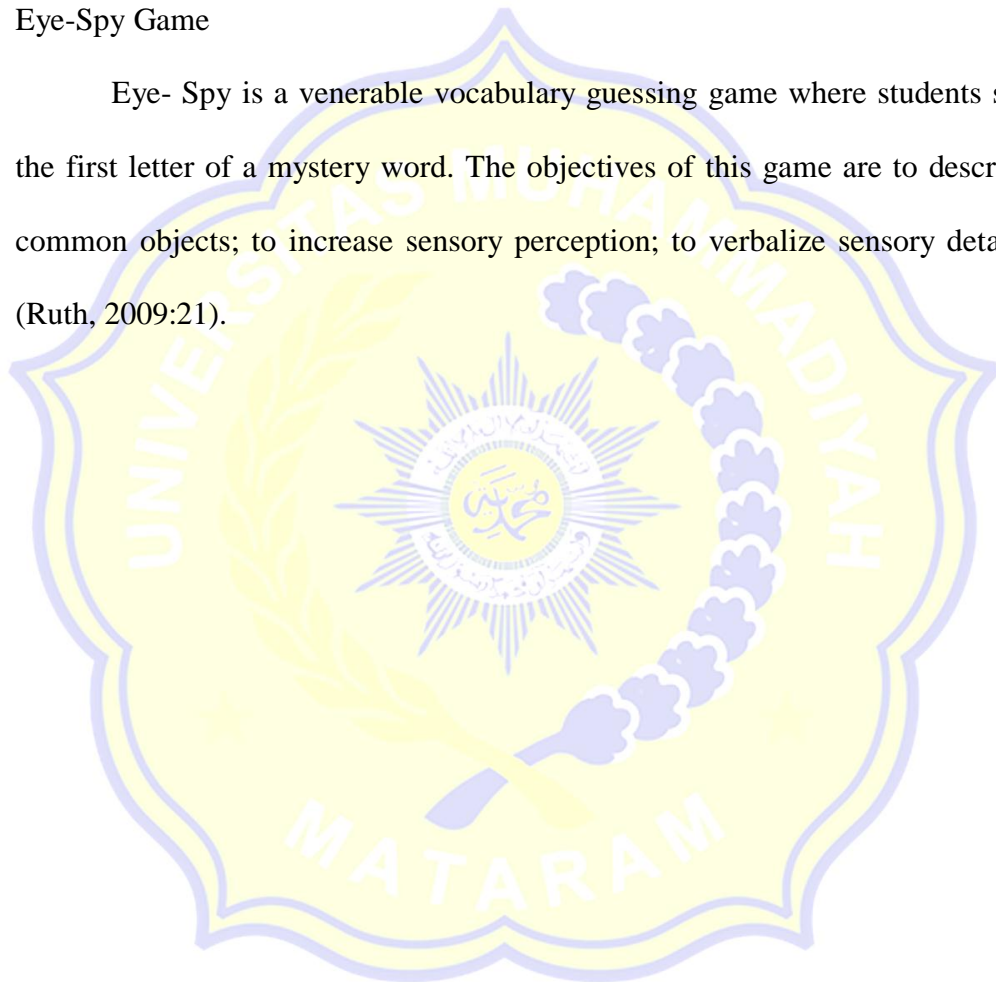
1.7. Definition of Key Terms

a. Vocabulary

Vocabulary is the point component of language ability and provides much of the basic for how well learners speak, listen, read, and write (Jack C Richards, 2000:255).

b. Eye-Spy Game

Eye- Spy is a venerable vocabulary guessing game where students say the first letter of a mystery word. The objectives of this game are to describe common objects; to increase sensory perception; to verbalize sensory detail. (Ruth, 2009:21).



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some related literature of the study in teaching vocabulary by using Eye-Spy game at the seventh-grade students of SMPN 1 Lembar in Academic year 2020/2021

2.1. Vocabulary

2.1.1 The Definition of Vocabulary

According to Richards (2000: 255), Vocabulary is a basic element of language and has an important role in language learning it's not less important than grammar, pronunciation and spelling synonymous.

Webster (1983:304), Vocabulary is significant part in foreign learning as the meaning of new words are very often highlight, whether in book or in classroom Nunan (1999: 43), states that" Vocabulary is a group of words of a language that convey meaning when the language is used".

McCarthy (2008: 3) Vocabulary is vital to communicating with others and understanding what one is reading.

Based on the definitions above, the researcher concluded that vocabulary is the most important part of the language that students must learn of English vocabulary. Without having a lot of vocabulary, the students will difficult to mastering listening, speaking, reading, and writing.

2.1.2 Kinds of Vocabulary

According to Hatch and Brown (2002:373), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1. Receptive vocabulary

Respective vocabulary is the lexical items that the students can recognize and understand when they meet them in the context of reading and listening materials. It's also called as passive vocabulary. Passive vocabulary or comprehension consist of the words comprehended by the people, when they read and listen. It means that receptive vocabulary is the word that an individual understand by her/him self. An individual can learn this vocabulary by written or spoken.

2. Productive vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and used constructively in speaking and writing. It involves what is needed for respective vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the word to express their thoughts to others.

Nation (2003:136), also states that there are four kinds of vocabulary in the text. They are:

1. Reading vocabulary – the words we understand when we read text. We can read and understand many words we do not use in our speaking vocabulary.

2. Writing vocabulary – the words we can retrieve we write to express ourselves, we generally find it easier to explain ourselves orally using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the some ideas in writing.
3. Listening vocabulary – the words we hear and understand
4. Speaking vocabulary - the words we used when we speak. Our speaking vocabulary is relatively limited.

2.1.3 The Importance of Vocabulary

Mastering vocabulary is necessary in learning language especially English, because the potential knowledge that can be known about a words is rich and complex (Schmitt, 2000: 5) cited in Maya (2017).

So, the mastery of vocabulary in English is very important because if we can not master the vocabulary, we will not be able to learn English well and correctly. Without a good vocabulary mastery, we cannot communicate with others well, so it will be hard for us tounderstand what others saying.

2.1.4 The Principles of Teaching Vocabulary

Nunan (2003:135), states that there are four principles for teaching vocabulary:

1. Focus on the most useful vocabulary first

Some words can be used in a wide variety of circumstances. Other has much more limited use. Teaching useful vocabulary before less useful vocabulary gives learners the best return for their learning effort. The most useful vocabulary that every of English learner needs whether they use the

language for listening, speaking, reading, or writing or whether they use the language in formal and informal situations.

2. Focus on the vocabulary in the most appropriate way

This principle looks at how the students should be taught and learned. Teachers need to clearly distinguish the way they treat high-frequency words from the way they treat low-frequency words.

3. Give attention to the high-frequency words.

High-frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading, and writing high-frequency vocabulary should also be fluently accessible for receptive and productive use.

4. Encourage learners to reflect on and take responsibility for learning.

Learners often find difficult to take on this responsibility, partly because of the way they have learned in the past. The following quotations are from interviews with language learners about their vocabulary learning while they followed an English proficiency course.

2.1.5 Problems in Teaching Vocabulary

Many problems are difficult to solve in teaching vocabulary. As stated by Thornbury (2002: 27-28), there are general problems that are faced in teaching vocabulary. Factors that make some teaching vocabularies more difficult are:

1. Pronunciation: Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that

contain sounds that are unfamiliar to some group of learners such as *regular* and *lorry* for Japanese speakers. Many learners find that words with clusters of consonants, such as *strength* or *breakfast*, are also problematic.

2. Spelling: Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or spelling and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic. Words that contain silent letters are particularly problematic: *foreign*, *listen*, *honest*, *muscle*, *know*, *knight*, etc.
3. Length and complexity: Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high-frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their "learn ability". Also, variable stress in polysyllabic words – such as in word families like *necessary*, *necessity* and *necessarily* – can add to their difficulty.
4. Grammar: The grammar which is associated with the word, especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend to assume that *explain* follows the same pattern as both Spanish *explicit* and English *tell*, and say *he explained the lesson*. Remembering whether a verb like *enjoy*, *love* or *hope* is followed by an infinitive (*to swim*) form (*swimming*) can add to its difficulty. And the grammar of phrasal verbs is particularly troublesome: some phrasal verbs are separable (*she looked the word up*) but others are not (*she looked after the children*).

5. **Meaning:** When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point; you make breakfast and make an appointment, but you do the housework and do a questionnaire. Words with multiple meanings, such as since and still, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different meaning. Unfamiliar concepts may make a word difficult to learn. Thus, culture-specific items such as words and expressions associated with the game cricket (a sticky wicket, a hat trick, good innings) will seem fairly opaque to most learners and are unlikely to be easily learned.
6. **Range, connotation, and idiomatic:** Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus put is a very wide-ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Words that have style constraints, such as very informal words may cause problems. Finally, words or expressions that are idiomatic (like make up your mind, keep an eye on...) will generally be more difficult than words whose meaning is transparent (decide, watch). It is their idiomatic, as well as their syntactic complexity, that makes phrasal verbs so difficult.

2.2. General Concept of Teaching Method

2.2.1 Definition of Teaching Method

In teaching learning process, teaching method is very helpful to support teacher and students. By using teaching method, it will make the teacher easy to

explain the material and it also help the students to understand the material practice and enjoyable

The method is a generalized set of classroom specifications accomplishing linguistic objects and related to the nature of the content of a subject to be taught. (Brown, 2002:51)

From the explanation above, concluded that the method is necessary in the teaching-learning process. It makes students easily to catch the material because they are interested in learning and the teaching-learning process will be more varied so that the students enjoy it. Students also will be more active in giving response to the teacher's explanation.

2.2.2 Types of Method

There are two types of teaching method.

1. Non-Participatory method: In this type of method teacher cast him/herself in the role of being a master of the subject matter. The teacher is looked upon by learners as an expert or an authority. Learners on the other hand are presumed to be passive and copious recipients of knowledge from the teacher. Examples of such methods are the lecture method and demonstration method.
2. Participatory method: This refers to how teachers and students are in constant interaction, active involvement, and continuous exchange of views and ideas in the overall teaching and learning. These methods are sometimes known as interactive teaching methods or learner-centered teaching methods. It is a shift from a belief that learners are empty plates who are supposed to be imparted with the knowledge to a belief that learners can construct knowledge and learn

on their own if properly guided. They are designed only for smaller groups of participants, but their advantage is that they encourage better retention of learned. They are contemporary modern methods of education. Examples of such methods are the discussion method, question-answer method, project method, problem-solving method, guessing method, etc.

2.3. General Concept of Game

2.3.1 Definition of Game

According to Rixon (1996:89), The game is something can be used with certain rules. Some parties win and there are losers, usually, the game is done with no serious or with the aim of entertaining.

According to Nilwan (2010:1), A game is a system in which players engage in artificial conflict, defined by rules, which produce measurable results”.

Game is fun activities which is usually considered inappropriate in the lesson which needs serious activities. Game is useful to present vocabulary to students. Teaching vocabulary through the game make the students easy to memorize the words that found and also will be fun in studying. Suggest that games help encourage many learners to sustain their interest and work. The game also helps the teacher to create a context in which the language is useful and meaningful.

2.3.2 Kinds of Game

According to Koprowski (2006, 12, 7), there are 10 good games for recycling vocabulary. They are taboo, memory challenge, last one standing, Pictionary, bingo, outburst, concentration, scrambled letters, Q & A, and

categories (aka the alphabet game). According to Harmer (2008), there are some games that we can use to teach vocabulary, they are Got it a game, Backs to the board game, and Snap game. While according to Thornbury (2014:102), there are some word games and some of them are presented as follows.

1. Eye – Spy Game

Eye-Spy Game is a familiar guessing game for children. Where the children as giver clue say, “I spy with my eyes something around you are begins like: /V/.” Children as respondent look at one another, and exclaimed, “Veil!” good. Veil.

2. Information Gap

The students ask their partners to get missing information to complete the task that they have or together solve a problem. For instance, one student might have a drawing and their partner needs to create a similar drawing by listening to the information that described and given by the person with the drawing.

3. Tic Tac Toe Game

This game involving the whole class, players must obtain all of the information available to fill in a questionnaire or to solve a problem. For example students are given a grid; the task is to fill in all the cells in the grid with the name of their classmates who fits that cell, e.g., someone who has pointed nose. The students spreading around the class, asking and answering questions to complete their own grid.

4. Matching Games

These games involve matching pairs of words, cards or pictures. Everyone must find a pair work partner with a corresponding card or picture. For example, students place 30 word cards which composed of 15 pairs, face down in random order. Each student turns over two cards at a time, with the goal of turning over a matching pair by using their memory.

2.4. Concept of Eye-Spy Game

2.4.1 Definition of Eye-Spy Game

Bolton (2007:114) Eye spy is simple guesswork game to play. Because this game not need any tool to play. It means eye-spy can play anytime and anywhere.

According to Ruth (2009:21), Eye-Spy Game is a venerable vocabulary guessing game where students say the first letter of a mystery word. The objectives of this game are to describe common objects; to increase sensory perception; to verbalize sensory detail.

Retter and Valls (1984:31) state that Eye- Spy Game is one of the best known children's game. Players try to guess an object beginning with a certain letter.

In Eye- Spy Game players compete to become the next challenger by being the first person to guess the answer to the puzzle. This is a very popular children's game. It includes the game of problem-solving activities. Here, the students have to solve the problem by answering/guessing the questions from the other groups.

The space of this game is normal classroom. It is can be played for the whole class, by individual or group. The game can be used at the beginning until the advanced level depends on the class that will be taught.

So, based on the definitions above, Eye- Spy Game in this research is a kind of method for teaching vocabulary by asking the students to guess an object beginning with a certain letter.

2.4.2 Steps of Teaching Vocabulary by using Eye-Spy Game

According to Retter and Valls cited in Detia (2016:31-32), the procedure to play Eye-Spy Game in teaching vocabulary:

1. Choose the players. Teacher divides the students to be small group.
2. The teacher explains how to play the game.
3. Children as giver clue say I Spy with my eyes something beginning (D). (He can say any letter he wishes).
4. Individual children as respondent try to guess the object, e.g. Door, Desk, Drawing, etc.
5. The child or group who guess successfully then says I Spy with my little eyes something beginning with (B). And the rest of the class try to guess.
6. The game ends whenever teacher wishes

2.4.3 The Strength and the Weakness of Eye Spy Game

1. The Strength

- a) It creates an enjoyable situation. It refers that the situation and condition in the classroom be comfortable, makes the students enjoy and fun to learning English and increasing the vocabulary.

- b) It creates a cooperative situation. To generate a great situation in the classroom, the researcher offer must have a corporation between teacher and student.
- c) It creates a competitive class. Make an Academic class is the most necessary, it refers to how the teacher makes competition in the classroom. This competition purpose that to looking for students' ability.
- d) It challenges the students' ability. The last strength of these games is to challenges the students' ability. Challenges make the students want to learn about something that we never know before. For example; some words that students never listen to and don't know the meaning of a new word.

2. The Weakness

- a) The condition of the classroom is usually clamorous. When making a game in the classroom. Surely, the class will noisy and sometimes the classroom is not effective.
- b) The passive students give their responsibility to the active students because this game is played in the group.

2.5. Previous Studies

There are several previous studies relate to this thesis. These are two of them. The first research by Amri (2016) this research is aimed to determine the effect of the Eye-Spy Game to increase students' vocabulary mastery. The principle problem was only one that is to what extent Eye-Spy Game in increasing students' vocabulary mastery at class VIII of SMP Babussalam Selayar. The result of the t-test also shown that the Eye-Spy Game is effective to increase students'

vocabulary mastery because the t-test was higher than the t-table ($2,094 > 2,042$). The difference between the previous studies is grade and the location of the study's place is different. In previous research, they taught the Eye-Spy game which is applied in the Eight Grade of SMP Babussalam Selayar, while mine, implemented the Eye-Spy game in the Seventh grade of SMPN 1 Lembar. The similarities between the previous studies and the researcher used the same game.

The second research by Detia (2016) this research the researcher applied Eye-Spy Game in teaching vocabulary in the classroom. The objective of this research is to know and describe the student's vocabulary mastery who learn vocabulary mastery through I Spy Game and to know and describe the Influence of Eye- Spy game toward student's vocabulary mastery. The difference between the previous studies are the previous research used Qualitative, while in this research, the researcher will use experimental and the location of the study's place is different. In the previous research, they are taught material by using I Spy game which applied in Eight grade of SMPN 12 Bandar Lampung. While mine implemented the eye-spy game in the seventh grade of SMPN 1 Lembar.

CHAPTER III

RESEARCH METHOD

This chapter contains the research design, population and sample, research instrument, method of collecting data, and technique of analysis data.

3.1. Research Design

The Researcher used experimental design. According to Sugiyono (2017:107), an experimental is the research method used to find out the effect of a treatment toward the other cases in restrained condition.

This research applied quasi-experimental research namely the control group and experimental group. The experimental group taught by using the Eye-Spy game in teaching vocabulary. Meanwhile, the control group taught without using the Eye-Spy game.

Table 3.1. Design of Research

Experimental	: O_1 X O_2
<hr/>	
Control	: O_3 O_4

(Creswell, 2014: 242)

Where :

O_1 : pre - test in experimental class

O_3 : pre - test in control class

X : treatment

O_2 : post- test in experimental class

O_4 : post- test in control class

3.2. Population and Sample

3.2.1 Population

Population is generalization area that consists of object/subject who has quality and the certain characteristic has determined by the researcher for being learn and made a conclusion (Sugiyono,2017:117). The researcher took the population at the seventh grade of SMPN 1 Lembar. The total number of the student is 105

Table 3.2. Population of the Research

NO	Class	Number of students
1	VII 1	20
2	VII 2	20
3	VII 3	21
4	VII 4	22
5	VII 5	22
Σ		105

3.2.2 Sample

The sample is the part of quantity and characteristic that have by the population (Sugiyono, 2016: 118). Researcher used the purposive sampling technique because the two-class are capable to represent the population. The sample in this research was VII 2 as the experimental class which consisted of 20 students and VII 1 as the control class which consisted of 20 students. The total number of the sample in this study is 40 students.

3.3. Research Instrument

Instrument is one of the most important things when doing research. Instrument is a tool used to collect the data (Arikunto, 2013:126). The researcher used pre-test and post-test. It was an objective test in the form of multiple choice

test. There was 20 items of the test with four options (a,b,c,d), the students select one of the best answers, the researcher gave a score (5) if the answer was correct and (0) if it was wrong because each question has the same level of difficulty. The researcher gave the tests for both experimental and control groups named pre-test and post-test.

3.4. The Techniques of Data Collection

3.4.1 Pre-test

This is the first step in gathering the data, the researcher gave the students pre-test both to the experimental and control class. The test is from multiple choices consist of 20 items. The pre-test aims to know the knowledge of students' vocabulary.

3.4.2 Treatment

In this step, the experimental class taught English vocabulary by using the eye spy game in the rest of 40 minutes in every English meeting. The researcher gave a set of treatment to students, while the control class without using Eye-Spy game in teaching vocabulary.

3.4.3 Post-test

After treatments, the researcher gave post-test as the second test in the experimental class and in the control class. The test is from multiple choices consist of 20 items. It is aimed to measure the student's vocabulary after the treatment. The result of this activity has to investigate the eye spy game effective or not in teaching vocabulary.

3.5. The Techniques of Data Analysis

The researcher used SPSS 17.0 :

1. Descriptive data

Descriptive statistical data is useful for explain and describing research data including the amount of data, maximum score, minimum score, average score and other.

2. Normality t-test

- a. Normal data is an absolute requirement before we do parametric statistical analysis.
- b. In parametric statistics there are two types of normality tests that are often used, namely Kolmogorov-Smirnov and Sharpio-Wil test.

3. Paired t-test

- a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs.
- b. Requirements in the paired sample t-test are normal distribution data.

4. Wilcoxon t-test

- a. Test Wilcoxon aims to determine whether there is a differences in average of two samples paired in pairs.
- b. The research data used in the Wilcoxon test is ideally ordinal or interval data.
- c. Wilcoxon test is part of non-parametric statistics, so in the wilcoxon test there is not needed for research data that are normally distributed.

5. Homogeneity t-test

Homogeneous data is one of the requirements in the independent sample t-test.

6. Independent t- test

- a. The basic requirements in the independent sample t test are data that is normally distributed and homogeneous.
- b. The independent sample t-test in this research is used to answer the problem formulation.

7. Mann Whitney t-test

- a. The number of samples used does not have to be the same.
- b. Mann Whitney test is part of non-parametric statistics, so in MannWhitney test there is not needed for research data that is normally distributed and homogenous.

