

**THE USE OF OBSERVE AND REMEMBER GAME IN TEACHING  
ENGLISH VOCABULARY AT THE SEVENTH GRADE STUDENTS OF  
MTs AL-MUNAWARAH SAPE IN ACADEMIC YEAR 2020/2021**



**A THESIS**

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

**By**

**NASRAH  
11512A0033**

**MUHAMMADIYAH UNIVERSITY OF MATARAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION PROGRAM  
MATARAM  
2021**

**APPROVAL SHEET**

**THE USE OF OBSERVE AND REMEMBER GAME IN TEACHING  
ENGLISH VOCABULARY AT THE SEVENTH GRADE STUDENTS OF  
MTS AL-MUNAWARAH SAPE IN ACADEMIC YEAR 2020/2021**

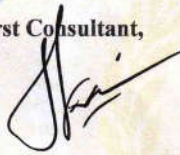
Research Thesis by : **NASRAH**

Students' Id : **11512A0033**

Approved on : **5 January 2021**

By

First Consultant,



**(Dr. Etika Arvani, M.Pd)**  
**NIDN.0806048002**

Second Consultant,



**(Moh. Fauzi Bafadal, M.Pd)**  
**NIDN.0813028501**

**FACULTY OF TEACHER TRAINING AND EDUCATION ENGLISH  
EDUCATION PROGRAM**

Head of English Department,



**(Hidayati, M.Hum)**  
**NIDN.0820047301**

ACCEPTANCE

THE USE OF OBSERVE AND REMEMBER GAME IN TEACHING  
ENGLISH VOCABULARY AT THE SEVENTH GRADE STUDENTS OF  
MTS AL-MUNAWARAH SAPE IN ACADEMIC YEAR 2020/2021

A Thesis by : Nasrah  
Students' Id : 11512A0033  
Approved On : 5 January 2021

This is to certify that the thesis has been approved by the Board of  
Examiners as the requirements for the Bachelor Degree  
In English Education Program

By  
The Board of Examiners Committee

1. Humaira, M.Pd (Chairman)   
NIDN. 0803048601
2. Muhammad Hudri, M.Pd (Member)   
NIDN. 0810058301
3. Dr. Etika Arvani, M.Pd (Member)   
NIDN.0806048002

Muhammadiyah University of Mataram  
Faculty of Teacher Training and Education

Dean,



  
Dr. H. Maemunah, S.Pd., MH  
NIDN. 0802056801

## DECLARATION

I certify that the thesis entitled “The Use of Observe and Remember game in Teaching English Vocabulary at the Seventh Grade Students of MTs Al-Munawarah Sape in Academic Year 2020/2021” and presented as a partial fulfillment of the requirement for bachelor degree is my own work, except where otherwise acknowledge and this thesis has not been submitted for the higher degree to any others university or institute.

Mataram, 5 January 2021  
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**Nasrah**  
11512A0033



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Jl. K.H.A. Dahlan No. 1 Mataram Nusa Tenggara Barat  
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 Website : <http://www.lib.ummat.ac.id> E-mail : [upt.perpusummat@gmail.com](mailto:upt.perpusummat@gmail.com)

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 Tempat/Tgl Lahir : Rai-oi, 09 April 1996  
 Program Studi : BAHASA INGGRIS  
 Fakultas : FKIP  
 No. Hp/Email : 082-359-27-581 / nastah051@gmail.com  
 Judul Penelitian : -

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 MIDN. 0802048904



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Penulis



NASRAH  
 NIM. 11512A0033

Mengetahui,  
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S. Sos. M.A.  
 NIDN. 0802048904

## ***MOTTO***

*“Allah does not burden a person but according to his ability.”*

*(Al-Baqarah: 286).”*



# DEDICATIONS

This thesis is dedicated to:

- ❖ The king of life, Allah SWT who always give his amazing blessing for me. My thank fullness to you more than word.
- ❖ For my best parent, my mother (sufiani) never stop to pray for me and never give up to love me, my father (syafruddin) always support and give me motivation. I always love you. .
- ❖ For all my brother and sister (kak maskur, kak misnan, kak nurati, Amrin, Adhar, and Hairul Nisah) who always give more attention in my coreer.
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In this occasion, with great humility the researcher would like to thanks to all of those who gave me help and guidance, in completing the writing this thesis, the researcher would like to thanks to:

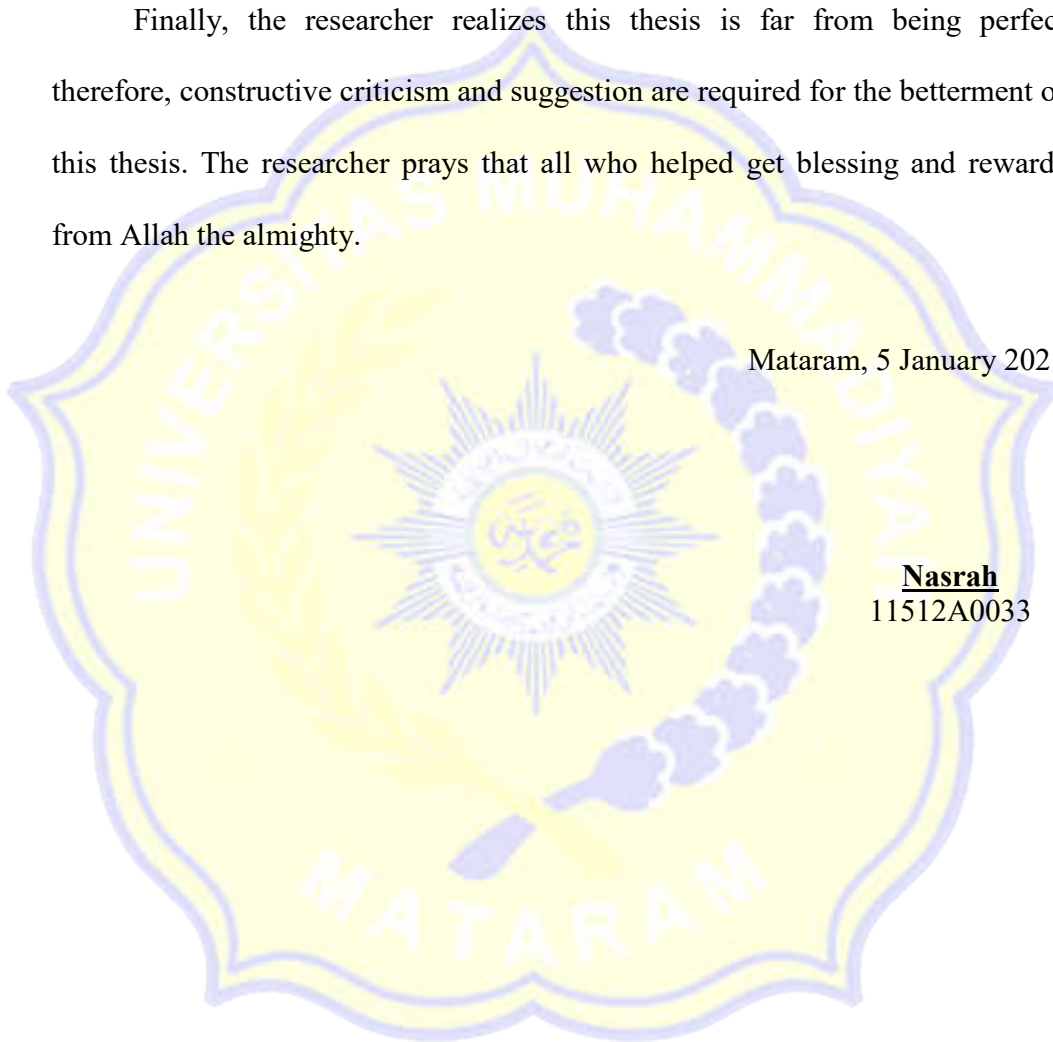
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Finally, the researcher realizes this thesis is far from being perfect therefore, constructive criticism and suggestion are required for the betterment of this thesis. The researcher prays that all who helped get blessing and rewards from Allah the almighty.

Mataram, 5 January 2021

**Nasrah**  
11512A0033



## ABSTRACT

Nasrah. 2020. A Thesis: “*The Use of Observe and Remember Game in Teaching English Vocabulary at the Seventh Grade Students of MTs Al-Munawarah Sape in Academic Year 2020/2021*”: English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram

The Purpose of this study was investigate whether the use Observe and Remember Game has a positive effect on students' vocabulary or not in teaching vocabulary and analyze the significant different in students' score between students who are taught using Observe and Remember Game and without using Observe and Remember Game. The total population of this study involved 44 students and the sample of this study was 22 students in control class and 22 students for experimental class. The instrument of this study used multiple choice tests which consist of 20 items. The data was collected by using pre-test and post-test, then followed by analyzing the data used SPSS 17.0. The result shows that the average of the experimental class and the control class in the pre-test were 46.36 and 48.18, then the result of post-test from the experimental class is 60.45. which is higher than the result of the control class that is 42.95. Based the wilcoxon test, Asymp.Sig (2-tailed) worth 0,004. since the value of 0,004 is smaller than  $< 0.05$ , it means the use of Observe and Remember Game has significant different in students' score between students who are taught using Observe and Remember Game than without observe and remember game which means that use observe and remember game as a technique has effect in teaching vocabulary at the seventh grade students of MTs Al-Munawarah Sape academic year 2020/2021. Alternative Hypothesis ( $H_a$ ) is accepted, and Null Hypothesis ( $H_0$ ) is rejected

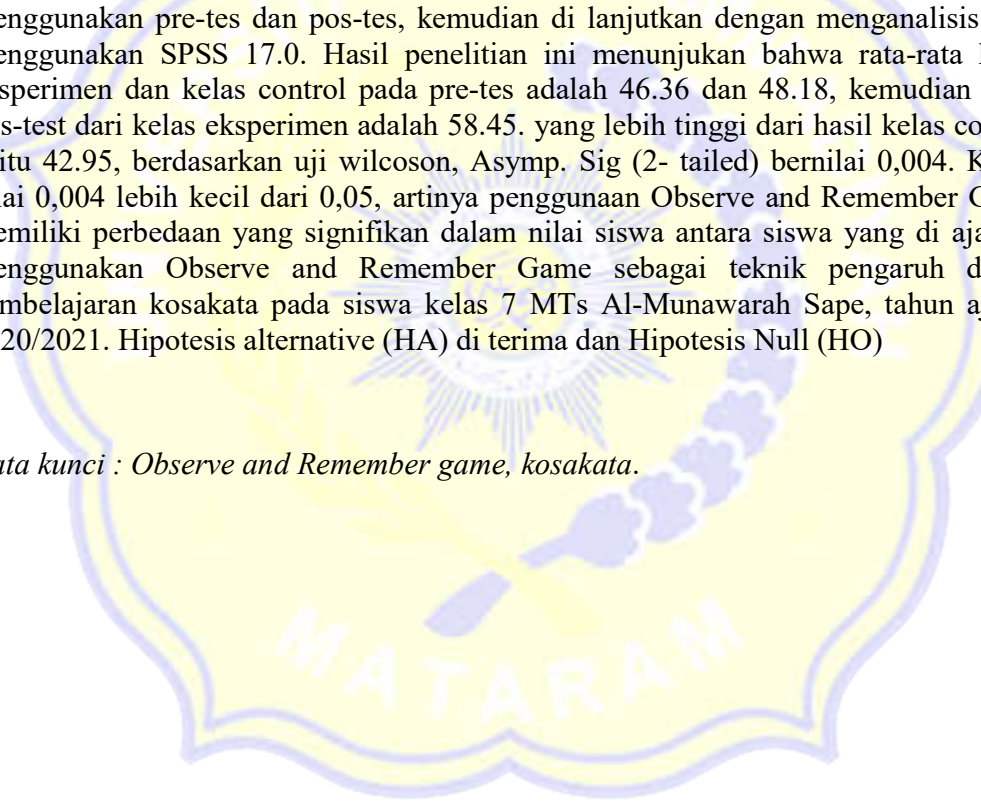
**Keywords:** *Observe and Remember game, Vocabulary*

## ABSTRAK

Nasrah, 2020. Skripsi : *“The Use of Observe and Remember Game in Teaching English Vocabulary at the Seventh Grade Students of MTs Al-Munawarah Sape in Academic Year 2020/2021”*: Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Mataram.

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Observe and Remember Game berpengaruh positif terhadap kosakata siswa atau tidak dalam pembelajaran kosakata dan menganalisis perbedaan yang signifikan dalam nilai siswa antara siswa yang diajarkan menggunakan Observe and Remember game dan tanpa menggunakan Observe and Remember Game. Jumlah populasi penelitian ini sebanyak 44 siswa dan sampel penelitian ini adalah 22 siswa pada kelas eksperimen dan 22 siswa kelas kontrol. Instrument penelitian ini menggunakan tes pilihan ganda yang terdiri dari 20 soal. Pengumpulan data dilakukan dengan menggunakan pre-tes dan pos-tes, kemudian dilanjutkan dengan menganalisis data menggunakan SPSS 17.0. Hasil penelitian ini menunjukkan bahwa rata-rata kelas eksperimen dan kelas control pada pre-tes adalah 46.36 dan 48.18, kemudian hasil pos-test dari kelas eksperimen adalah 58.45. yang lebih tinggi dari hasil kelas control yaitu 42.95, berdasarkan uji wilcoxon, Asymp. Sig (2- tailed) bernilai 0,004. Karena nilai 0,004 lebih kecil dari 0,05, artinya penggunaan Observe and Remember Game memiliki perbedaan yang signifikan dalam nilai siswa antara siswa yang diajarkan menggunakan Observe and Remember Game sebagai teknik pengaruh dalam pembelajaran kosakata pada siswa kelas 7 MTs Al-Munawarah Sape, tahun ajaran 2020/2021. Hipotesis alternative (HA) di terima dan Hipotesis Null (HO)

*Kata kunci : Observe and Remember game, kosakata.*



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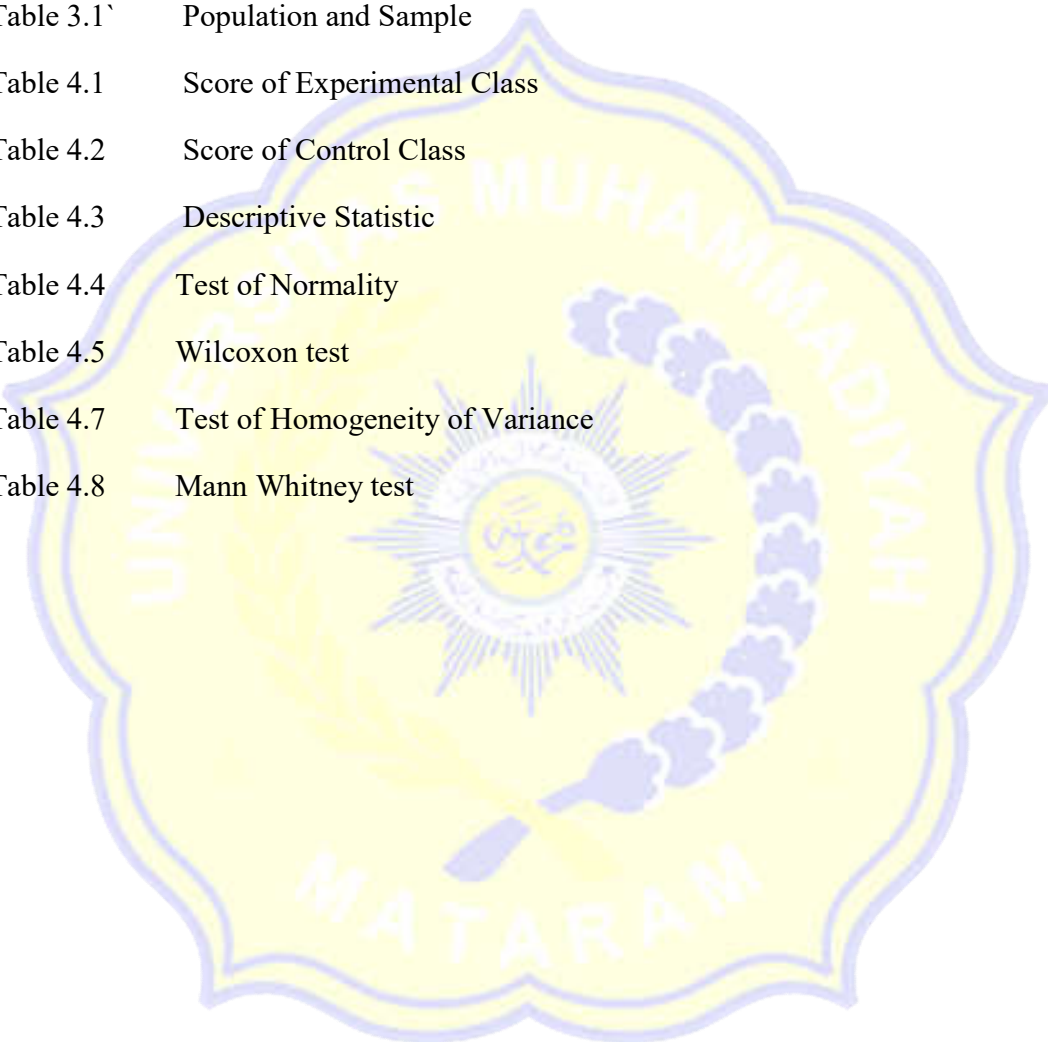
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# CHAPTER I

## INTRODUCTION

This chapter discusses the background of the study, Research question, Purpose of the study, Significance of the study, scope of the study, the hypothesis of the study, Definition of key terms.

### 1.1. Background of the Study

Vocabulary plays a vital role in teaching English. It central to English teaching because without enough vocabulary, students can not understand others or express their ideas, emotions, and feelings. Every student can not master a language without learning vocabulary. To communicate effectively in English, students should acquire an adequate number of words and know how to use them.

According to Hornby (2012:2), vocabulary is the total number of words in the language. Vocabulary has a vital role in increasing language skills. Speaking, writing, listening, and reading are meaningless without vocabulary. Therefore, vocabulary has many benefits to enhance the ability in English. Richards and Renandya (2013:93) Vocabulary is a core component of language proficiency, and much of the basis for how well learners speak, listen, read, and write is provided with vocabulary. Nunan (2013:93) confirms this by stating that there is ample evidence that suggests that the vocabulary size of a learner highly predictive of his entire language ability.

On the pre-observation at MTs Al-Munawarah, the researcher took that students usually feel bored in vocabulary lessons because they have not



changed their learning habits, and there is no variation by the teacher in the teaching-learning process. Teachers did not use media to arouse their student's motivation.

Observe and Remember Game is one of the vocabulary game that aims to test one's ability to Observe and Remember Game vocabulary. This game can be used for all levels: elementary, intermediate, and advance. Besides, these games are easy to apply and do not require media or items that are hard to find. These games are very much applied to increase the number of vocabulary mastery of a person significantly (Jumrah 2018)

Some researchers have conducted Observe and Remember game. The first was Husni Baraqih(2017), a student at the English Education Department UIN-SU Medan. The implementation of observer and remember games improved student vocabulary mastery at the seventh grade of MTS Al-Washliyah Tembun 2017. The second was Ruwaida Nusa Putri (2016/2017), a student at the Faculty of UIN (University of Islami Negri Sumatra Medan). The application of observer and remember games improve students' achievement in vocabulary at the seventh grade of MTs Islamiyah Medan during the academic years (2016/2017).

Moreover, the third was Sulviayana Ramli (2019). a student at the Faculty of IAIN PALOPO. The use of Observe and Remember the game in teaching vocabulary to the seventh-grade students of SMPN 1 Palapa.

Based on the background above, the researcher writer want to investigate the use of Observer and Remember Game in teaching English

vocabulary at seventh-grade students of MTs Al-Munawarah Sape in Academic Years 2020/2021.

## **1.2. The Research Question**

The researcher question of the study can be formulated as "is the use of Observe and Remember Game have a positive effect on the students' vocabulary at the seventh-grade students of MTs Al-Munawarah Sape in Academic Year 2020/2021?"

## **1.3. The Purpose of the Study**

The purpose of this study was to investigate whether the use of Observing and Remember Game has a positive effect on students' vocabulary or not."

## **1.4. The Significance of study**

### **a. Theoretically**

The study results are also useful for giving information to the students on how to understand vocabulary quickly and for the teacher to apply this technique in their class. Moreover, it can give the readers knowledge about this technique in teaching and learning vocabulary

### **b. Practically**

Hopefully, the use of observer and remember games can help the students to increase their vocabulary, and they more enjoy learning English in the classroom. The researcher hopes that this technique can be used as an alternative way for English teachers to teach students' vocabulary.

## **1.5. The Scope of the study**

The scope of the research was limited to improve students' vocabulary by using Observe and Remember Game in teaching English vocabulary at the Seventh-Grade Students of MTs Al-Munawarah Sape. In this case, vocabulary materials focused on nouns (Things: Classroom, Kitchen, bedroom, Public Places, and Animals).

#### **1.6. The hypothesis of the study**

The hypothesis in this research can be formulated as follow:

H<sub>0</sub> = The use of Observe and Remember Game has not a positive effect on students' vocabulary.

H<sub>a</sub> = The use of Observe and Remember Game has a positive effect on students' vocabulary.

#### **1.7. The Definition of key terms**

There are some key terms which need to be operationally defined in order to avoid miss-understanding and miss-interpretation on the part of the readers; they are provided, as follows.

##### **a) Vocabulary**

According to Hornby (2012:2), vocabulary is the total number of words in the language. Vocabulary has a vital role in increasing language skills.

##### **b) Observe and Remember Game**

Observe and Remember Game is one of the vocabulary game that aims to test one's ability to Observe and Remember Games vocabulary. This game can be used for all levels: elementary, intermediate, and advance. Also, these

games are easy to apply and do not require media or items that are hard to find. These games are very much applied to increase the number of vocabulary mastery of a person significantly. Jumrah (2018, 4)



## CHAPTER II

### REVIEWS OF RELATED LITERATURE

In this part, the researcher explains some related literature of the concept of vocabulary, Definition of vocabulary, Part of the vocabulary, Teaching vocabulary, Principles in teaching vocabulary, Types of vocabulary, Types of Games, Observe and Remember Game, Definition of Observe and Remember Game, The step of Observe and Remember Game, Strength and weakness Observe and Remember Game, and the previous of the study.

#### 2.1 The Concept of Vocabulary

##### 2.1.1 Definition of vocabulary

Words are an essential means of communication in every aspect of our lives. We use words to convey what we feel and think. Without words, we feel difficult to express our opinion or argument to the rest of the world. The more vocabulary that we have, the more we can communicate with others because our vocabulary represented our knowledge.

According to Hornby (2012:2), vocabulary is the total number of words in the language. Vocabulary has a vital role in increasing language skills. Speaking, writing, listening, and reading is four skills are meaningless without vocabulary. Therefore, vocabulary has many benefits to enhance the ability in English. Richards and Renandya (2013:93) hold that vocabulary is a core. Component of language proficiency and much of the basis for how well learners speak, listen, read and write is provided with vocabulary. Nunan (2013:93) confirms this by stating that there is

ample evidence which suggests that the vocabulary size of a learner highly predictive for his entire language ability. Dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect words and word-learning strategies."

Based on the explanations above, we can conclude that vocabulary is a core component of language proficiency and the total number of words we use in oral language and print.

### **2.1.2 Part of Vocabulary**

In the English language, there are some parts of vocabulary. They are essential elements when the students want to make or arrange some sentences or convey their ideas in the right form. These parts are known as word classes. The word classes are Noun, Pronoun, Verb, Adverb, Adjective, Preposition, and Determiner.

By Scott Thornbury (2007:3) defines the word classes above could be divided into two groups, namely.

1. Grammatical words (function words) are to give a contribution to the grammatical structure of the sentence. It is divided into four parts, namely.
  - a. Preposition

A Preposition is a group of words before a noun or pronoun to show the relationship of the sentence. It usually is marked of direction, movement, location, and time. For example were in, on, forward, inside, outside.

b. Conjunction

A conjunction is a word used to engage similar elements in a sentence. These elements could be words, phrases, or sentences— example of Joining Words, Smith, or John (the term or in conjunction).

c. Determiner

A determiner is to show things that come before noun or pronoun. For example are a, an, the, any, and some.

d. Pronoun

A pronoun is substituted with the noun form into a different form. For example is a noun for a single noun substituted pronoun her, him, or it. The functions of the pronoun were:

- a. A pronoun is used to replace the words for people, places, animals, or things.
- b. A pronoun is used to place of noun form to avoid monotonous repetition.

2. The content word is to give a high light information load. Content words are Noun, Verb, Adjective, and Adverb, namely.

a) Noun

A noun marks a person, place, animal, and things. It classified into the following categories:

- a. A proper noun is label specific people, places, or things. The first letter should capitalize.

- b. A collective noun is general label groups, places, people, or things.
- c. A concrete noun is label things experienced through the senses of sight, hearing, taste, smell, and touch.
- d. An abstract noun is label things not knowable through the senses.

b) Verb

A verb is to show the statement of the subject. It is used to state words showing, expression action, and stating the subject did in the sentence. For example are read, listen, eat, write, and type.

c) Adjective

An adjective qualifies noun or pronoun, and it consists of two groups, they were:

- a. A descriptive adjective is to specify the shape, size, or colour of the noun that they modify. For example are a yellow skirt, a white horse, and a black car.
- b. Determiner or limiting adjective is used to identify a specific noun rather than describe—for example, a diligent student and a smart student.

d) Adverb

An adverb is a modifier of the verb, adjective, another adverb, quality, time, and place, degree of manner or frequency. For example are rarely, every day, three times, regularly.

The other aspect of vocabulary, they are:



e) Synonyms

A Synonyms is a word that had nearly or the same meaning with the compared word. For example, the word 'replace' and 'change,' they had the same meaning is used to substitute a person or thing.

f) Antonyms

An antonym is a word that had the contrast meaning, or it is called as opposite meaning. For example, it is the word 'open' opposite to 'close.'

g) Homonyms

A Homonyms is a word that consists of homographs and homophones. For example, the word 'sea' and 'see.'

Based on the concept of vocabulary, vocabulary is the most critical component in learning English as a foreign language.

### **2.1.3 Teaching Vocabulary**

They introduce students about vocabularies; the teacher can choose the relevant topic to be studied. Allen (2006:5) also states that in teaching students the teacher should teach the students to recognize and understand the word in multiple context examples; use the word in their speaking and writing; connect the word to their own lives and offer examples of its correct and incorrect use; understand subtle shades in the word's meaning, and generate useful contexts to help others understand the word.

Teachers could teach words at different levels depending on their importance, frequency, and applicability in other contexts. Having enough vocabulary can make students able to listen, speak, read and write. It also makes students be able to produce language quickly. When the teachers teach vocabulary, they probably face the problem from many factors related to the word, and also the first language learners match the second language learners. Pavicic in Khodashenas, Farahani and Alishahi,(2014), said teachers should look for ways to improve students' ability to explore, store and use several vocabulary types and create activities and tasks to help students improve their vocabulary and develop strategies for learning vocabulary.

According to Komachali and Khodareza (2012) to be able to teach vocabulary effectively, teachers should be able to decide and determine methods and approaches that are appropriate for the age of students being taught because teaching English is not the same as teaching Indonesian. Teaching vocabulary is an act of showing, showing or telling in the right way according to the age and level of students' ability to accept a teaching, so that students understand and know what is being taught.

#### **2.1.4 Principles in Teaching Vocabulary**

In Caroline T Linse (2005:123-127), there are some principles in teaching and developing students' vocabulary: they were.

a) Emphasize both direct and indirect teaching

Direct instruction is aimed to teach the words and their meaning. On the other hand, indirect instruction is to help the students to learn an appropriate method, so they point out the meaning of the words based on their prior knowledge. For example, figure out the term of un, none was meant not.

b) Teach vocabulary words before a new activity

A teacher teaches the vocabulary before doing a new activity, so the students acquire the target of language.

c) Present multiple exposures to new vocabulary items

A teacher helps the students by giving the instructions to repeat the words had learned so that the students can more understand and remember the words.

d) Give opportunities for deep processing of vocabulary items.

A teacher makes a relation between the students' prior knowledge with the new words. Therefore, the students will understand and remember information.

e) Have students keep vocabulary notebooks

Vocabulary notebook is used to help, and it provides students to develop their words and control over their learning.

Based on the above In teaching vocabulary, the teacher should use a suitable technique for his students. Helping students improve their vocabulary is a task with tremendous profits. When students are enriching their vocabularies, they feel smarter. They find themselves

understanding more of what they read and what they hear. They find it easier to express themselves because they have a better command of their language.

### **2.1.5 Types of Vocabulary**

There are four types of vocabulary:

#### **1. Listening Vocabulary:**

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. (Stahl, 1999; Tompkins, 2005) Children who are entirely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a "visual" listening vocabulary. The amount of words modelled is much less than a hearing child's incidental listening vocabulary.

#### **2. Speaking Vocabulary:**

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary, most likely due to ease of use.

### 3. Reading Vocabulary:

The words we understand when we read the text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd most extensive vocabulary IF you are a reader. If you are not a reader, you can not "grow" your vocabulary.

### 4. Writing Vocabulary:

The words we can retrieve when 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 same ideas in writing. The words strongly influence our writing vocabulary we can spell.

#### **2.1.6 The importance of vocabulary**

The importance of vocabulary can be shown from the statements of experts below. "without grammar very little can be conveyed; without vocabulary, nothing can be conveyed." (Wilkins 1972:111) "when students travel, they do not carry grammar books, they carry dictionaries." (Khrasen in Lewis 1993:111) the more one considers the matter, the more reasonable it seems to suppose that lexis is where we need to start from, the syntax needs to be put to the service of words and not the other way round." (Widdowson in Lewis 1993:115) from the statements above it is clearly shown that vocabulary is the more important than the other aspects of language and it is needed everywhere people go.

### 2.1.7 The problem in teaching and learning vocabulary

In the teaching-learning process, everything has the wrong and right sides. Especially in teaching vocabulary process as a teacher usually finds some problems in teaching activity.

#### 1. Teachers' problem in teaching vocabulary

Teaching vocabulary is clearly more than just presenting new words. The teacher must be careful in selecting the vocabulary that he/she will teach. According to Thornbury, S. (2002), the five factors that are related to teaching a set of words that must be considered by the teacher:

- a. The level of learners (whether beginners, intermediate, or advanced).
- b. The learners' likely familiarity with the word (learners may have met the words before even though they are not part of their active vocabulary).
- c. The difficulty of the items (whether for example, they express abstract rather than concrete meaning or whether they are difficult to pronounce)
- d. Their 'teachability'- whether, for example, they can be easily explained or demonstrated.
- e. Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading) since more time will be needed for the former, the number of items is likely to be fewer than if the aim is only recognition.

From the explanation above, it is clear that students have a different level, and the teacher should encourage their students to gain success in learning the language. Teaching vocabulary is clearly more than just presenting new words. The teacher has to be careful in selecting the vocabulary that he/she was taught.

## 2. Students' Problem in Learning Vocabulary

A student is trying to use the language by using vocabulary into specific sentences in order to be able to communicate and transfer their ideas in any activity of learning the language. In learning vocabulary, the students have a problem. Other factors that make some words more difficult than others are:

- a. Pronunciation; research shows that it is difficult to pronounce are more challenging to learn. Potentially problematic words will typically be those that contain sounds that are unfamiliar to some groups of students.
- b. Spelling; sound-spelling mismatches are likely to be the cause of errors, either of the pronunciation or spelling, and contribute to a word's difficulty. Words that contain silent letters are particularly problematic.
- c. Length and complexity; long words seem to be more challenging to learn than short ones. Dealing with tricky words also tends to be more complicated than the simple one.

- d. Grammar; also problematic is grammar associated with the word grammar of phrasal verb is particularly troublesome. Some phrasal verbs re separable, but others are not.
- e. Meaning; when two words overlap in meaning, students are likely to confuse them. Words with multiple meaning can also be troublesome for students.
- f. Range, connotation and idiomaticity; words that can be used in a wide range of context will generally be perceived as more comfortable than their synonyms with a range. Uncertainty as to the connotations of some words may cause problems too.

Furthermore, Azwani Saputro states that even though students realize the importance of vocabulary when learning a language, most students learn vocabulary passively due to several factors. The factors are described as follows:

- a. They consider the teacher's explanation for meaning or Definition pronunciation, spelling and grammatical function boring.
- b. Students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other function of the words.
- c. Students usually only acquire new vocabulary through new words in their textbooks or when given by the teacher during classroom lessons.
- 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 a different context or pronounce it correctly.

From the explanations above, the researcher assumes the students have many problems in learning vocabularies such as pronunciation, spelling, length, and complexity, grammar and meaning. Furthermore, the students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons, and the students do not apply what they have learnt.

## **2.2 Games**

### **2.2.1 Types of Games**

A game is an activity with rules, a goal and an element of fun. Jet, Programme (2013, p.64). There are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together toward a common goal.

Language games can be divided into two different categories: linguistic games and communicative games. In linguistic games the goal of the game is linguistic accuracy: in the case of these grammar games, using the correct grammatical forms. Communicative games have a goal or aim that is not linguistic: successful completion of the game will involve solving a puzzle or completing a picture. Types of language games:

1. Movement game is a gross motor activity which means a movement of the entire body or large parts of the body. Example, include creeping, crawling, rolling, running, jumping, and dancing.
2. Card games are any game using playing cards as the primary device with which the game is played, be they traditional or game-specific. Countless card games exist, including families of related games (such as poker).
3. Board games is a tabletop game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules.
4. Disc games are games played with discs, often called by the trademarked name Frisbees. Ultimate and Disc golf are sports with substantial international followings.
5. Drawing games are fun to play. A person uses all his imaginations, innovation, and creativity to draw a master-piece that eventually reflects his set of thoughts.
6. Guessing games are a swift conclusion drawn from data directly at hand, and held as probable or tentative, while the person making a guess (the guesser) admittedly lacks material for a greater degree of certainty.
7. Kims game is a game that develops a person's capacity to observe and remember details.
8. Role-play game is a game in which players assume the roles of characters in a fictional setting.

9. Singing games is an activity based on a particular verse or rhyme, usually associated with a set of actions and movements.
10. Word games are spoken or board games often designed to test ability with language or to explore its properties. Ruwaida Nusa Putri (2016, p.38-39).

## **2.3 Observe and Remember Game**

### **2.3.1 Definition of Observe and Remember Game**

According to Jumrah (2018,4). Observe and Remember Game is one of the vocabulary games that aims to test one's ability to Observe and Remember Games Vocabulary. This game can be used for all levels: elementary, intermediate, and advance. Besides, these games are easy to apply and do not require media or items that are hard to find. These games are very much applied to increase the number of vocabulary mastery of a person significantly. Graywolf Survival (2016) Observe and remember game is a game that comes from Kim's (keep in mind) strategy. This game was invented from the Story Book of Kim was written by Rudyard Kipling. Essentially, to play, you play against each other to see how much you can remember of something in a given amount of time compared to someone else.

### **2.3.2 The Step of Observe and Remember Game**

In implementing Observe and Remember Game, researcher use the Por LuzonGB (2016) models' steps in implementation observe and remember games as follow:

1. Divide the class into a group of 4 or 5.
2. Play this game with either collection of small objects or a chart with pictures of things the students can identify.
3. Place the objects or chart at the front of the room and give the students a set amount of time (maybe two minutes) to look at them/it.
4. After they have returned to their seats, tell them to take out paper and pen, then either individually or in groups, have them write down the names of as many of the objects as they can remember. (The objects or chart should be covered at this time).
5. At the end of the set time limit (five minutes is good), let the students check their lists and whoever has the most extended list is the winner.

### **2.3.3 Strengths and Weaknesses of Observe and Remember Game**

#### **1. Strength of Observe and Remember Game**

Teaching and learning vocabulary through games is one useful and exciting way that can be applied in any classroom. Gredler defined games as any contest among adversaries (players) operating under constraints (rules) for an objective (winning)". Games provide quite an extensive language practice opportunities for both general and specific language skills, and so they will be considered as an integral part of a teaching program. Games are an essential and powerful educational tool.

(Ruwaida nusa putrid 2017, 39)

## 2. Weaknesses Observe and Remember Game

The weakness of Observe and Remember Games as a method of learning vocabulary is about time allocation and the level of complexity words. To apply this game, the teacher needed more extended time to help the students to memorize and understand the words (Husni Baraqih 2017, 24).

### 2.4 Previous of the Study

The first study was from a thesis of Ruwaida Nusa Putri, (2016/2017), a student at Universitas Islam Negeri (UIN) Sumatra Medan. This research discussed is "The application of observer and remember games in improving students achievement in vocabulary at the seventh grade of MTs Islamiyah Medan." The problem statement in this research was to what extent observe and remember game improves students' vocabulary. The objective of this research was to find out the improvement of the students' vocabulary after using Observe and Remember Game.

The method used in this study was Classroom Action Research (CAR). This method consisted of two cycles in each cycle consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were taken from an observation sheet and interview. The quantitative data were taken from tests. The tests were given to the students in the form of pre-test, post-test 1 and post-test 2.

The subjects of this study consisted of 22 students in VII-3. Based on the result of this research showed that there were a development on the students'

vocabulary mastery, it can be seen from the mean score of pre-test were 49, the mean score of post-test cycle 1 was 67.13 and the mean score of post-test cycle 2 were 85.59. Also, there were no one students passed the Minimum Criteria of Accomplishment (MCA) in the pre-test. Meanwhile, in cycle 1, there were 11 students (50%) who passed the Minimum Criteria of Accomplishment (MCA). In the post-test cycle two, there were 18 students (81.81%) who passed Minimum Criteria of Accomplishment, the results of observation and interview showed that the students were motivated in the teaching-learning process during the implementation of observing and remember games. The second relevant study was Husni Baraqih, (2016/2017), a student at UIN-SU Medan. Her title was The implementation of observer and remember games to improve students' vocabulary mastery at the seventh grade of MTs Al-Washliyah Tembung. The subject of this research were a class that consisted of 33 students. The research was conducted by using Classroom Action Research.

The technique of analyzing data of this research was using qualitative and quantitative data. The qualitative data were gained from the observation sheet, interview, diary notes, and photography evidence. The quantitative data were taken from tests such as pre-test and post-tests. The data of this research were quantitative and qualitative. The qualitative data were analyzed from the condition throughout the teaching and learning process, which was also observed from the observation sheet, interview, diary notes, and photography evidence. Then, the qualitative data were analyzed from the students' score in the pre-test and two post-tests.

The result of the research showed that there was an increasing score of students in vocabulary mastery by using Observe and Remember Game. The result of the analysis showed that the mean of the pre-test was 62.87. The mean of the post-test in the first cycle was 79.54. Then the mean of the post-test in the second cycle was 89.24. The percentage of students who got the point up to 75 also grew up. In the pre-test, there were only 4 students (12.12%) who got the point up to 75. In the post-test of the cycle I, there was 24 students (72.72%) who got the point up to 75. Then, in the post-test of cycle II, there were 32 students (96.97%) who got the point up to 75. Otherwise, the total increasing percentage from the pre-test to the post-test in cycle two was 84.85%. It showed that the implementation of Observe and Remember Game could improve student's vocabulary mastery and could affect students' achievement in vocabulary mastery. The students were more active, enthusiastic, and interested in the learning activity. So, it can be concluded that the implementation of Observe and Remember Game was effective to improve the students' interest in following the learning-teaching process.

## CHAPTER III

### RESEARCH METHOD

This part discussed the Research Design, Population and sample, Research instrument, Data collecting technique, and Data analysis technique.

#### 3.1 Research Design

In this study, the researcher used the quantitative method and chose the experimental research to solve classroom problems through the application of the scientific method. Mean while to identify the use of Observe and Remember Game in Teaching English Vocabulary at the Seventh Grade Students of MTs Al-Munawarah Sape in Academic Years 2020/2021. The researcher used a quasi-experimental design (pre-test-post-test control group design).

This research used a quasi-experimental design. The researcher took two classes. VIIB class is named experimental class, and the VIIA class is named controlled class. The researcher collected the data by conducting pre-test and post-test to both classes (Sugiyono, 2014:79).

EG : 01 X 02

CG : 03 X 04

Where:

EG: experimental group

CG: control group

01 - 03: Pre test

02 - 04: Post-test

X: Treatment (the use of Observe and Remember Games)



Based on formulation, the researcher divided the class. The first is an experimental group, and the second is a control group. First, pre-test for O1 and O3. The pre-test was given aimed to investigate students' prior knowledge in vocabulary. Second, the treatment (X) is applied to the experimental group. The last, post-test (O2 and O4) is given to both groups. The post-test is aimed to investigate the students' achievement in both classes. The score of both groups is compared to see the improvement of them

### 3.2 Population and Sample

#### 3.2.1 Population

According to Sugiyono (2014:80) stated that population is a general area which consists of: object/subject that has specific characteristic and quality determined by the researcher to explore and then make a conclusion. The population of this research was all of the students at the Seventh Grade students of MTS Al-Munawarah Sape Academic Year 2020/2021 which consist of two classes and the total number of population were 44 students

**3.1 Table of population**

No	Class	Number of Students
1	VII A	22
2	VII B	22
TOTAL STUDENTS		44 STUDENTS

### **3.2.2 Sample**

The sample is a part of the quantity and characteristics that have by the population. A researcher could take a sample of the population is large or limited funds, energy and time. Therefore, the sample which is taken must be able to represent the population (Sugiono,2014:81). The researcher used Cluster sampling technique to take the sample. Therefore, the researcher two classes as the sample to get representative data and the researcher divided the classes into VIIB class as an experimental class and VIIA class as a control class.

### **3.3 Research Instrument**

Sugiyono (2014: 102) The instrument is a tool to measure a variable (natural phenomena or social) in a specific aspect. The researcher used a test as the instrument of this study. It was an objective test in the form of a multiple-choice test. There were 20 items of the test with four option (a,b,c,d), the students select one of the best answers, the researcher gives a score (5) if the answer correct and (0) if it wrong because each question has the same level of difficulty. The researcher gives the tests for both the experimental and control group named pre-test and post-test.

### **3.4 Data Collecting Techniques**

A techniques of collecting data is the fundamental steps of strategy in research because the main aim of the research was to get the data. Without knowing the technique of data collection, then the researcher did not get the data to fulfill the base requirement of the research (Sugiyono, 2014:137).

There were some steps that the researcher uses in collecting data.

#### **3.4.1 Pre-test**

The researcher gave the same pre-test to both groups for checking their ability before treatments. After the groups have been given treatment, the researcher gave the post-test to measure their ability after giving some treatments. The test was in multiple-choice form with four option (a,b,c,d), and the total number of items was 20. The students selected one of the best answers; the researcher value (5) if the answer correct, and (0) if it wrong.

#### **3.4.2 Treatment**

After the pre-test was done, the researcher gave treatment for the experimental group. The researcher taught English vocabulary by using Observe and remember game to the students in the experimental group only, while in the control group, the teacher does not use. However, the researcher taught the same topic for the two groups for eight meetings. The difference was the technique of teaching-learning activities. The researcher becomes the class with the students in order to know how far the students collect their vocabulary. The treatment gives by the researcher after pre-test and takes score with giving post-test.

#### **3.4.3 Post-test**

After doing treatments with the pre-test to the students, the researcher gives post-test as the second test in the experimental and control group after they learn vocabulary by using Observe and Remember Game in teaching vocabulary it aims to know the skill of the students after getting

the treatment. The result of this activity was to investigate effectively or not in students' achievement in learning vocabulary.

### 3.5 Data Analysis Techniques

To analyze the data, the researcher uses SPSS 17.0:

#### 1. Description data

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

#### 2. Normality t-test

- a. Normality test is done to find out whether the research data is usually distributed or not.
- b. Standard data is an absolute requirement before we do parametric statistical analysis.
- c. In parametric statistics, two types of normality tests are often used, namely Kolmogorov-Smirnov and sharpie-will test.

According to Singgih Santoso (2014: 191), the data is said to be normally distributed (symmetrical) in the Kolmogorov-Smirnov test and Sharpio-Wilk test, if the sig. Greater than 0.05.

#### 3. Wilcoxon t-test

- a. Test Wilcoxon aims to determine whether there is a difference in the 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 usually distributed.
- d. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if there is a study that is not normally distributed.

#### 4. Homogeneity t-test

- a. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous.
- b. Homogeneous data is one of the requirements in the independent sample t-test.
- c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not.

According to Joko Widiyanto (2010: 51), the basis or guidelines for decision making in the homogeneity test are as follows:

1. If the significance value ( $\text{sig}$ )  $< 0.05$ , it is said that the variance of two or more population data groups is not the same (not homogeneous).
2. If the significance value ( $\text{sig}$ )  $> 0.05$ , it is said that the variance of two or more data population groups is the same (homogeneous).

#### 5. Mann Whitney t-test

- a. Mann Whitney test aims to determine whether there is a difference in the average of two unpaired samples.
- b. The number of samples used does not have to be the same.

- c. Mann Whitney test is part of non-parametric statistics, so in Mann Whitney test, there is not needed for research data that is typically distributed and homogenous.
- d. Mann Whitney test is used as an alternative to independent sample t-test if the research data is not normally distributed and not homogeneous.

