A THESIS

THE IMPLEMENTATION OF LINGOKIDS GAME APPLICATION TO ENCOURAGE THE YOUNG LEARNERS' ENGLISH VOCABULARIES

Presentes as A Partial of The Requirement for The Bachelor's Degree (S1) in English Language Teaching Faculty of Teacher Training and Education Muhammadiyah University of Mataram

By:

IDA SETIYANINGSIH
2019A1B020

ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM
2023

APPROVAL SHEET

THE IMPLEMENTATION OF LINGOKIDS GAME APPLICATION TO ENCOURAGE THE YOUNG LEARNERS' ENGLISH VOCABULARIES

A Thesis by : Ida Setiyaningsih

Students' Number: 2019A1B020

Approved on : 2 Desember 2022

By

First Consultant,

Hidayati, M.Hum
NIDN. 0820047301

Second Consultant,

Rima Rahmaniah, M.Pd
NIDN. 0821118601

FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLIS EDUCATION PROGRAM

Head of English Program,

Hidayati, M.Hum
NIDN. 0820047301

ACCEPTANCE

THE IMPLEMENTATION OF LINGOKIDS GAME APPLICATION TO ENCOURAGE THE YOUNG LEARNERS' ENGLISH VOCABULARIES

A Thesis by : Ida Setiyaningsih

Students' Number: 2019A1B020

Approved on : Desember 2022

This is certified that has been approved by the Board of Examiners as that requirement for the Bachelor Degree in English Education

By

Board of Examiners Committee

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

2. **M. Hudri, M.Pd**
   NIDN. 0810058301 (member) (.....................................)

3. **Rima Rahmaniah, M.Pd**
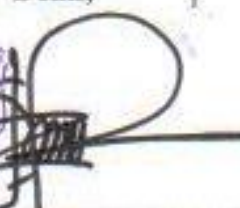   NIDN. 0821118601 (member) (.....................................)

FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM

Dean,

Dr. Muhammad Nizaar, M.Pd.Si
NIDN. 0821078501

DECLARATION

The autographed, the researcher as students of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram state that:

Name   : Ida Setiyaningsih

NIM   : 2019A1B020

Address   : Mataram, West Nusa Tenggara

The researcher certifies that the thesis entitled "THE IMPLEMENTATION OF LINGOKIDS GAME APPLICATION TO ENCOURAGE THE YOUNG LEARNERS' ENGLISH VOCABULARIES" presented as a fulfillment for the requirement in Bachelor of Degree in English language teaching is my own work. Except where otherwise acknowledge, and this thesis has not been submitted for the other institution or university.

Mataram, 2 Desember 2022
The Researcher

Ida Setiyaningsih
NIM. 2019A1B020

SURAT PERNYATAAN BEBAS
PLAGIARISME

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : IDA SETIYANINGSIH

NIM : 2019A1B020

Tempat/Tgl Lahir : BANYUMAS / 04 JANUARI 1991

Program Studi : PENDIDIKAN BAHASA INGGRIS

Fakultas : FKIP

No. Hp : 085 847 701 420

Email : isetiyagi @gmail.com

Dengan ini menyatakan dengan sesungguhnya bahwa Skripsi/KTI/Tesis* saya yang berjudul :

THE IMPLEMENTATION OF LINGOKIDS GAME APPLICATION TO ENCOURAGE THE YOUNG LEARNERS' ENGLISH VOCABULARIES

Bebas dari Plagiarisme dan bukan hasil karya orang lain. 30% 21 %

Apabila dikemudian hari ditemukan seluruh atau sebagian dari Skripsi/KTI/Tesis* tersebut terdapat indikasi plagiarisme atau bagian dari karya ilmiah milih orang lain, kecuali yang secara tertulis disitasi dan disebutkan sumber secara lengkap dalam daftar pustaka, saya *bersedia menerima sanksi akademik dan/atau sanksi hukum* sesuai dengan peraturan yang berlaku di Universitas Muhammadiyah Mataram.

Demikain surat pernyataan ini saya buat dengan sesungguhnya tanpa ada paksaan dari siapapun dan untuk dipergunakan sebagai mana mestinya.
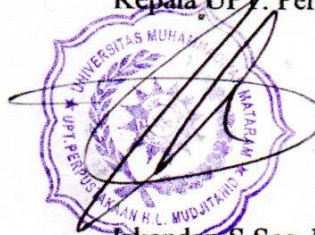
Mataram, 10 JANUARI 2023
Penulis

IDA SETIYANINGSIH
NIM. 2019A1B020

Mengetahui,
Kepala UPT. Perpustakaan UMMAT

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

*pilih salah satu yang sesuai

v

SURAT PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : IDA SETIYANINGSIH

NIM : 2019A1B020

Tempat/Tgl Lahir : BANYUMAS / 04 JANUARI 1991

Program Studi : PENDIDIKAN BAHASA INGGRIS

Fakultas : FKIP

No. Hp/Email : 085 847 701 420

Jenis Penelitian : ☑Skripsi ☐KTI ☐Tesis ☐ ....

Menyatakan bahwa demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Muhammadiyah Mataram hak menyimpan, mengalih-media/format, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di Repository atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama *tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta* atas karya ilmiah saya berjudul:

THE IMPLEMENTATION OF LINGOKIDS GAME APPLICATION TO ENCOURAGE THE YOUNG LEARNERS' ENGLISH VOCABULARIES

Pernyataan ini saya buat dengan sungguh-sungguh. Apabila dikemudian hari terbukti ada pelanggaran Hak Cipta dalam karya ilmiah ini menjadi tanggungjawab saya pribadi.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa ada unsur paksaan dari pihak manapun.

Mataram, 10 JANUARI 2023
Penulis

IDA SETIYANINGSIH
NIM. 2019A1B020

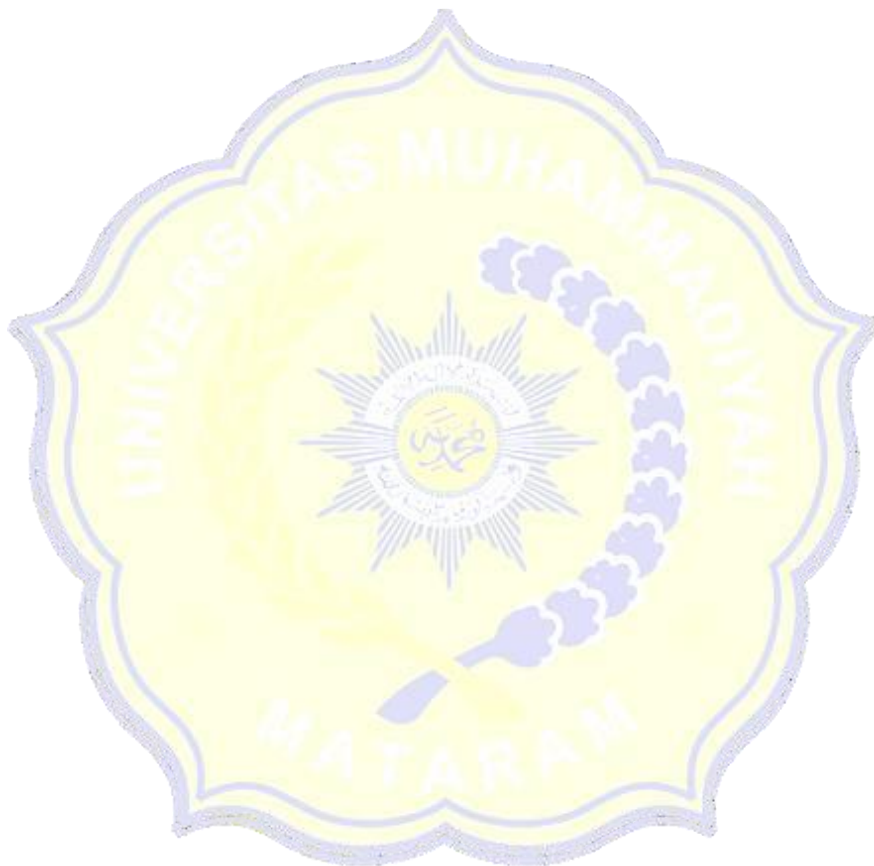Mengetahui,
Kepala UPT Perpustakaan UMMAT

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

MOTTO

"It always seem IMPOSIBBLE until it's done"
-Nelson Mandela-

DEDICATION

For Ayah Hasan, Mas Naqib, and Dek Nasser

ACKNOWLEDGEMENT

Alhamdulillah, praise be to Allah SWT for His grace so that the writer can complete the thesis with the title "THE IMPLEMENTATION OF LINGOKIDS GAME APPLICATIONS TO ENCOURAGE THE YOUNG LEARNERS' ENGLISH VOCABULARIES". This work was created as one of the requirements for obtaining a bachelor's degree in the English Language Education Study Program at the Muhammadiyah University of Mataram.
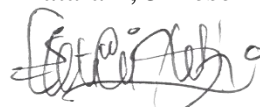
The writer realized that this thesis could not have been completed without the help and support of various parties. For that, on this occasion, the author would like to thank these parties.

1. Drs. Abdul Wahab, MA as Rector of Muhammadiyah University of Mataram.

2. Dr. Muhammad Nizaar, M.Pd. Si as Dean of Faculty of Teacher Training and Education Muhammadiyan Universiti of Mataram.

3. Hidayati, M.Hum as Head of the English Program and also as the first consultant who has been willing to takethe time to guide and provide input for the improvement of this thesis.

4. Rima Rahmaniah, M.Pd as the second consultant, who has providedinput and guidance during the writing of this thesis.

5. All lecturers of the English Department at Muhammadiyah University of Mataram who have been willing to share knowledge.

6. Head master, teachers, employees, and students of TK IT Al Imam Asy Syafi'i Mataram who have helped the writer through this research process.

7. Geng Anak Baek, who have been resident of the study program room for about 3 months. Our Bunda who has abused us, crossed out our writings for weeks but always faithfully accompanies us until the afternoon and provides us with logistics. Intan Dzulkhairani as a fun discussion partner even though sometimes it doesn't solve the problem. Ni Kadek Anggraeni, who is more serious about watching Drakor than continuing to write. Gina Sonia, who made the writer unable to concentrate because she always asked to go home early.

8. My beloved little family is a source of inspiration. Dear husband, Rubangi Al Hasan, and our sunshine Mas Naqib and Dek Nasser. The author would not have achieved all of this without those who faithfully accompanied this journey.

9. The big family members who have given their support and prayers.

10. All unnamed parties are one entity that has also contributed, facilitate the completion of this thesis.

The writer realizes that this thesis is still far from being perfect. Therefore, suggestions and constructive criticism are very welcome. Finally, writers hopefully, this thesis will be beneficial to the advancement of the educational world.

Mataram, 5 Desember 2022

Ida Setiyaningsih
NIM. 2019A1B020

x

Setiyaningsih, Ida. 2022. **The Implementation of Lingokids Game Application to Encourage the Young Learners' English Vocabularies.** Thesis. Mataram. Muhammadiyah University of Mataram.

Consultant 1: Hidayati, M.Hum
Consultant 2: Rima Rahmaniah, M.Pd

ABSTRACT

A game is an activity that has rules, goals, and elements of fun. Games are also appropriate as alternative media to make the interaction more active. This study focuses on the Lingokids game. Lingokids game is an application that can help students expand their vocabulary while supporting teachers in developing good language skills. The purpose of this study was to investigate whether the Lingokids game has an effect or not on encouraging the students' vocabularies, especially for the young learners. This study used a classroom action research design with 20 students at TK IT Al Imam Asy Syafii Mataram in the academic year 2021/2022. The research instruments are testing and observation. Based on the test results in each cycle, it was determined that the students' mean scores increased significantly from 37.75 in the pre-cycle to 49.75 in cycle I and 65.5 in cycle II. Furthermore, the observations revealed that students are more enthusiastic and enjoy the learning process using Lingokids game. It could be concluded that the Lingokids game is effective in encouraging and enriching the young learners' vocabularies.

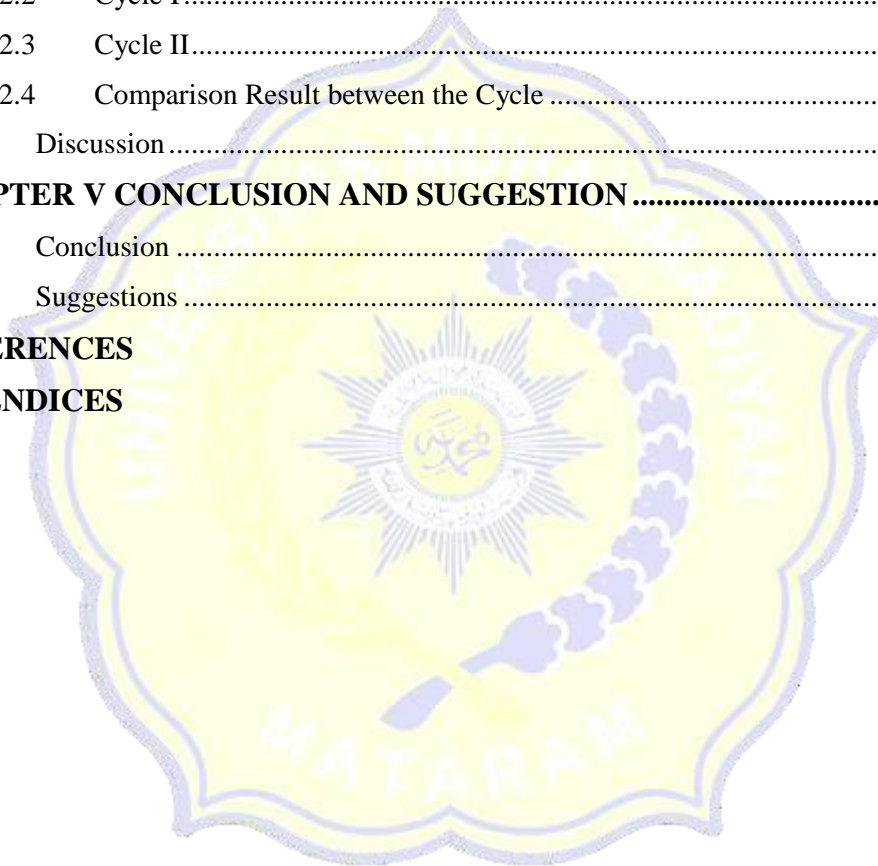*Keywords: lingokids, young learners, teaching vocabulary*

ABSTRAK

Game adalah kegiatan yang memiliki aturan, tujuan, dan unsur kesenangan. Game juga cocok sebagai media alternatif untuk membuat interaksi lebih aktif. Penelitian ini berfokus pada Lingokids game. Lingokids game adalah aplikasi yang dapat membantu siswa memperluas kosa kata sekaligus mendukung guru dalam mengembangkan keterampilan berbahasa yang baik. Tujuan dari penelitian ini adalah untuk menyelidiki apakah Lingokids game berpengaruh atau tidak dalam mendorong kosa kata siswa, terutama untuk pelajar muda. Penelitian ini menggunakan desain penelitian tindakan kelas terhadap 20 siswa TK IT Al Imam Asy Syafii Mataram tahun pelajaran 2021/2022. Instrumen penelitian berupa tes dan observasi. Berdasarkan hasil tes pada setiap siklus diketahui bahwa nilai rata-rata siswa meningkat secara signifikan dari 37,75 pada pra siklus menjadi 49,75 pada siklus I dan 65,5 pada siklus II. Lebih lanjut, hasil observasi menunjukkan bahwa siswa lebih antusias dan menikmati proses pembelajaran menggunakan Lingokids game. Dapat disimpulkan bahwa permainan Lingokids game efektif dalam mendorong dan memperkaya kosa kata pembelajar muda.

Kata kunci: lingokids, pembelajar muda, pengajaran kosa kata

TABLE OF CONTENTS

xiv

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a tool of communicatin. According to Bruce (2011), language is a form of communication that gives us the ability to express our emotions, thoughts, ideas, and experiences by using sounds or symbols to convey these things. Besides, Hoque (2017) says that language uses signs and symbols to communicate thoughts and feelings. It means that language is a communication tool in any form, both spoken and written, to express what people think and feel. Language allows people to communicate with one another. In Indonesia, English is the first language of a foreign language that is used for the transmission and acquisition of knowledge, technology, arts, and culture, as well as the building of international relations (Panggabean, 2020); as a bridge to higher levels of education, science, business organization, internet and tourism sectors (Rao, 2019). This is the reason why English should be taught from an early age, especialy learning English vocabulary for the children.

Vocabulary is seen as a vital component of English language learning since it aids in the growth and improvement of learners' abilities across all four language skills (Richards and Renandya, 2002). Students who have a large vocabulary are

better able to articulate their ideas to others and grasp the concepts taught in class. (Berta, 2020). Having a good vocabulary is essential for fluent English communication, but is often overlooked in language classes (Huyen & Nga, 2003). The people's ability to communicate in other languages will be facilitated by their understanding of the vocabulary of that language, (Ambarwati, 2020; Aminatun, 2019). Students' ability to learn new things and communicate more effectively is greatly enhanced by having a large vocabulary. They will be able to pay more attention to what they hear, speak more fluently, and quickly understand what is written (Tohe & Ayubi, 2019). Otherwise, students who have limited vocabulary struggle to articulate their thoughts. As stated by Nation (2005) "Words are the building materials of a language because without them, people are unable to express themselves clearly". However, learning new words to add English vocabulary is just as important as learning new grammar rules when it comes to communicating effectively in English. In the other hand, as the English teacher, they have to find out one thing that made the students are interested in learning vocabulary.

The English teacher needs to discover a more effective way for enhancing students' vocabulary learning and for making it fun for students to collect the vocabularies they require for their (Berta, 2020). To help students learn new words, we employ a communicative approach to language instruction that places an emphasis on the use of language games. Through the use of games, teachers can produce entertaining activities for their students in class. According to Andrew, Wright, at. al, (2006) students can benefit from language games. Students are more likely to engage in these beneficial forms of language use through meaningful

2

conversation, teamwork, and invention when they are playing games. A game is an activity that has rules, an objective, and an enjoyable component; that promote communication, discussion, analysis, and problem-solving (Hadfield, 2003; Talak-kiryk, 2010). Moreover, (Martinson, 2008) argued that games are incredibly useful because they encourage players to plan ahead, weigh their options, and be adaptable. Using games while teaching vocabulary is a great method for achieving student motivation and understanding in the learning process.

Currently, there are various kinds of method and media that can be used for teaching and learning. Newer forms of media have emerged that have educational potential. In this medium, mobile app gaming is one of the options. The mobile app game plays a significant part in helping students become more proficient in English (Elaish, 2019). This was demonstrated by prior studies, including (Namira Alifa Putri, et. al, 2022) entitled "The Use of Video Game in Learning English Vocabulary". In this research concluded that video game is interesting, because by using the game, it makes students fun and enjoy. Morover, using a digital medium other than the standard video game is a great way to get people involved in the discussion, and trivia games are a particularly fun option. (Winarsih et al., 2021) with the title Improving Students' Vocabulary Mastery Trough EsVoc' Game" game application was created and help the students easily learn vocabulary, improve their vocabulary mastery and enjoy their English learning. The finding exemplify that, the students having better vocabulary enrichment on the second research cycle. Since preschool students have limited English skills, researcher has considered using mobile app games to help with vocabulary teaching. Therefore,

they need the latest methods and forms of communication to improve it. The researcher then test out the usage of mobile application games with the students, because there is a limite of data on the effectiveness of apps like Lingokids for teaching language to young learners.

Based on the foregoing, the researcher is interested in using the Lingokids game to teach vocabulary, particularly to young learners at TKyIT Al Imam Asy Syafi'i Mataram in Academic Year 2021/2022. Lingokids is a game-based learning application that assists students in learning difficult concepts through play. Thus, the researcher decides to create a new study with the title **"The Implementation of Lingokids Game Application to Encourage the Young Learners' English Vocabularies".**

1.2 Research Question

The research question of this study is "Does the implementation of Lingokids game has effect to encourage the young learners' English vocabulary at TK IT Al Imam Asy Syafi'i Mataram in Academic Year 2021/2022?

1.3 Purpose of the Study

The purpose of this study is to investigate whether the implementation of Lingokids game has effect or not to encourage the young learners' English vocabulary at TK IT Al Imam Asy Syafii Mataram in Academic Year 2021/2022.

1.4 Significant of the Study

This research is expected to be benefit and useful for students, teachers, and future researchers.

1. Students

    Students' interest in and ability to acquire English vocabulary will both benefit from playing Lingokids activities.

2. Teachers

    The purpose of this research is to offer the teachers a new tool for teaching vocabulary through the use of fun and engaging vocabulary games.

3. Future Researchers

    Researchers are encouraged to use this study as a point of reference.

1.5 Key Term Definitions

In order to clear up any misunderstandings that may arise from this research, there are two operational terms that need to be explained. These are the terms:

1. **Vocabulary** is the number of words used in that language. As defined by Brown (2004), vocabulary is a collection of meaningful words. Vocabulary in this study can define a list of transferable words (nouns and verbs).

2. **Lingokids** is a Playlearning app created with original content and content from Oxford University Press. Our app uses fun and educational activities to encourage children between the ages of 2 and 8 to learn modern academic and modern life skills. By learning through play, student will develop skill like creativity, collaboration, critical thingking and communication (https://lingokids.com/english-for-kids/games).

1.6 Scope of the Study

In collecting the data, the researcher would limit the scope of this study so that it only focuses on one class of kindergarten students at TK IT Al Imam Asy Syafi'i Mataram in the Academic Years 2021/2022. This will allow the researcher to apply what they have learned in the classroom and contribute to the solution of a real-world problem.
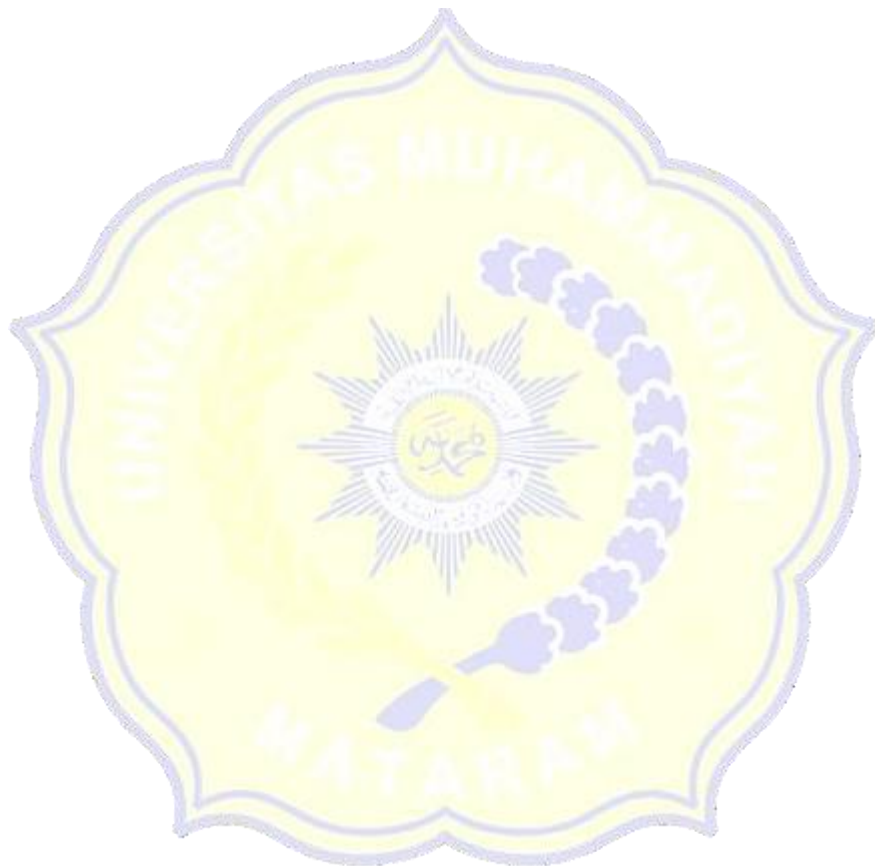
CHAPTER II

REVIEW OF THE RELATED LITERATURES

2.1 Previous Studies

Several researchers have participated in the study that was undertaken in relation to the usage of the Lingokids game application to increase vocabulary mastery. These researchers are as follows:

First, research by (Damcha & Budiarti, 2022) entitled **" Improving Childrens' English Skill By Using Lingokids"**. The qualitative descriptive methodology was used for this study. The study's findings suggest that Lingokids may be used effectively with different types of educational media to develop young learners English proficiency. This study indicated that using Lingokids with a variety of learning media helped young children improve their English skills. In previous and in this research, the reseracher is focuss for the children but the difference is the researcher was conducted the resrach in kindergarten.

Second, research conducted by Aini (2021) entitled **"Virtual Implementation of Mobile-Game Based Learning: Enhancing Students' Vocabulary Mastery and Self-Motivation".** The goal of this study is to help students learn new words by playing games on their phones. The Classroom Action

Research (CAR) design was used for this study. Using mobile games as a vehicle for instruction. The findings demonstrated that increasing vocabulary knowledge through the use of mobile games can benefit pupils. Learning vocabulary with mobile games also makes the experience more enjoyable for the pupils, which motivates and interests them to learn and master vocabulary.The researcher then pointed out by using mobile game but in this research is applied the LingoKids by Oxford University.

Third, research by Imran (2021), entitled **"Using Kids Coloring Fun Application to Enhance Children Vocabulary Mastery at Tumbuh Kembang Kindergarten".** This study look at how the Kids Coloring Fun app can help kindergarteners learn new words. This article employed a pre-experimental design with a one group pre-test post-test. According to the statistics, there was a statistically significant change in mean scores between the pre- and post-test periods. The Kids Coloring Fun App, it may be deduced, can aid in the development of a child's vocabulary skills.The difference between the research that the researcer coducted by using Classroon Action Research.

Fourth, research by Imran (2022) with the tilte **"Applying Youtube Kids to Foster Children Vocabulary Mastery at Ihya Al-Ulum Kindergarten".** This reseach used pre-experimental design. The result showed that there was significant different between the mean score of pre-test and pos-test. It is concluded that using Youtube Kids can improve childrens' vocabulary mastery, but the researcher is using Lingokids in improving and enhancing the students' vocabulary mastery.

Fifth, research by Nurbaiti Ali (2021) with the title **"The Effect of Duolingo Usage on Students' Vocabulary Mastery of Seventh-Grade Students at Mts Pab 1 Helvetia"**. This reseach was conducted at Seventh-Grade Students . The results showed that Duolingo can improved students' English vocabulary and made a significant different mean score, but this research using Lingokids to improve vocabulary mastery in kindergarten.

Sixth, research by Anggraini (2021), entitled **"Teaching English Vocabulary for Young Learners Using Electronic Word Gueesing Game".** the goal of this study is to compared students' vocabulary before and after using word guessing games. Mean score of pre-test scores were 6.00, and improve to 7.50 in post-test. The researcher concluded that using electronic word guessing games is effective to increased vocabulary mastery for young learners.The researcher is expected to make the students fun and enjoy as long as the research was conducted for the children in the kindergarten.

2.2 Literature Review

2.2.1 Vocabulary

Vocabulary development is very important for learning any language, whether it's a second language or a foreign language (Ngarofah & Sumarni, 2019). The ability to speak in a second language is hindered by a lack of vocabulary, so students are often taught to study words and phrases in depth (Alqahtani, 2015). Without a broad vocabulary, communication would be impossible, because the students who lack a solid vocabulary will struggle greatly in social and professional settings.

2.2.1.1 Definition of Vocabulary

The vocabulary is a potent transmitter of meaning. Recognizing the communicative power of vocabulary, it is reasonable for a student to strive to acquire a large vocabulary. Each person has a unique set of words that make up their vocabulary. Vocabulary is also an important part of the language itself. Students' ability to communicate effectively in a wide range of settings increases in proportion to the depth and breadth of their vocabularies. According to Apdy & Asrifan (2019), a language's vocabulary is the collection of words that can be used to express any concept or idea. Vocabulary refers to a person's or group's word selection for use in communicating in any context. Vocabulary is a fundamental aspect of language and plays a significant role in language acquisition; it is just as crucial as other aspects such as grammar, pronunciation, and spelling (Richards, 2005).

The definition of vocabulary is so clear. It can be found in practically every aspect of human life. The application of words in and of themselves was differentiated according to the domain, the individual, or the profession. It gives the impression that both beggars and teachers use a standard vocabulary when asking wealthy people for money, and that both use the same vocabulary when instructing children. The author arrives at the conclusion that vocabulary is an important part of language for language learners to focus on since vocabulary carries meaning connected to communication and it had some parts of it.

2.2.1.2 Part of Vocabulary

There are certain words and phrases that are unique in the English language. They are very important for children to have when they are trying to construct coherent sentences and articulate their thoughts effectively. Word lessons are what you will find in these pieces. Harmer (2007) divided the vocabulary up into eight different categories, including nouns, pronouns, verbs, adverbs, adjectives, adverbs, prepositions, and determiners make up the lexical category.

1. Noun

    The term "noun" refers to a combination of words that together make up the name of a person, place, thing, or animal. It is possible to use a noun either as the subject or the object of a verb. *Table, book, plate, car, home, mouse, ball*, and so on are all examples of nouns.

    In the book Silitonga, Frank identifies the following categoriesplate, of nouns as being in the world:

    a) Proper noun

        Proper nouns are words that are used to refer to a particular person, place, or thing. These words should have their initial letters capitalised. It is always the case that the names and titles of objects are proper nouns, such as the coffee shop chain Janji Jiwa and the individual's name Intan. Examples: *Irawan, Raafi, New York, Jakarta*, etc

    b) Common noun

When writing a sentence that begins with a common noun, it is customary to put the first letter of the noun in capital letters. A common noun is a noun that refers to a person, place, or thing in a wide sense. For examples: *a pencil, book, stone, shoes,* and so on are all examples.

c) Concrete noun

A noun considered to be tangible is one that refers to an experience that can be had by using all five senses. Concrete nouns are used to refer to things that can be perceived through the senses of sight, hearing, touch, taste, and smell.

Examples: Lucy *tried* her laptop.

Indah *ate* her noodle.

d) Abstract noun

A concept is referred to as an abstract noun, and an abstract concept is a notion that only existing in our heads.

Example: Kadek is *annoying*.

e) Countable noun

The suffix "s" can typically be added to the end of a countable word in order to make it plural.

Example: Gina goes to market to buy *three pencils.*

f) Uncountable noun

When referring to anything that cannot be counted, you should not use the plural form of a noun that is uncountable.

Example: She has *money*

g) Singular noun

A singular noun is a word that refers to a collection of individuals, animals, or things that are treated as a single entity.

Example: I have *a book*

h) Plural noun

The majority of nouns modify their forms to express number by adding -s or -es to the end of the word.

Example: I have two *books*

2. Verb

It is defined as a collection of words that are used to form one of three types of verbs: an auxiliary verb (such as *shall* or *to be*) a main verb (such as *go, write, ride, swim,* etc.), or a phrasal verb, which is a verb that is formed by adding an adverb or preposition to a verb in order to form a new meaning (*give away, calm down, goet out, wrap up,* etc.).

3. Adjective

It is a word that describes or provides additional information about nouns and pronouns. Its definition can be found here.

An adjective is a word that describes a noun by referring to its properties such as size, colour, number, or kind. The term is typically applied to something for the very first time. Examples of adjectives *are beautiful, small, old, sad, happy* and among others.

4. Pronoun

One way to describe it is as a collection of words that functions in the same way as a noun or a noun phrase. Because we use pronouns so frequently, we don't always have to provide the information again. An illustration of a pronoun might be (they, him, her, it, etc.).

5. Adverb

It is typically understood to be a word that provides further clarification concerning verbs, adjectives, and adverbs in the context of such characteristics as time, frequency, and manner. The following are some examples of adverbs: (*quickly, slowly, yesterday, here, there, today, daily, never, rarely,* etc.).

6. Conjunction

It is a word that connects other words, phrases, clauses, or sentences. Its definition may be found here. This is an example: (*moreover, therefore, but, so,* etc.).

7. Preposition

It is commonly understood to be a word that demonstrates the relationship between several other words. The relationship encompasses aspects such as course, location, timing, mode, and load. For instance *(in the picture, on television, on the station, on the beach,* etc.).

8. Determiner

The term in question is one such as a, an, or the. It is common practise to place an article word before a noun or a noun phrase.

2.2.1.3 Types of Vocabulary

There are two categories of vocabulary: active and passive vocabulary (Jhon, 2000; Kellinger, 2002). The terms students understands, can pronounce correctly, and effectively uses in speech and writing are referred to as active vocabulary (Afzal, 2019). This means that in order for students to use productive vocabulary, they must be able to pronounce it correctly, understand the connotative meaning of words, be familiar with collocation, and be able to apply the grammar of the target language. Both oral and written communication often uses this kind. However, students do not use these terms when speaking or writing, even though they can recognize and comprehend them while reading or listening to someone else speak. This is known as passive vocabulary.

To acquire new words effectively, retain vocabulary in their memories, and utilize it while speaking or writing, people require a lot of practice and connections to context. Thus, active and passive words are separated into two groups in a person's lexicon. (Jhon, 2000) .

1. Active vocabulary (productive skill) – working vocabulary.

    Active vocabulary is made up of words that a person uses to speak or write because he understands their meaning. Active vocabulary includes writing and speaking vocabulary.

2. Passive vocabulary (receptive skill) – recognition vocabulary.

    Passive vocabulary is consists of words found in newspapers, editorials, and the speech of others. These are words whose meaning can be

inferred from their usage context. Reading vocabulary and listening vocabulary are examples of passive vocabulary.

An active vocabulary consists of words that are used, while passive vocabulary consists of words that are understood but not used. A vocabulary is both a list of words and the variety of words a person knows. Brown (2006) stated that there are four primary vocabulary categories.

1. Reading vocabulary.

    The words that we comprehend when we read a passage are referred to as reading vocabulary. Although we understand and can read a large number of words, we rarely use them in our everyday speech.

2. Writing vocabulary

    We try to find as many words as we can so that we can express ourselves through writing. It is typically more simpler for us to explain ourselves verbally while making use of facial expression and tone to assist in the transmission of our ideas than it is for us to find the exact words to communicate the various ideas in paper. When we write, the vocabulary that we employ is significantly influenced by the words that we are able to spell.

3. Listening Vocbulary these are the words we hear and understand.

4. Speaking vocabulary

    The actual words we say. We only really employ about 5,000 to 10,000 words in everyday speech and instruction.

2.2.1.4 The Importance of Vocabulary

The importance of vocabulary can be shown from the statements by Wilkins (1972) "Without grammar very little can be conveyed, without vocabulary nothing can be said". That "if you spend most of your time studying grammar, your English will not improve very much" Dellar and Hocking in (Thornburry, 2007). Learning new vocabulary and expressions is the best way to accelerate your progress. Grammatical precision allows for few expressions, but vocabulary allows for virtually limitless ones.

Students' command of the English language includes, but is not limited to, a robust vocabulary. A student's ability to read and complete the exercises in the English textbook depends heavily on his or her command of the vocabulary presented. Vocabulary, though, is inextricably intertwined with every other aspect of language competence and linguistic material.

The arguments presented above make it very evident that vocabulary is the single most important component of language, and that its use is required in every context. It indicates that a person is able to communicate effectively in English, despite having a limited grasp of grammar. On the other hand, if a person never learns vocabulary, they are incapable of communicating effectively. Students will have an easier time verbally expressing what is going through their heads if they have a strong command of a broad range of English terminology (Dewi & Fatmawati, 2022). It gives the impession that teaching vocabulary should be the most important part of learning a language.

2.2.1.5 The Principles of Teaching Vocabulary

The six principles of good teaching vocabulary as outlined by Nation (2005), one should avoid using overly complex explanations and instead focus on the following: (1) maintain teaching basic and straightforward without lengthy explanations; (2) connect current teaching to previous information by demonstrating a pattern or analogy; (3) employ oral and written presentations; (4) focuses primarily on words that are already partially learned; (5) informing students if the word is of high frequency and thus needs attention for future attention; and (6) avoiding the introduction of other unfamiliar or lesser-known related words, such as close synonyms, opposites.

Graves (2006) argues that providing a rich and varied language experience, teaching particular terms, instructing the word acquisition process, and cultivating reader and writer awareness are all essential components of an effective vocabulary programme.

Learning new words is one of the most important aspects of any language, according to Nunan (2003), one challenge with a course's vocabulary component is ensuring that it doesn't overwhelm other crucial components. Having a set of guiding principles that can be used in a range of teaching and learning situations can help teachers and course designers avoid this in the most effective way possible.

Nunan (2003) said that component of teaching vocabulary as follows:

1. Focus on the most useful vocabulary first

The word advertise is far more limited in its application. This is an important word to know, but there are many others that are more important. Learning useful vocabulary before less useful vocabulary benefits students the most.

2. Focus on the vocabulary in the most appropriate way

The principle investigates the appropriate methods for teaching and learning them. In this section, we will examine the four most important strategies for learning vocabulary, which are guessing based on context, using word cards, using dictionaries, and making use of word parts. As we will see, it is imperative for educators to make a distinct distinction between the manner in which they treat high-frequency words and the manner in which they treat low-frequency words.

3. Give attention to high frequency words across the four strands of a course.

All four courses strands must contain high-frequency vocabulary. It should be given significant consideration through instruction and study, be implemented, and be used to convey messages through speaking, listening, reading, and writing. For responsive and productive use, high frequency should also be easily available.

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

Learners frequently report that it is challenging for them to take on this responsibility, particularly as a result of the ways in which they have learned in the past. The following citations are taken from interviews with individuals who

are learning English and were asked about their experiences learning vocabulary while taking an English proficiency course.

2.2.1.6 Teaching Vocabulary

Teaching vocabulary is very important because language is built on words (Alqahtani, 2015). Without words, it would be very difficult to acquire a new language, and even human communication relies heavily on words. Lack of familiarity with the best methods for teaching vocabulary and lack of knowledge about how to incorporate word studies into the classroom have been identified as potential barriers to effective vocabulary teaching (Susanto, 2017). Vocabulary is the main focus in language classes, according to teachers and students (Walters, 2004).

Vocabulary teaching is often cited as one of the most contentious issues in teaching English as a Forign Language. It was natural for the instructor to notice problems during class time. Concerns about the best way to teach students prevent them from achieving the desired results. Teachers should be careful because they introduce something new and different from their students' first language. They should also remember that teaching English to children is different from teaching it to adults. A good teacher will take the time to plan and research effective strategies before introducing them to their students. A good teacher will arm himself with various methods, as well as the latest developments in the field (Purnami, 2022). Teachers who want their students to understand them and take an interest in the things they teach must be imaginative and experienced in them. Teachers should have a solid understanding of the individual traits of their students. Furthermore, to

achieve the goals of language education, they need to establish good methods and appropriate materials.

2.2.1.7 Some Methods in Teaching Vocabulary

Method is an approach that uses a comprehensive strategy to provide the language in a systematic way. However, the approach is more like a set of guidelines for achieving linguistic goals in the classroom, focusing on the teacher's role, student responsibilities, and student behavior (Brown, 2006).

Larsen-Freeman & Anderson (2013) stated there some methods to teaching vocabulary, they were:

1. The Grammar Translation Method

    It is meant to aid in the acquisition of both the target language and the literature of a foreign language. As a result, pupils improve both their knowledge of and use of grammar.

2. The Direct Method

    It is used to name things directly through demonstration. This method is not allowed students to translate the words first.

3. Communicative Language Teaching Method

    In certain cases, this strategy has helped pupils improve their communication skills. Students need to know how to read, write, and use language effectively. The teacher teaches them about identifying many different forms but it just states a function. Besides, a single form can reveal a variety of function. The aspects are found in CLT, they were:

a. Reconstructing Scrambled Sentences

It is used to instruct students how to construct a scrambled order sentence into its original order.

b. Using Authentic Material

This technique may require the teacher to use a copy original of newspaper or article as a source for students to learn new vocabulary. Beside it, the teacher assigns students to have homework by listening to the news on radio or television.

c. Performing Language Games

Games give valuable communicative practice. It is frequently designed to make the students enjoyable and understandable in learning vocabulary.

2.2.2   Young Learners

2.2.2.1 Definition of Young Learners

Young learners are referring to a student between the ages of five to ten years old (Scott & Ytreberg, 1990). For the purposes of this definition, "young learners" can refer to children as young as seven who have not yet begun reading or attending school full-time. When we talk about "young learners," we are referring to children whose ages range from five or six years old (when they start their first year of formal schooling) to eleven or twelve years old (Lelawati, 2018; Syafrizal, 2018). The children who attend kindergarten are typically between the ages of four and six years old and are eager to know and learn everything

there is to know about the world around them. Teachers and educators can help young learners be more effective by adapting their teaching methods to their individual needs.

According to the theory of cognitive development proposed by Jean Piaget, children progress through four distinct stages of the learning process. Not only does his theory attempt to explain how children learn new things, but it also attempts to explain the nature of intelligence (Badakar et al., 2017). Piaget's stages are:

1. Sensor-Motor Stage (from 0-2 years) where kids appeared to learn by physically interacting with their environment.

2. Pre-operational stage (from 2-7 years) when kids require actual situations to process concepts.

3. Concrete Operational Stage (from 7-11 years) even though they still learn best by doing, children start to conceptualise and solve some abstract problems in this.

4. Formal Operational Stage (from 11-15 years) children have the capacity for abstract though.

Children between the ages of four and eleven fall within the "young learner" category, and they benefit most from hands-on experiences when they are in the "concrete operational stage." According to Piaget, children progressed through the aforementioned stages, and

they could only move on to the next stage when they had finished the previous stage and were ready to do so.

2.2.2.2 The Characteristic of Young Learner

Kay (2005) said that young learners have several characteristics, including:

1. They bring to the process of learning a language their own personalities, likes and dislikes, interests, cognitive styles, and abilities, as well as their own strengths and shortcomings.

2. They are still learning through hands-on experience with real-world items and other types of visual aids.

3. It's unlikely that young learners will be able to see the "whole" in a part that has several parts.

4. They need love, safety, acceptance, and a sense of belonging. As they get older, they should depend less and less on adults and more and more on their peers for support and acceptance.

5. They begin to comprehend the concepts of collaboration and sharing.

6. They often take pleasure in participating in physical activities, which they do frequently while making a lot of noise and perhaps acting aggressively.

7. They are obligated to engage in creative play while having fun.

8. They typically exhibit an active and passionate demeanour.

Other characteristics of the young learners stated by Scott (1990) are: (a) They have the ability to organize events, (b) They have the ability to defend a position and explain why they hold it, (c) They have the

capacity to reason logically, (d) Their creative faculties can flourish in this environment, (e) They have access to a wide variety of intonation and patterning options in their native language, (f) They comprehend direct communication.

2.2.2.3 Teaching Young Learners

Although it may seem simple, instructing young students in the English language is a challenge. It is not like teaching English to adults when dealing with a class of young learners. Based on students' characteristics, young learners need concrete object to study. They cannot catch up abstract thing easily. Consequently, in order to aid their students in learning English, teachers of young learners must be able to provide engaging and accessible classroom materials (Syathroh et al., 2019).

Teaching vocabulary should start as early chihood. Vocabulary instruction for young learners require a different approach than that used with adults, and teachers should be aware of these differences (Cahyati & Madya, 2019; Murray & Christison, 2019). It's for this reason that teaching elementary school students requires a different approach than teaching college students or adults. Children are all unique. Their characteristics are different from adults.

Primary school-aged children like active, hands-on methods of education, such as games, videos, and songs (Chan et al., 2019; Kellinger, 2022; Permana, 2020). One of the interesting games to apply in English word recognition is Lingokids game applications. Lingokids is a very fun

game if it can be applied properly by the teacher to early childhood (Hidayati et al., 2022).

2.2.3 Game

2.2.3.1 Definition of Game

A game is an activity that has set rules, a purpose, and a sense of fun. Students can learn vocabulary through games. Students will learn vocabulary more easily and enjoy studying if they are exposed to it through games that teach it to them (Namira & Intan 2022). Thus, according to Andrew Wright (2006), playing games can help many students maintain their interest in and motivation for their work. With the aid of games, it's up to the instructor to set up situations when the vocabulary will be useful and understandable. Lee (1965) claimed that playing games makes teaching and learning activities easier. It implies that games improve communication between teachers and students. Games assist students in expressing their abilities in reading, speaking, and writing while also helping teachers create contexts that are useful and meaningful. According to Andrew Wright (2006), playing games allows students to socialise with their teachers and friends while also learning. It's clear that games help students learn by letting them play, try things out, and talk to each other and their teachers.

Through the use of games, there is a propensity for the students to want to participate in class activities, such as speaking or writing, to express or demonstrate their abilities (Pajo, 2017). In order to make

language useful and meaningful, contexts are also created by teachers with the aid of games.

2.2.3.2 The Principles of Choosing and Using Language Games

The teacher must have a clear goal in mind when determining the game for developing students' vocabulary. If the goal is to make learning English vocabulary effective and successful, teachers must first prepare and think about the game carefully before creating lesson plans. The principles of using the game must be considered by the teacher's hand.

Language games, according to Savigon & Berns (1987) have five important criteria. They are:

1. Simple setup: The amount of time and effort needed to create the game is accurate.
2. Organizational simplicity: Using the game is simple and worthwhile.
3. Intrinsic language: In order to play games successfully, language must be used, and some languages must be useful in other context.
4. Language density.
5. Probability that the learner will be interested.

2.2.4   Lingokids Game

2.2.4.1 Definition of Lingokids Game

Lingokids is a play learning program application in English that is designed toward children between the ages of 2 and 8. This application offers youngsters the opportunity to learn colors, numbers, animals, and

popular English phrases through the use of over 600 different games, activities, and songs (Lingokids, 2022). A methodology based on play and interaction that captures and retains the attention of the youngest children, motivating them to advance in their knowledge of the new language, and achieving excellent learning outcomes, is how play learning is described. This method was incorporated into the Lingokids app. Through games and activities, LingoKids encourages children to practice and improve skills like imagination, teamwork, analysis, and expression (Tjut Dwi Anggraini Damcha, 2022). In addition to reinforcing classroom instruction and introducing useful 21st-century skills, this resource provides over 750 engaging learning activities (games, songs, and videos) covering a wide range of important topics. It is fitting that Oxford University Press, the largest academic publisher in the world, provided the content for Lingokids.

Using audiobooks and topic-based images to study Lingokids provides audiobooks with graphics, music, and animation to engage children. It provides interactive content on a variety of subjects. Lingokids contains teaching materials from Oxford University Press that employ conventional but effective strategies, such as audio songs, workbooks, and games. They provide an interactive game format for training the memory of words and phrases to improve vocabulary. This increases children's active involvement in learning new words and maintains their motivation to achieve more.

Lingokids is a free program that attempts to make learning the target language easier for families and children, as stated by (Fadhli, 2018). Lingokids features a broad instructional environment. (Shukla, 2018) Lingokids is one of the most popular language learning apps for mobile devices. To put it another way, Lingokids has quickly become one of the most well-known games available through the Google Play Store. Users of the Lingokids application have mentioned that they love utilizing the program to improve their English language skills. Therefore, it is indisputable that in the twenty-first century, digital tools that include students in the process of learning have evolved to the point where they are an absolute necessity. Additionally, the utilization of this kind of software to support and develop knowledge has increased in popularity, with the intention of improving education on all different levels. This resource can be utilized to teach young children in elementary school about the English language and its benefits.

2.2.4.2 Some of Minigames in Lingokids Application

Lingokids is an English vocabulary application with more than 3000 vocabularies and 60 topics that can be learned by children aged 2-8 years. This application has a variety of interesting minigames that can be played by children. The educational content contained in this game comes from Oxford University Press. With attractive graphics and playing music, this game can make children learn English vocabulary naturally while playing.

Some of the minigames contained in Lingokids are as follows:

1. Billy Memory Card Game

    In this minigame, players must choose and match the same card. The content of the card depends on the currently selected topic, such as "fun activities." When the player opens a card, the narrator will read the name of the activity on the card's image. Then, the player opens another card that is the same as the activity. Repeated pronunciation of vocabulary can help players remember it.

2. Farm Stacking Game

    In this minigame, players must stack objects according to the chosen topic, such as "animal names". The narrator will name each animal that appears. Then, the player can move the animal horizontally to determine the correct position so that the animal can be stacked. The objective of the game is to stack animals and get the highest score possible. When one of the animals falls from the platform, it's game over. This game is also equipped with sound effects for each animal. So that by playing this game, it is hoped that players can know the vocabulary of animal names in English.

3. Mini Game Shuffle

    In this minigame, the player must choose a picture that matches the vocabulary mentioned by the narrator. When the player successfully completes 1 challenge, the player will get a star. The

objective of the game is to collect as many stars as possible and defeat the characters in LingoKids. This game has a timer in the form of birds that eat their food and is located at the top. When the time runs out, the game will end and the player can see the player's score and position on the leaderboard.

4. Elliot Panda wizard Pet Game

In this minigame, players must choose a box in which there is an animal that has been mentioned by the narrator. Initially, all the boxes will be opened one by one and the narrator says the name of the animal. Then, players are given time to memorize the position and name of the animal. After that, the boxes are closed and the player can choose the box in which there is an animal that was mentioned by the narrator. The player has 5 lives in the form of a heart which is shown in the lower right image. Hearts will decrease when the player chooses the wrong box. When all the hearts have been exhausted, then the game will be over. Players must try to keep the hearts from decreasing. In addition to English vocabulary education, this minigame can also train players' memory.

5. Elliot Find Food Sequence Game

In this minigame, the player must lead the character to the object that has been mentioned by the narrator. As the level increases, the obstacles that exist are also increasing such as stones that block

the way and limit the movement. When the player manages to reach the object in question, the narrator will repeat the name of the object. In addition to learning English vocabulary, this game can also teach the basics of programming.

2.2.4.3 Teaching Vocabulary Using Lingokids

Audiobooks from Lingokids feature pictures, sounds, and animation to keep young learners interested. Specifically, it offers interactive content organized by theme. Common yet successful methods of instruction, such as audio songs, workbooks, and games, are featured in Oxford University Press' contributions to Lingokids. Word and phrase memorization are drilled in a fun, competitive format. It keeps kids interested in learning new words and gets them involved in the learning process.

Teachers are able to teach vocabulary using this programme by searching for information that is available within the application itself. The following is a list of some of the actions that teachers found to be helpful while using the Lingkids application:

1. Download and install the Lingokids application on the Play Store or iOS on your smartphone

2. Open the Lingokids application and start by selecting according to the child's level, and filling in the name

3. Register using a gmail or facebook account

4. After successfully creating an account, the homepage will appear

5. On the homepage there are various features for learning

6. The teacher can choose the material or games needed

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research design is Classroom Action Research (CAR). The purpose of classroom action research is to find solutions to problems experienced by teachers in the classroom. According to (Burn, 2010), action research can be defined as a reflective process with the aim of finding solutions to problems that have been identified in the teaching and learning process. Action research is an enquiry into self-reflection and the improvement of one's teaching through the evaluation of one's own practise Kemmis & McTaggart (1988). To better understand the inner workings of a school's administration, teachers' pedagogical practises, and students' academic growth, researchers, administrators, and school counsellors may engage in action research (Cohen et al., 2018).

In accordance with the Kemmis & McTaggart (1988) model, each cycle of classroom action research includes the following steps: (1) planning; (2) implementation; (3) observation; and (4) reflection. The four stages constitute a cycle. It means after the four stages back to the first stage and so on. By the schematic of the (Kemmis & McTaggart, 1988) model design as shown in Figure 3.1.
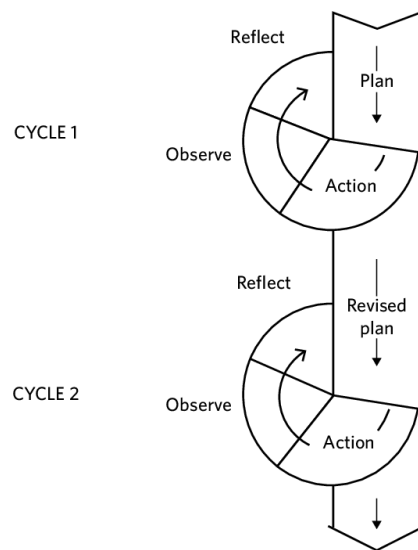
Figure 3.1 Cycle model of Kemmis and Mc Taggart

3.2 Research Location

This research conducted at TK IT Al Imam As Syafi'i Mataram.

3.3 Population and Sample

3.3.1 Population

Sugiyono (2018) conveys that population consist of object or subject that has quality and particular characteristics. In this study, the population were the students of TK IT Al Imam Asy Syafi'i Mataram in academic year 2021/2022, total students were 45 students who are in class A, and B.

3.3.2 Sample

It was mentioned by Sugiyono (2018) that a sample represents a subset of the population in terms of size and composition. Twenty students from Class A were selected to represent the entire populatio as a sample.

35

3.4 Research Procedures

The Kemmis and McTaggart model was employed for this classroom action research. This research procedure involves planning, implementing, observing, and reflecting.

3.4.1 Pre Cycle

The first cycle began with researchers conducting a preliminary study to identify problems through observations. Students were given a pre-test to determine the extent of their prior knowledge before the application was made available to them for the first cycle of instruction. The following is the action procedure that will be followed in classroom action research from there:

3.4.2 Cycle I

After finishing the preliminary study, the researcher started the first cycle of the research. During the first cycle of the study, it was broken up into four sections. The following is the process that should be followed when making observations:

1. Planning

Using the results of preliminary observation, planners carry out the steps leading to an action plan. At this point, the researcher who would be helped by the had already gathered all the necessary materials for the investigation. Among the various things that went into the planning were:

1) Preparing lesson plan and all the materials and space needed to teach.

2) Preparing learning media. The media used in this cycle is Lingokids

3) Preparing pretest and post test related to the material. Both the pre-test and the post-test had the same level difficulty

4) Preparing sheets with the test results of each student.

5) Preparing observation sheets. On the observation sheet, the researcher wrote down information about what was going on in the classroom in terms of teaching and learning.

2. Acting

The action being taken is the teaching and learning process that was planned in advance. In this stage of the project, the researcher and the teacher worked together to put the Lingokids application into action. The researcher got started on putting the teaching-learning process into action in a way that was in line with the lesson plan that had been produced. During this stage, the research was carried out over the course of two classroom meetings. The research was conducted in four classroom meetings during this phase. The researcher directs all of the activities listed below. Meanwhile, the researchers and the English teacher worked together to reflect on the learning process after the treatment, taking into account the previous cycle's weaknesses to ensure that it did not happen again in the next cycle. The acting process can be summarized as follows:

1) At the first meeting, the researcher delivered material about noun such as number, part of body, animal, and fruit using picture card and provides 5 new vocabularies.

2) At the second meeting, the researcher was still explaining the material about noun using the lingokids application with the Game feature while asking

students to remember the vocabulary given in the previous meeting and providing 5 new vocabularis related to the material and than, the researcher gave a post-test to the students to find out the students' abilities after applying Lingokids

3. Observing

The researcher used classroom observation to gather data about how instruction and student engagement were implemented. In this stage, the researcher observed of all that has been done up to this point, from the planning to the methods and media employed to the gathering of materials for the implementation process using observation sheets.

4. Reflecting

In this final stage, the researcher draws conclusions based on his findings. If the first cycle's output falls short of the desired outcomes, the second cycle is carried out by doing the same actions as the first.

3.4.3 Cycle II

Activities in cycle II are improvements from the first cycle. The stages in the cycle are identical to the first cycle begins with planning, acting, observing and reflecting. At this stage reflecting on cycle I and cycle II was carried out. Besides that, it is also done discussion with the teacher for the topic so that conclusions can be drawn above implementation.

3.5 Research Instrument

Sugiyono (2018) conveys that research instrument is a tool to measure a variable (natural phenomena or social) in a specific aspect. There are two kind of instruments used in this research namely quantitative and qualitative data. Quantitative data comes from vocabulary test. While, qualitative data comes from observation.

3.6 Data Collecting Technique

The reseacher required two types of data: quantitative and qualitative. The researcher conducted vocabulary test to gather quantitative data. Data were collected by giving pre-test and post-test. In order to find qualitative data, the researcher directs classroom observations in English learning using Lingokids to determine students' improvement. In detail, the data collection techniques can be seen as follow:

1. Test

The tests were designed to evaluate and test the students' command of the English vocabulary. Both a pre-test and a post-test were utilised in this study. Before moving further with the lesson, conduct a pre-test to evaluate the students' level of vocabulary comprehension. While this was going on, a post-test to gauge the level of vocabulary retention the students had achieved was being administered. For the purpose of this study, the researcher utilised a matching test that is comprised of twenty different items. Each question had the same point value; therefore, those who got the answers right earned five points for each question,

while those who got them wrong received no points. In this particular study, the pre-test and the post-test were exactly the same. The researcher received assistance from the teacher in determining the significance of the test results. A formula that was devised by (Purwanto, 2010) was used by the researcher in this investigation. The formula is as follows:

$$S = \frac{R}{N} \; X \; 100\%$$

S = score

R = number of the correct answer

N = number of the test items

2. Observation

Observation can refer to the process by which living things, such as humans, gather information about their external environment through their senses or the process by which information is collected and recorded with the help of scientific instruments. For this study, the researcher observed classrooms and classroom activities to understand more about how they actually operate. The researcher makes observations of the classroom setting, including student participation and vocabulary acquisition, as well as other aspects of the teaching and learning process. To collect data from observations, the researcher used an observation sheet. With the help of an observation sheet, the observer made sure that certain parts of the classroom experience were being monitored.

3.7 Data Analysis Procedure

Sugiyono (2018) defines data analysis as "the act of systematically searching for and compiling data that has been gathered from interviews, field notes, and documentation." This process involves organising the data into categories, breaking them down into units, synthesising them, organising them into patterns, deciding what is important and what to learn, and making it easily accessible to oneself and others. Both qualitative and quantitative analysis methods were utilised in this classroom action research project's data analysis.

3.7.1   Analyzing Qualitative Data

Analysis of qualitative data, according to Miles & Huberman (1984) should be conducted in a collaborative manner and should continue until all available information has been gathered. Reducing data, displaying data, and drawing conclusions/verifying data are all examples of data analysis activities.

1. Data Reduction

Data reduction is the process of distilling large amounts of information down to its essential components by selecting and highlighting key information, identifying recurring patterns, and eliminating trivial details. As a result, researchers will have a clearer image thanks to the decreased data, and it will be easier for them to obtain new data if necessary.

2. Data Display

The data is presented in such a way that the reduced data is structured, arranged in a pattern relationship, and thus easier to access. Data presentation can

take the form of narrative descriptions, charts of category relationships, flow charts, and so on. Researchers collect relevant data in this manner so that it becomes reliable information with a specific meaning.

3. Conclusion and verification

Researchers can understand in depth the results of data reduction and presentation, and based on these data, researchers will draw conclusions research by answering the problems posed with data and evidence collect empirical evidence.

3.7.2 Analyzing Quanitative Data

After collecting the data through the test, the researcher next analyses the data using percentage-based descriptive quantitative analysis in order to give a score for the test. The following procedures are included in this scoring system, which aims to provide a description of the students' progress in English vocabulary:

1. Scoring the students' test

2. Compiling a list of the students' mean score

3. Comparing the students' score between cycle I and II

4. Calculating the percentage of the student's improvement

5. Drawing the appropriate conclusion

The researcher was utilised for the purpose of scoring the student's test:

$$S = \frac{R}{N} \times 100\%$$

S = test score

R = correct answer

N = number test items

The following formula was used by the researcher in order to calculate the mean score that the students received on the test:

$$\bar{X} = \frac{\Sigma x}{n}$$

$\bar{X}$ = mean score

Σx = total score

n = number of the students

Furthermore, to find out the percentage increase in student learning activity scores, the writer will use the percentage formula as follows:

$$P = \frac{F}{N} \text{ x } 100\%$$

P = class percentage

F = total percentage score

N = number of the students

3.8 Criteria of Succes

In this study, the researcher asked the teacher about the minimum score that students should receive in a learning teaching activity, which was 60. This value is determined in school for English lessons using Kriteria Ketuntasan Minimal (KKM). According to the discussion between the teacher and the researcher, this

Classroom Action Research can be considered successful if 65% of students achieve the target score of Kriteria Ketuntasan Minimal (KKM) 60 (sixty) of the vocabulary mastery test from the pre-test until the second posttest in cycle two. In action research, if the students' test scores meet the criteria for success, the researcher comes to the conclusion that the next cycle will be healted.