THE USE OF SARA'S COOKING PARTY GAME MEDIA TO ENRICH

STUDENTS' ENGLISH VOCABULARY AT MAS AMALIYAH SUNGGAL

SKRIPSI

Submitted to Faculty of Tarbiyah and Teacher Training English Department State Islamic University of North Sumatera as a Partial Fulfillment of The Requirements for S-1 Degree

By :

ROZIYANA ANGGRENI

34143102

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

FACULTY OF TARBIYAH AND TEACHER TRAINING

ENGLISH DEPARTMENT

MEDAN

2018

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MEDAN
2018

Nomor : Istimewa   Medan, 6 Juli 2018

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Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudari:

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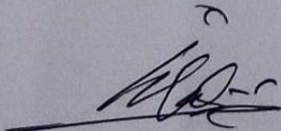**Jurusan**   : **Pendidikan Bahasa Inggris**

Judul   : **The Use of Sara's Cooking Party Game Media To Enrich Students' English Vocabulary at MAS Amaliyah Sunggal**

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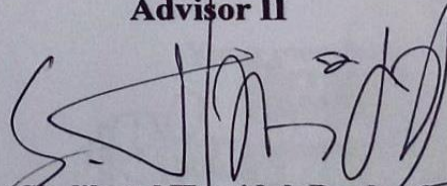
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Menyatakan dengan sebenarnya skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Saya bersedia menerima segala konsekuensinya bila pernyataan saya ini tidak benar.

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ABSTRACT

Roziyana Anggreni. 34143102. *The Use of Sara's Cooking Party Game Media To Enrich Students' English Vocabulary at MAS Amaliyah Sunggal*. **A Thesis. English Department, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, Medan 2018.**

Keywords: Sara's Cooking Party, Enriched, Students' English vocabulary.

This research was conducted to find out of improvement of students' English vocabulary by using Sara's Cooking Party game media. The population of this study was the grade XI Science 2 of Madrasah Aliyah Swasta Amaliyah Sunggal on the academic year 2017/ 2018. This research was applied by Classroom Action Research. The technique of analyzing data of this study was applied by quantitative data and qualitative data. The quantitative dara were taken from the mean of students' score in taking test. The qualitative data were taken from observation sheet, interview, documentation and diary note. The result indicated that there was an improvement on students' English vocabulary by using Sara's Cooking Party game Media.

It was supported by the fact of the mean of the score in every meeting increased. The students' score in pre-test, the lowest score was 25 point and the highest one was 75 point; the students' score in post-test I, the lowest score was 60 and the highest one was 85; the students' score in post-test II, the lowest score was 70 and the highest one was 95. In the pre-test, there were 4.65% (2 of 43 students) who got score $\geq$ 75. In the post-test I, there were 48.83% (21 of 43 students) who got score $\geq$ 75. The percentage of the improvement scores from pre-test to post-test I were 44.18%. In the post-test II, there were 93.02% (40 of 43 students) who got score $\geq$ 75. The percentage of the improvement scores from post test I to post- test II were 44.18 %. Based on the data, it was concluded the students' English vocabulary can improve by using Sara's Cooking Party game media.

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Alhamdulillahi rabil 'alamin, I express my highest to Allah SWT for blessing, love, oppurtunity, chance, and mercy to complete this undergraduate thesis. Shalawat is also to propet Muhammad SAW who had delivered the truth to human beings and Moslem in particular.

This undergraduate thesis entitle " The Use of Sara's Cooking Party Gme Media to Enrich Students' English Vocabulary At MAS Amaliyah" is submitted as final requirement in accomplishing undergraduate degree in English Department at Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatra.

In arranging this thesis, a lot of people have provided motivation, advice, and support and even remark that help me. In this valuable chance, I want to express gratitude and appreciation to all of them.

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       Finally, the researcher is fully aware that there are still a lot of weakness in this thesis. Therefore, the researcher sincerely welcomes critics and suggestions from the readers to enhance the quality of the thesis.

Medan, 6 July 2018

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the most important thing in communication. As an international language, English is very important and it has interrelationship with various aspect of life own by human being. In Indonesia, English consider as the fist foreign language and it has been taught formally from elementary school up to the university level.

Vocabulary as a supporting element to master the four language skills plays a very important role in learning English. The learners who are rich of vocabulary will be successful to express their ideas in language skill. There are four language skill in English; speaking, writing, reading and listening. But one who is poor of vocabulary will get trouble in those skills. The four skills are closely interdependent. the student must master the four language skills so that they can use English effectively. It is possible that someone can master one of the language skill, without mastering vocabulary. Vocabulary is one of the basic elements to achieve language skill. So, to achieve these aims, students must master a number of vocabularies. With the rich vocabulary student will be able to talk about more things and communicate well.

According to McCarthy in his book vocabulary. Vocabulary is one of the most important aspects students need to master in learning English. No matter how well the student learns grammar, no matter how successfully the sound of L2 are master, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. However, English vocabulary consists of several hundred thousand words. Therefore, teachers and students are challenge to unveil as many of them.[1]

According to Allen in his book that students need to learn about elements of vocabulary. However, the more important thing is that students must learn English vocabulary appropriate to their needs and so teachers must understand what students' need are. And predicting what learnenrs will need in the way of vocabulary is important in selecting what to teach; equally important is creating a sense of need for a word.[2]

As well as students of Senior High schools, they need to learns English vocabulary which is appropriate to their needs. They must understand and be able to use vocabulary that usefull in their daily life. For example, students who study accounting must be familiar with accounting vocabulary; students who study cooking must be familiar with cooking vocabulary; etc. Here, teachers are very responsible for helping students learn more about English vocabulary in a specific area.

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[1] Rosa Ma Lopez Campillo, *Teaching and Learning Vocabulary: An Introduction for English Student*, (UCLM , 2005) ,p.35.

[2] Virginia French Allen, *Techniques in Teaching Vocabulary*, (Oxford University Press, 1983), p.90.

Therefore, based on the writer previous experience as a Senior High School student and the writer conduct a preliminary study to Senior High School students by asking about problems frequently students occur to the dealing with vocabulary. it is then figure out that most of the students encounter difficulties in mastering English vocabulary. They said that they have difficulty in understanding and using vocabulary.

The students said that their English teacher use conventional way in delivering learning materials. He often used Grammar Translation Method, the classic one. According to Chanstain in Diane Larsen Freeman book Techniques and Principles in Language Teaching, Grammar Translation Method is also call the Classical languages, Latin and Greek[3]. In teaching and learning, this method asks student to directly translate the target language to their language, word by word they read. Students should not to translate idioms and the like literally, but rather in a way that shows that they understand they their meaning[4]. So, they need dictionary to help them translate in their learning English reading, instead of stimulus. Joining such kind of class, student sometimes are not enthusiastic, even are bored.

Meanwhile, teacher can make their class more attractive and effective by using media in delivering material. And The National Reading Panels stated that gadgets technology can be use effectively as a medium to help teaching vocabulary.[5]

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[3] Diane Larsen Freeman, *Techniques and Principles in Language Teaching,* (Oxford University Press, 2010),p. 11.
[4] *Ibid*,p.19.
[5] Elfrieda H.Hiebert and Micheal L. Kamil, *Teaching and Learning Vocabulary,* (London, 2005), p.7.

According to that issue, one of media using gadgets (computer or mobile phone) technology is a computer or mobile phone game and teacher can make use of computer or mobile phone game to teach vocabulary.

Therefore, in this research, The writer would like to use such kind of mobile phone game and this game also can play in computer – Sara's Cooking Party. Actualy, many kind of cooking academy games. For example is World Chef, My Café,Cooking, Sara's Cooking Party, etc. But in this research the writer would like to use Sara's Cooking Party game – which is attractive and interesting as a medium to learn English vocabulary, especially in cooking field.

Sara's cooking Party game is a portable computer and mobile phone which places players in the kitchen of culinary house. The game uses English for all of its instruction which is provided in reading form. Players will easily play the game because there are attractive picture and they just need to follow the instruction. So, beside playing the game, student can also learn English vocabularay. especially in a cooking field.

The instructions available in each picture of the game are in imperative form. All of them are presented in written form. The form is just take words' infinitive form. For example: (1) Chop the garlic! ; (2) Role the meat! ; (3) Roast the meat! ; etc.

Previously, the writer ask the writer brother from senior high school about English vocabulary. He did not know what the Indonesia of "Chop the garlic" is.

Later, the writer ask him to play the Sara's Cooking Party which state "Chop the garlic!" following by the picture and the instruction, then he playing it. From that activity, then the writer ask him about the instruction. Surprisingly, he could answer it correctly, which is chop the garlic means *"potong bawang putih itu"* in Indonesia. It is my thought that this game would help student learn English vocabulary without using dictionary.

Like the writer said before that Indonesia has so many senior high school which have to provide students' English vocabulary need, the writer would also like to conduct a research to help them enrich their vocabulary. So that, the writer thought that the game would be appropriate to the needs. That is what the writer intended to do a research in this scope.

B. The Problem of the Study

The problem of this research is:

What does Sara's cooking party game enrich students' English vocabulary dealing with cooking?

C. The Objective of the Study

The objective of this research is:

To find out to what extent Sara's Cooking Party game enriches students' English vocabulary dealing with cooking.

D. The Scope of the Study

This research is intended to find out to what extent "Sara's Cooking Party" game enriches students' English vocabulary dealing with cooking. The study focuses only on the students' vocabulary, especially verb and noun in cooking field. However, it does not mean that other elements of English are not prominent to study. Focusing only on vocabulary is merely due to some constraints particularly in terms of time.

E. The Significance of the Study

By doing the study, the writer hope that:

1. The findings of this study can be used to develop further research of better or more effective game as a medium to enrich students' English vocabulary in Madrasah Aliyah Swasta Amaliyah Sunggal dealing with cooking;

2. It can give English teacher an overview in teaching vocabulary using a game as a teaching medium;

3. It can give empirical evidence of to what extent Sara's Cooking Party game enriches students' English vocabulary dealing with cooking.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

The theoretical framework begun from the idea that vocabulary is one of the most important aspects students need to master in learning English. mastering vocabulary can lead students to be succeed in mastering English. McCarthy state that no matter how well the student learn grammar, no matter how successfully the sounds of L2 are master, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way[6].

In the previous section, it has outline that students' needs are different with others in English class. They have also to master vocabulary. Moreover, in an English class, students need a positive stimulus to make their learning easier and more effective. One of some ways to help students enrich English vocabulary is using a game. Therefore, the theoretical framework in this research has drive by this theory and relevant empirical research that have review in the previous section.

Thus, the writer conduct a classroom action research. Since the participant of the research was students, the game the writer used to teach the students is Sara's Cooking Party. The research has to find out to what extent the Sara's Cooking Party game enriches students' English vocabulary dealing with cooking.

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[6] Rosa Ma Lopez Campillo, *Teaching and Learning Vocabulary: An Introduction for English Student*, (UCLM , 2005) , p.35.

1. **Vocabulary**

a. **Defenition of Vocabulary**

Allah tells about vocabulary in Al- Baqarah 31:

وَعَلَّمَ اٰدَمَ الْاَسْمَاۤءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلٰۤىِٕكَةِ فَقَالَ اَنْۢبِـُٔوْنِيْ بِاَسْمَاۤءِ هٰٓؤُلَاۤءِ اِنْ كُنْتُمْ صٰدِقِيْنَ ﴿٣١﴾

" And He taught Adam the nature of all things; then He placed them before the angels and said:" Tell me the nature of these if you are right[7]

In Al-Baqarah 37:

﴿٣٧﴾ فَتَلَقّٰٓى اٰدَمُ مِنْ رَّبِّهٖ كَلِمٰتٍ فَتَابَ عَلَيْهِ اِنَّهٗ هُوَ التَّوَّابُ الرَّحِيْمُ

"Then learnt Adam from his Lord words of inspiration, and his Lord Turned towards him; for He is Oft-Returning, Most Merciful"[8]

It means that Adam as first human being who did a mistake and he qanted the Lord forgave him, then the recived a word from the Lord, so that Adam was pardoned by the lord. Based on the verse it can be concluded that word or vocabulary is very important.

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[7] Abdullah Yusuf Ali, *The Holy Qur'an: Text Translation, English Translation Which Commantary and Notes,* (New Delhi: KitabBhavan, 2001), p.24.
[8] *Ibid,*p.24

And the hadith which shows that Allah taught Adam about the names of all things is a narration from Anas bin Malik, may Allah be pleased with him. Rasululluh said,

يَجْتَمِعُ الْمُؤْمِنُونَ يَوْمَ الْقِيَامَةِ فَيَقُولُونَ لَوْ اسْتَشْفَعْنَا إِلَى رَبِّنَا فَيَأْتُونَ آدَمَ فَيَقُولُونَ أَنْتَ أَبُو النَّاس خَلَقَكَ اللَّهُ بِيَدِهِ وَأَسْجَدَ لَكَ مَلَائِكَتَهُ وَعَلَّمَكَ أَسْمَاءَ كُلِّ شَيْءٍ فَاشْفَعْ لَنَا عِنْدَ رَبِّكَ حَتَّى يُرِيحَنَا مِنْ مَكَانِنَا هَذَا فَيَقُولُ لَسْتُ هُنَاكُمْ وَيَذْكُرُ ذَنْبَهُ فَيَسْتَحِي انْتُوا نُوحًا فَإِنَّهُ أَوَّلُ رَسُولٍ بَعَثَهُ اللَّهُ إِلَى أَهْلِ الْأَرْض ...

The meaning: "*Pada hari kiamat manusia berkumpul, mereka berkata; sekiranya kita meminta syafa'at pada Rab kita. Lalu mereka mendatangi kepada Adam as. dan berkata: Wahai Adam engkau adalah bapak manusia, Allah swt. menciptakanmu dengan tangan-Nya, malaikat sujud kepadamu, dan Allah mengajarkanmu nama segala sesuatu, maka beri kmai syafa'at di sisi Rabmu hingga kami berpindah dari tempat kami ini. Maka Adam menjawab; Aku tidak berhak untuk itu, kemudian menyebutkan dosanya sehingga ia malu. Datanglah pada Nuh, karena ia adalah rasul pertama yang Allah utus kepada penduduk bumi.....".[9]*

In everyday conversation, people speak of vocabulary in the singular; they speak of a person's vocabulary. According to Kamil and Hiebert vocabulary is generically defined as the knowledge of words and word meaning[10].

According to *The American Heritage Dictionary of The English Language* in Anne. H. Soukhanov, vocabulary is the sum of words used by, understood by, or at the command of a particular person or group[11].

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[9] Fauzan Abuna, (2013), *Hikmah Diajarkan Ilmu Terlebih Dahulu Kepada Adam, Dari Pada Sujudnya Malaikat*, diaccessed on Mei 28th, 2018 at 19.30 pm

[10] Elfrieda H.Hiebert and Micheal L. Kamil, *Teaching and Learning Vocabulary,* (London, 2005),p. 3.

Another definition of vocabulary given by Albert Sidney Hornby, that vocabulary is all the words that a person knows or uses; all the words in a particular language;the words that people used when they are talking about a particular subject[12].

According to Wilskins vocabulary is an important issue in language learning and an essential component of second language (L2) proficiency. After a period during which grammar was perceived as center to language learning, many researchers and educators have now recognized the essential role of vocabulary in second language learning process. In his widely referred quotation, Wilkins emphasizes the importance of vocabulary as "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" [13].

b. Kind of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be

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[11] Anne. H . Soukhanov, *The American Heritage Dictionary of The English Language,* (New York: Oxford University Press, 2005), p.7982.

[12] Albert Sidney Hornby, *Oxford Advanced Learner;s Dictionary*, (Oxford: Oxford University Press 2005), p. 528

[13] Seray Tanyer and Yusuf Ozturk, *Pre-service English Teachers" Vocabulary Learning Strategy Use and Vocabulary Size: A Cross-sectional Evaluation*, Vol 5, p.37.

able to pronounce. Haycraft, quoted by Hatch and Brown, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

i. Receptive Vocabulary

According to Stuart Webb, Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

ii. Productive Vocabulary

According to Stuart Webb, Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others[14].

c. **The Important of Learning Vocabulary**

According to Schmitt vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language"[15]

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[14] Mofareh Alqahtani, *The Important Of Vocabulary in Language Learning and How To Be Taught,* Vol III,p 25.
[15] *Ibid*, p. 22.

The importance of vocabulary is demonstrate daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

Researchers such as Laufer and Nation, Maximo , Read, Gu, Marion and and others have realise that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing Nation. Rivers and Nunan, furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learn for comprehensible communication.

Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome. In production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept. ''When students travel, they don't carry grammar books, they carry dictionaries'' Many researchers argue that vocabulary is one of the most important-if not the most important- components in learning a foreign language, and foreign language curricula must reflect this. Wilkins states that: ''There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say. While without grammar very little can be conveye, without vocabulary nothing can be conveye''

Other scholars such as Richards and Krashen , state many reasons for devoting attention to vocabulary. "First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem''.

On the other hand, vocabulary has acknowledge as L2 learners' greatest single source of problems. This remark may possibly reflect that the openendedness of a vocabulary system is perceived to be a cause of difficulty by learners. Another possible reason is that, unlike syntax and phonology, vocabulary does not have rules the learners may follow to acquire and develop their knowledge. In other words, it is not clear in L2 vocabulary learning what rules apply or which vocabulary items should be learn first.

Oxford also claims that vocabulary is "by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one's mother tongue, because of tens of thousands of different meanings" Despite these difficulties that language learners face in L2 vocabulary, they still have to deal with it in their examinations as ''vocabulary has traditionally one of the language components measure in language tests''. Furthermore, many learners see second language acquisition (SLA) as essentially a matter of learning vocabulary and therefore they spend a great deal of time on memorising lists of L2 words and rely on their bilingual dictionary as a basic communicative resource.

As a result, language teachers and applied linguists now generally recognise the importance of vocabulary learning and are exploring ways of promoting it more

effectively. Some of this research takes the form of investigation of strategies learners use specifically for vocabulary (VLS), which is our focus of attention[16]

d. Types Of Vocabulary

They are four types of vocabulary which must be known and master for any skill, such as reading, listening, writing, and speaking. They are:

i. Reading Vocabulary

A literate person's vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be expose to more words by reading than by listening.

ii. Listening Vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. People may still understand words they have not exposd to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.

iii. Writing Vocabulary

Words are used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating. For example, if there are a

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[16] *Ibid*, pp. 22-23.

number of synonyms, a writer may have a preference as to which of them to use, and they are unlikely to use technical vocabulary relating to a subject in which he has no knowledge or interest.

iv. Speaking Vocabulary

A person's speaking vocabulary is all the words he or she uses in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misuse. This misuse – though slight and unintentional – may be compensate by facial expressions, tone of voice[17]

2. Games

Games is an activity or sport with rules, a goal and an element of fun in which people or teams compete against each other[18]. According to Richard, Games (in language teaching) is an organized activity that usually has the following properties:

1) A particular of task or objective

2) A set of rules

3) Competition between players

4) Competition between players by spoken or written language[19].

Gerlach say a game is a simplified, operational model of real-life situation that provides students with vicarious participation in a variety of roles and event[20].

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[17] https://en.wikipedia.org/wiki/Vocabulary#types_of_vocabulary, 20 February 2018, time 20:45.

[18] Hornby, *Oxford Advance Learners Dictionary*, (Oxford: Oxford University Press, 2007), p.528.

[19] Richard Jack, et,al, *Longman Dictionary of Applied Linguisticts*, (England:Longman Group UK, 2007), p.118.

From the explenation above, explains games help and encourage many student to sustain their interest in learning English because they are amusing, interesting and at the same time challenging. Playing games in the classroom develops the ability to cooperate well, to compete without being aggressive, and to become a winner. They also can be used to give practice in all language skills.

Huyen and Nga suggest that games are used not only for more fun, but more importantly for the usefull practice and review of language lessons, thus leading toward the goal of improving learner's communicative competence[21].

a. Kind of Games

In this research The writer use the application games as a teaching media in the process of teaching learning, which the game focus in the process of cooking field. There are many kinds of same games such as Cooking Master, World Chef, My Cafe, Sara's Cooking Party etc.

1) Cooking Master

Cooking Master is one of deliciously fun game that lets you feed a host of hungry patrons before they leave in a huff and become a star chef. Cooking Master delivers fast pace, addicting fun that is optimized for playing on the go. Keep customers happy by prepping everything as quickly as you can[22]

2) World Chef

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[20] Ely. D.P.R, Melnick and V.S Gerlach, *Teaching and Media: Systematic Approach*, (New Jersey: Prentice Hall,INC, 2008), p.380.

[21] *Ibid*, 242.

[22] https://play.google.com/store/apps/details?idcom.master.cooking,26 February 2018, times14:25

World Chef is a happy place where the kitchen never closes, the waiter always has a big smile on his face and the food is so great you should probably play with a bib on. Open your restaurant, give it a name and decorate it to your taste! Then start cooking world cuisines and serving customers! Your place will soon become so popular you'll have to make it bigger[23]

3) My Cafe

My Cafe is an addictive bakery and restaurant story game where you set off to help chef And open a classy cafe and serve her guests delicious drinks and bake goods. The first episodes of your coffee shop adventure begins as you set off to a quiet town and open your own classy cafe with your friend And Serve coffee, cook bakery goods and immerse yourself in an addictive kitchen and restaurant simulator that's brimming with exciting tales and stories[24].

And in this research the writer will use Sara's Cooking Party game as my media to enrich students' English vocabulary, and the writer will explain clearly in the next discussion.

3. Sara's Cooking Party

In this research Sara's Cooking Party is a media to teaching the students in the class.

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[23] https://play.google.com/store/apps/details?id=es.parrotgames.restaurantcity, 26February 2018, time 15:00

[24] https://play.google.com/store/apps/details?id=com.melesta.coffeeshop, 26 February 2018. 15:15

Media also there is in Al- Qur'an Verse Al-Alaq: 3-5

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ﴿٣﴾ الَّذِىْ عَلَّمَ بِالْقَلَمِ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْۚ﴿٥﴾

" (3) Read ! And your Lord is the most Generous, (4) Who has taught man by kallam (5) He has taught man that which the new not"

In this verse tell about media, we can see that Allah describe in the learning process or the process transferring knowledge to humans start from don't know become knowing, it uses an intermediary in the form of a pen[25]

Sara's Cooking Party is a game which places the players in the kitchen. English is the language used in this game. The players must be patient to follow every instruction given in each menu. All of the instruction are in reading form. The platers have to understand it to play the game. They learn from to to chop garlic, chose some ingredients, bake a cake,,etc.

Sara's Cooking Party is a casual game in which you get to cook dozens of different recipes for all your friends to savor. In a similar way to other titles like the fantastic Cooking Mama, you need to grate cheese, chop vegetables, mix sauces, select ingredients, etc. And of course, each of these activities gets done in a small minigame.

Sara's Cooking Party has more than 40 different recipes, which can be unlocked as you go on playing and get more popular. Starting out you can make pizzas and not much else, but it's not long before you begin to master new recipes. In

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addition, all the recipes in the game are split into different types of cuisine: French, Japanese, Italian, Indian, American.

Once you finish preparing a dish you get to serve it at your friends' parties. By doing so, you gain more experience to move to the next level, while also attracting new followers for your character's cooking blog, which you can customize as you please.

Sara's Cooking Party game is offered by Spil Games. Here is the system requirement base on com.spilgames.SaraCookingParty: (1) License:Free; (2) Op System: Android; (3) Requires Android: 4.2, 4.2.2, and up: (4) Category: Casual; (5) Language:English; (6) Size: 76,21 MB[26]

From the explanation above the writer can conclude that Sara's Cooking Party is a highly entertaining cooking game with absolutely stunning visuals. A title that's appealing, educational, and attractive.

In other words, besides making the players as a professional chef, this game also help the players learn new vocabulary in cooking field through the caption in each step.

Step to play this game is as follows:

1. Firstly, we should have installed Sara's Cooking Party game application in our gadget

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[26] https://saras-cooking-party.en.uptodown.com/android, 21 February 2018, 15:55

2. Sign in into the game

3. Choose menu that will be cooked

4. After that you only follow the instruction the game to finish.

4. Strengths and Weaknesses of Teaching Students' English Vocabulary by Using Sara's Cooking Party

a.   Strenght of the Treatment

The stregths of the students treat using Sara's Cooking Party Game in enriching students' vocabulary were:

1) The student could remember and understand new vocabulary easily by playing the game. They derive the words' meaning easier using the visual aid provide in the game;

2) The game introduce them vocabulary which frequently used in daily activities, because there were a lot of new vocabulary they found in more than fifty recipes of the game;

3) The game give the students knowledge in cooking, such as new recipes and cooking teqniques. It made them understand how to make a plate of cake well, for instance;

4) It will fun and interesting that make them enjoy learning English. They used to be bored when learn English; however, being treate using Sara's Cooking Party game, it gave them such motivation to learn English.

Those statements could be a consideration in using Sara's Cooking Party game to enrich vocabulary. It provided a fun and effective learning.

b.   **Weaknesses of the Treatment**

The weaknesses of the studens treat using Sara's Cooking Party game in enriching their Vocabulary were:

1) Although Sara's Cooking Party game is interesting, once the students played the game, they would enjoy it so that they did not pay attention on the vocabulary very well.

2) The students will be to follow the instruction and bring a little bit of enthusiasm, so they must put some passion when cooking the meals in every level;

3) Sara's Cooking Party game is kind of Computer game and Android game, not every student has a Android to get acces to play the game at home.

4) The weaknesses using the game in teaching vocabulary could be contemplate in order to organize a better futher research.

B. Related Study

There are many studies done by undergraduete students of Faculty of Tarbiyah And Teacher Training English Department, State Islamic University of North Sumatera. Unfortunately, the writer did not find study focuses on English vocabulary for students by using this game or the same kind of this media. However, the writer found some studies about English vocabulary learning for student using media.

First, a study done by Saputro about the effectiveness of using motion picture in VCD "I can speak English" as a medium for teaching vocabulary at

elementary school. He found that the students' achievement in vocabulary improve after watching the video. So, motion picture in VCD were very effective media for teaching English vocabulary at elementary school.

Secondly, is a study done by Manikam about the use of Flash Game as a medium to improve students' vocabulary; she found that the vocabulary mastery achieve by the year seventh students of SMP 1 Kaliwungu have improve after they taught using Flash game as teaching aim.

From those previous studies, the writer could infer that the use of interesting media in teaching vocabulary could improve students' vocabulary. So, it could be my references doing my study. the writer would also use such kind of game which is Cooking Academy Game is Sara's Cooking Party to help students enrich their vocabulary, especially in cooking field.

C. Conceptual Framework

Vocabulary is an important issue in language learning and an essential component of second language (L2) proficiency. After a period during which grammar was perceived as center to language learning, many researchers and educators have now recognize the essential role of vocabulary in second language learning process. In his widely referred quotation, Wilkins emphasizes the importance of vocabulary as "without grammar very little can be conveye, without vocabulary nothing can be conveye" . Grammar is undoubtedly vital for successful and native-like language use, but not as much as vocabulary knowledge since it is the

words that help learners deliver the overall meaning. As a matter of fact, learners are also aware of the importance of vocabulary and, they don't carry around grammar books but dictionaries.

From the description above we can see that vocabulary is the key to the success of the ability of students to master a second language. Then in this case the teacher is very important role in the teaching of second language especially vocabulary. And certainly not just by asking what is meant by vocabulary but how students are able to enrich their vocabulary with an interesting media and able to make the imagination of students work, because with imagination then their memory is very helpful to remember what they have seen and read. And in this research Sara's Cooking Party is a media that will be used to enrich students vocabulary.

Sara Cooking Party is a game that in playing it we just follow the instructions, and all of instruction use english form. So students will easily be able to play this game and with the instruction that uses the English language will certainly be able to enrich students vocabulary.

D. Hypotesis

Ha: There is Sara's Cooking Party Game Strategy enrich students' English vocabulary.

Ho: There is no Sara's Cooking Party Game Strategy enrich students' English vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

A. The Location of Research

This research will be conducted at MAS Amaliyah Sunggal on Jl. Tani Asli, Tj. Gusta, Sunggal. Deli Serdang Regency.At 2nd grade of Senior High School in the academic year 2017-2018. This location is choosen because the writer found the problem of the research there, besides, the same research had never been conduct there.

B. Research Design

A method use in this research was a classroom action research. As a preservice teacher, the writer will be conduct a research by doing teaching and learning process in a classroom. According to my preliminary study, the writer determine the problem passe by the students in learning English, which was the difficulity in mastering English vocabulary. Thus, in this case, the research purpose was to enrich the students' English vocabulary dealing with cooking.

Action Research is a reflective process that aims to solve a particular teaching-learning problem that has identify. One of the aims of Action Research is to improve the teaching practice and in the long run the whole curriculum. In order to do action research it is necessary to carry out a rigorous study in which the problem has to be clearly specify, an action plan has to be describe and carry out, and finally an

evaluation has to be contemplate in order to show if the decisions taken were the adequate ones[27]

According to McNiff, Action Research is an approach to improving education through change, by encouring teacher to be aware of their own practice, to be critical of that practice, and to be prepare to change it[28]

An Action Research can also be done by undergraduate students. As Phillips and Car state that, by doing an action research project, students would become a teacher more equipped to thrive the writer a profesional environtment[29]. Phillips and Carr defined Action Research for preservive teachers(students who become teachers) is a process of learning with community to think and act critically to recognize and negotiate political systems, and to focus passing growing in one's identity as a teacher[30].

From the previous session, the writer could say that a Classroom Action Research is a kind of research done by an undergraduate student, a teacher or a team of teachers in a classroom to observe students' learning process in order to improve teaching process effectively.

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[27] Anne Burns, *Doing Action Research in English Language Teaching ; A Guide for Practitioners,* (New York: Routledge, 2010), p.5.

[28] McNiff, J, *Action Research: Principles and Practice*,(New York: Routledge, 2006),p. 4

[29] Phillips, D.K and K.Carr, *Becoming a Teacher through Action Research: Process, Context, and Self-study*,(New York: Routledge, 2010), p.2.

[30] *Ibid*, p.7.

1. **Classroom Action Research for Preservice Teacher**

In the previous session, the writer have state about the definition of classroom action research for preservice teacher. Phillips and Carr said that, many preservice teacher education programs include an inquiry project, capstone project, teaching improvement project, or some other experience could be frame as action research[31]. By doing classroom action research, preservice teacher would become a teacher more equip to thrive in a professional environtment where sometimes teachers may be undervaluate, underpower, and at times even silence by the culture of schooling.

A Classroom Action Research done by preservice teachers is a powerful way of being a teacher. Phillips and Carr stated that, the result of that action research is a beginning of a journey in becoming a teacher living the teaching/ research life to simultaneoustly improve teaching practice, student outcomes, and system of schooling to be more just and equitable for all children and adolescents[32].

While the term classroom action research is closely associated with intergrating practice and research, there are other forms of school based methodologies that support the same goal of improving one's teaching practice. The most appropriate framework for my action research according to the objective is integrated action.

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[31] Phillips, D.K and K.Carr, *Becoming a Teacher through Action Research: Process, Context, and Self-study*,(New York: Routledge, 2010), p.2.

[32] *Ibid*, p.17.

The following table by Phillips and Carr explains the detail of integrated action:

Table 3.1

Integrated Action by Phillips and Carr

Purpose	Methodology	Trustworthiness
To specifically "try out" a teaching method, practice,or approach in order to improve students learning, attit ude,or motivation	Identify the dilemma or concern. Devise and implement a plan or strategy to address the issue. Collect data to analyze the success of the plan or strategy. Consider what has been learned about teaching and learning.	Established through "Thick" description, triangulation of data sets, conclusion grounded in literature concerning the method implemented.

2. Stages in Classroom Action Research

According to Phillips and Carr, Action Research typically involves three broad phases in a cycle of research. Teaching and research are viewed as involving a countinous cycle or spiral of planning, implementing, and reflecting[33] The phases in doing a classroom action research are present in the following figure:

Implementation

Plan

Reflect
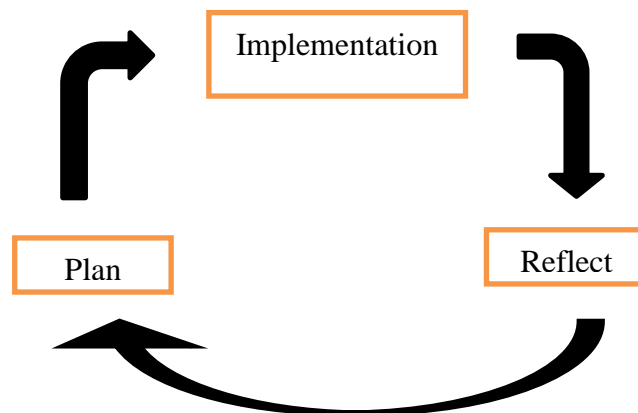
Figure 3.1

Cycle of Action Research by Phillips and Carr

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[33] *Ibid*, 42.

Since Phillips and Carr did not give a clear explanation of the three phases, so the writer take the explanation from According to Kemmis and McTaggart in Burns as follows:

a.   Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider: i) what kind of investigation is possible within the realities and constraints of your teaching situation; and ii) what potential improvements you think are possible

b. Action

The plan is a carefully consider one which involves some deliberate interventions into your teaching situation that you put into action over an agree period of time. The interventions are 'critically informed' as you question your assumptions about the current situation and plan new and alternative ways of doing things.

c. Observation

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involve. It is a data collection phase where you use 'open-eyed' and 'open-minded' tools to collect information about what is happening.

d. Reflection

At this point, a researcher reflect on, evaluates and describes the effects of the action in order to make sense of what has happened and to understand the issue he/she has explore more clearly. the writer may decide to do further cycles of action research to improve the situation even more, or to share the 'story' of research with other parts of ongoing professional development[34].

C. Subject of the Study

The subject of this study is the grade XI of MAS Amaliyah Sunggal on the academic year 2017/2018. There are three classes for 2nd grade in this school, it is class XI IPA -1, XI IPA-2 and XI IPS. The number of student in 2nd grade is 124 student. In this research I choose class XI IPA-2 as my sample of research.

The writer choose the 2nd grade students instead as the participants of the study because:

1. The writer considere that it was better to give students stimulus in learning vocabulary earlier, so that they would have a lot of practicing.

2. According to the teacher of MAS Amaliyah class, the students were lack of vocabulary. Moreover, they often used dictionary instead any strategies to find out the Indonesian meaning of vocabulary.

3. This study will be conducted to enrich students' English vocabulary dealing with cooking that has appropriate to the students of class need.

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[34] Anne Burns, *Doing Action Research in English Language Teaching ; A Guide for Practitioners,* (New York: Routledge, 2010), p.7-8.

Table 3.2

Population and Sample

(Source from the structure of the organization school)

Population and Sample	Class	Student	Total
Population	XI	124	124
Sample	XI IPA-2	43	43

Table 3.3

Gender of Sample

(Source from the structure of the organization school)

Gender	Class	Student
Male	XI IPA-2	25
Female	XI IPA-2	18
Total		43

D. Procedure of the Study

The procedure and the method of action research consisted of two cycles. And each cycle will be done on the plan that have planned before. Each cycle has been plan for three weeks. The first cycle consist of two meetings; first and second meeting. The second cycle consisted two meetings; three and four meeting. And before going to cycle, the researcher conducted an orientation test or pre test, so there

will be five meetings all together. And in the research will conduct on the action research method. In conducting the research, there are four steps that included such as; planning, action, observation and reflection. The stages of Kemmis and McTaggart model in action research can be seen as the following figure:
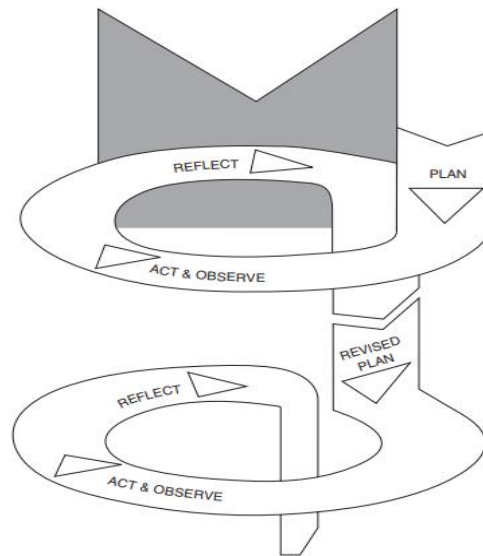
Figure 3.2 Kemmis and McTaggart model in action research

Cycle I

1. Planning

   In planning, issue or problem was identifies. Here, the writer determine what investigation would be used and what potential improvements would be achived.

   In the first phase of the research, the writer did the following step:

a) Firstly, the writer did apreliminary study in MAS Amaliyah Sunggal to observe what problems the students faced in learning English.

b) Arranging the lesson plan.

c) Preparing teaching material

d) Preparing question to ask the students to provide an appropriate caption of the given picture

e) Making test material

2. Action

In this session, the writer arrange the activities as follows:

a) Give a pre-test conduct in the beginning of the research. the perpose of this test has to check the students' knowledge about several vocabularies. the writer ask the students to provide an appropriate caption of the given pictures.

b) The writer ask the students' to disccuss some vocabularies dealing with cooking. By doing the discussion, it is easier to bring up the students to the materials given.

c) The writer introduce to the students about Sara's Cooking Party. Each student has one Android which the game instal in front of her/his (or the writer make a little group)

d) The writer give the demonstration how to play the game for the student.

e) The writer also explain about the caption of each picture that they must understand.

f) Each student ask to play the game and try to understand the available caption of each picture.

g) After doing all of activity above, the students were given the first quiz in order to measure the vocabularies they achive.

3. Observation

The observation is done to check:

a) The students' activity in Sara's Cooking Party

b) The students' response during the teaching and learning process

4. Reflecting

In this phase , the writer reflect on, evaluate, and describe the effect on the action in order to make sense of what happen and to understand the issues that explore more clearly.

Cycle II

1. Planning

a) Identify the problem and make the solution for the problem

b) Arranging lesson plan

c) Preparing the Post-test

2. Action

a) The students and the writer review and discuss what the students had in the previous meeting

b) The writer also give another explanation of other recipes evailable in the game.

c) The writer ask the students to work in pair. Each group had to discuss the four recipes of the menu available in the game.

d) The writer ask the students to give their opinion about the vocabularies and solve in the problem they face together.

e) After having all of the activities, The writer conduct post-test that would be compere with the pre-test to see whether there have an provent.

3. Observation

      The observation is done to check:

a) The students' activity in Sara's Cooking Party

b) The students' response during the teaching and learning process

c) The student's test

4. Reflecting

      In this phase , The writer reflect on, evaluate, and describe the effect on the action in order to make sense of what happen and to understand the issues that explore more clearly.

      According to the writer observation in this first and second activity, The writer evaluate and reflect the teaching and learning process include the students' behavior. There whave no serious problem during the activities. Since most of the students found no difficulty in learning vocabulary using the game, The writer has encourage to do two cycle research.

E. Procedure of Collecting Data

      Phillips and Carr stated that in classroom action research , data is collect via four methods: observation, interview, Documentation and Diary Note[35]. A complete data set contains data from each of these three categories. Based on Phillips and Carr, The writer collect data through:

1. Observation

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[35] Phillips, D.K and K.Carr, *Becoming a Teacher through Action Research: Process, Context, and Self-study*,(New York: Routledge, 2010), p.77.

In observation, as a student-teacher-researcher, The writer criticaly and deliberately watch as a participant in the classroom. By observing, The writer recognize that 'live action' provide powerful insights. In this step, The writer note the students' participation and attitude during the teaching and learning process.

2. Interview

The interview was to inquire, to ask questions of the students, and to listen to colleagues, mentor-teacher, and other connected with the research in order to hear another side, versuion, or angle of the teaching and learning process the writer did.

3. Documentation

The writer used a camera to collect all the data. Camera used to take a picture of the students and the teacher while teaching and learning process.

4. Diary Note

Diary note was used to write down the situation when teaching and learning process. The diary notes are useful for knowing all students' activities, students'difficult, and students interest during the teaching and learning process.

F. Instrument for Collecting Data

The instruments which used in this research is tests including pre-test, and post-test..

1. Tests

In this research, The writer constructed some kinds of test. They are pre-test, and post-test. The first test is pre-test which were given to the students in the beginning of collecting data. Since the participants of the study were the fourty three of student in XI IPA-2 MAS Amaliyah, the pre-test was to measure how far student

understand the English vocabulary. The test conduct in a class that students are not allow to use any dictionary nor ask their friends.

After doing a teaching and learning process which include a treatment given to students, which is using the Sara's Cooking Party game in enriching students' English vocabulary, The writer giving a post-test for the student. It is giving in order to find whether there an improvement in their achievement on English vocabulary or not after giving the treatment.

G. Technique of Data Analysis

The data obtain during this research has analys. Phillips and Carr mention that the data collect should be organize and than to be engage in data interpretation to bring them into a confluence of learning and transformation[36].

After gathering the data, The writer analys them qualitatively and quantitatively, According to Phillips and Carr, one of some ways in organizing and analyzing qualitative data is by creating a chart: while the qualitative data is by calculating numerical measures of central tendency such as mean, median, and mode[37]. It is critical that the data are analyzed and interpreted in a way that aligns with the nature of teacher research. In other words, all of the numerical forms support the qualitative one. The qualitative data of this research were from Observation, Interview, Documentation and Diary Note while the quantitative data from pre-test, and post-test.

1. Pre-test and Post-test Analysis

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[36] *Ibid*, p.101.
[37] *Ibid*, p.118

The process of doing pre-test and post-test has analys. There are 10 item in each test. The writer analys how many of the verb and the noun the students' understand. The easiest and the most difficult item the students found and also interpret. The analysis support by the students' answer sheets. Since the students ask to provide an appropriate caption of the given pictures, there are proximity accuracy in giving score. Each item of the test has count using the following rubric:

Assesment Rubric for Pre-test and Post-test

Criteria	Correct	Incorrect
Vocabulary		
1. Verb	5	0
2. Noun	5	0

According to the rubric, the score has calculate as follows:

Score $\qquad : \dfrac{score\ per\ item\ x\ 10\ items}{100} = 100$

$$maximum\ score : \dfrac{10\ x\ 10}{100} = 100$$

2. Enrichment of the Students' Vocabulary

The enrichment of the students' vocabulary could be seen by the students' better understanding of new words. It could be proven by the supporting data which are their pre-test score and their post-test score. Then, The writer measure whether there an improvement from pre-test to post-test using this formula:

$$M = \frac{\Sigma x}{N}$$

Where:

M: The mean of the students

Σx: The total score of students

N: The number of the students

The researcher got the score from two cycles. The mean of the score from cycle I was compared with the mean of cycle II. It was used to know how far the progress of students in this research.

To calculate the percentage of students' score who passed minimum score achievement/ KKM (75) using this formula:

$$P = \frac{R}{T} \text{ x } 100\%$$

Where : P = The percentage of those who get the points up to 75

R = The number of the students who get the points up to 75

T = The total number of the students.

According to the result and the observation, The writer analys and interprete how the student entich their vocabulary using the Sara's Cooking Party.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The data in the research were analysed qualitative and quantitative data. The quantitative data were from Test. And the Qualitative data were from Observation, Interview, Documentation and Diary Note. The data were taken only from one class. The class was grade XI IPA-2 Mas Amaliyah Sunggal and the calss consist of 43 students.

The method used was classroom action research. It was conducted to enrich the students' English Vocabulary dealing with cooking. The research was done in two cycle. The research was conducted in 5 meetings which were divided into pre-test, activity one , post-test one, activity two,and post-test two .

1. The Quantitative Data

The quantitative data were from the score of students' test. The enrichment of students' English vocabulary by using Sara's Cooking Party Game Media can be seen from the mean of students' score in pre-test, post-test in cycle I and post-test in cycle II. The result of the students' score could be seen in the following table :

Table 4.1 The students' score during Cycle I (Pre-test and Post-test I)
and Cycle II (Post-test II)

No	The Initials of Student	SCORE		
		CYCLE I		CYCLE II
		Pre-Test	Post-Test I	Post-Test II
1.	ALR	45	65	75
2.	ADS	50	70	80
3.	AL (1)	75	85	95
4.	AL (2)	35	75	80
5.	A	45	65	80
6.	AC	55	75	85
7.	AS	60	80	85
8.	AR	25	65	80
9.	CR	50	75	85
10.	DM (1)	40	80	85
11.	DM (2)	35	65	75
12.	DM (3)	25	70	80
13.	DI	50	80	70
14.	DW	45	75	75
15.	FF	45	75	70
16.	FLA	40	70	75
17.	GP	25	65	75
18.	IYH	35	75	75
19.	IP	40	75	75

20.	IM	25	60	75
21.	K	55	80	85
22.	MRR	60	80	75
23.	MA	25	70	85
24.	MP	75	85	90
25.	MZ	55	70	85
26.	MVA (1)	60	75	85
27.	MVA (2)	65	75	80
28.	MRP	50	70	80
29.	NH (1)	60	70	80
30.	NH (2)	60	65	75
31.	NO	56	75	75
32.	PI	25	60	70
33.	RFD	45	70	75
34.	RS	50	70	85
35.	RP	35	75	85
36.	RF	40	65	80
37.	RR	60	80	85
38.	RA	60	75	80
39.	RV	65	80	85
40.	SP	70	85	95
41.	SA	45	70	75
42.	SG	40	70	80

43.	W	40	70	85
Total		2.050	3.130	3.450
Mean		47.67	72.79	93.02

Based on the table above, the mean of the students' score showed the enrichment continuosly pre-test until post test of the second cycles. To know the mean of students' scores could be seen in the following formula :

$$M = \frac{\Sigma x}{N}$$

In the pre-test, the total of students' score was 2.050 and the total of students who took the test was 43. So, mean of the students' score was :

$$M = \frac{2.050}{43}$$

$$= 47.67$$

Based on the analysis above, the students' ability in mastering vocabulary was still low. The mean of the students was 47.67. The number of students who were competent to write the appropriate caption of the picture was calculated by applying the following formula:

$$P = \frac{R}{T} \text{ x } 100 \text{ \%}$$

$$P_1 = \frac{2}{43} \text{ x } 100 \text{ \%} = 4.65 \text{ \%} \text{ and}$$

$$P_2 = \frac{41}{43} \text{ x } 100 \text{ \%} = 95.34 \text{ \%}$$

Table 4.2 The Precentage of the students' Score in Pre-Test of the First Cycle

	Criteria	Total Students	Precentage
P1	Passed	2	4.65 %
P2	Failed	41	95.34 %
TOTAL		43	100 %

Based on the table analysis above, the students' ability in mastering vocabulary especially in write the appropriate caption of the picture was low. It can be seen from the mean of students was 47.67. The percentage of students' score was 2 students got passed score up to 75 or it was only 4.65 %. On the other hand, 41 students got failed score up to 75 or it was 95.34%. It can be classified the students' ability of mastering vocabulary especially in write the appropriate caption of the picture were low when doing action research in pre-test. So, post test continued in the first cycle.

In the post-test I in Cycle I, the total of students' score was 3.130 and total of students' who took the test was 43 students. So, mean of the students' score was:

$$M = \frac{3.130}{43}$$

$$= 72.79$$

Based on the analysis above, the students' ability in mastering vocabulary especially in write the appropriate caption of the picture was still medium but still was not reached KKM score. The mean of the students was 72,79. The number of students who were competent at writing spoof text was calculated by applying the following formula:

$$P = \frac{R}{T} \text{ x } 100 \text{ \%}$$

$$P_1 = \frac{21}{43} \text{ x } 100 \text{ \%} = 48.83 \text{ \% and}$$

$$P_2 = \frac{22}{43} \text{ x } 100 \text{ \%} = 51.16 \text{ \%}$$

Table 4.3 The Precentage of the students' Score in Post-Test of the First Cycle

	Criteria	Total Students	Precentage
P1	Passed	21	48.83 %
P2	Failed	22	51.16 %
TOTAL		43	100 %

Based on the table analysis above, the students' ability mastering vocabulary especially in write the appropriate caption of the picture was still medium but still was not reached KKM score.. It can be seen from the mean of students was 72.79. The percentage of students' score was 21 students got passed score up to 75 or it was only 48.83 %. On the other hand, 22 students got failed score up to 75 or it was 51.16%. it can be classified the students' ability mastering vocabulary especially in

write the appropriate caption of the picture was still medium but still was not reached KKM score when doing action research in post-test one. So, post test continued in the second cycle.

In the post-test II in Cycle II, the total of students' score was 3.450 and total of students' who took the test was 43. So, mean of the students' score was :

$$M = \frac{3.450}{43}$$

$$= 80.23$$

Based on the analysis above, the students' ability in mastering vocabulary especially in write the appropriate caption of the picture was enrich. It can be seen from the mean of the students was 80.23. The number of students who were competent in mastering vocabulary especially in write the appropriate caption of the picture was calculated by applying the following formula :

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{40}{43} \times 100 \% = 93.02 \% \text{ and}$$

$$P_2 = \frac{3}{43} \times 100 \% = 6.97 \%$$

Table 4.4 The Precentage of the students' Score in Post-Test of Cycle II

	Criteria	Total Students	Precentage
P1	Passed	40	9.02 %
P2	Failed	3	6.97 %
TOTAL		43	100 %

Based on the table analysis above, the students' ability in mastering vocabulary especially in write the appropriate caption of the picture was enrich. It can be seen from the mean of the students was 80.23. The percentage of students' score was 40 students got passed score up to 75 it was 93.02%. In the other hand, just 3 students got failed score up to 75 or it was 6.97 %. It can be concluded that the students ability in mastering vocabulary especially in write the appropriate caption of the picture was enriched. So, post test of the second cycle was categorized passed.

Table 4.5 Data Analysis of the students' score in Pre-Test, Post-Test,

of the first and the second Cycle.

NO	Initial of Students Name	CYCLE I				CYCLE II	
		PRE-TEST	Criteria Passed (>75)	POST-TEST I	Criteria Passed (>75)	POST-TEST II	Criteria Passed (>75)
1.	ALR	45	Failed	65	Failed	75	Passed
2.	ADS	50	Failed	70	Failed	80	Passed
3.	AL(1)	75	Passed	85	Passed	95	Passed

4.	AL(2)	35	Failed	75	Passed	80	Passed
5.	A	45	Failed	65	Failed	80	Passed
6.	AC	55	Failed	75	Passed	85	Passed
7.	AL	60	Failed	80	Passed	85	Passed
8.	AR	25	Failed	65	Failed	80	Passed
9.	CR	50	Failed	75	Passed	85	Passed
10.	DM(1)	40	Failed	80	Passed	85	Passed
11.	DM(2)	35	Failed	65	Failed	75	Passed
12.	DM(3)	25	Failed	70	Failed	80	Passed
13.	DI	50	Failed	80	Passed	70	Failed
14.	DW	45	Failed	75	Passed	75	Passed
15.	FF	45	Failed	75	Passed	70	Failed
16.	FLA	40	Failed	70	Failed	75	Passed
17.	GP	25	Failed	65	Failed	75	Passed
18.	IYH	35	Failed	75	Passed	75	Passed
19.	IP	40	Failed	75	Passed	75	Passed
20.	IM	25	Failed	60	Failed	75	Passed
21.	K	55	Failed	80	Passed	85	Passed
22.	MRR	60	Failed	80	Passed	75	Passed
23.	MA	25	Failed	70	Failed	85	Passed
24.	MP	75	Passed	85	Passed	90	Passed
25.	MZ	55	Failed	70	Failed	85	Passed
26.	MVA (1)	60	Failed	75	Passed	85	Passed

27.	MVA(2)	65	Failed	75	Passed	80	Passed
28.	MRP	50	Failed	70	Failed	80	Passed
29.	NH(1)	60	Failed	70	Failed	80	Passed
30.	NH(2)	60	Failed	65	Failed	75	Passed
31.	NO	56	Failed	75	Passed	75	Passed
32.	PI	25	Failed	60	Failed	70	Failed
33.	RFD	45	Failed	70	Failed	75	Passed
34.	RS	50	Failed	70	Failed	85	Passed
35.	RP	35	Failed	75	Passed	85	Passed
36.	RF	40	Failed	65	Failed	80	Passed
37.	RR	60	Failed	80	Passed	85	Passed
38.	RA	60	Failed	75	Passed	80	Passed
39.	RV	65	Failed	80	Passed	85	Passed
40.	SP	70	Failed	85	Passed	95	Passed
41.	SA	45	Failed	70	Failed	75	Passed
42.	SG	40	Failed	70	Failed	80	Passed
43.	W	40	Failed	70	Failed	85	Passed
TOTAL		2.050		3.130		3.450	
MEAN		47.67		72.79		80.23	

Based on the result of analysis showed that there was a Sara's Cooking Party Game enriched Student English vocabulary especially in cooking field. It is showed from the mean of pre-test was 47.67, the mean of post-test in the first cycle was 72.79, and the mean of post-test in the second cycle was 80.23.

Table 4.6 The Percentge of the Sara's Cooking Party Game Media To Enrich Students' English Vocabulary in the First and the Second Cycle

MEETING			THE STUDENTS' WHO GOT UP TO 75	PERCENTAGE
Cycle I		Pre-Test	2	4.65 %
		Post-Test	21	48.83 %
Cycle II		Post-Test	40	93.20 %

Based on the table above the result showed the improvement of students' score from pre-test, post-test I and post-test II. In the pre-test, there were 2 of 43 students who got score ≥ 75 (4.65%). In the post-test I, there were 21 of 43 students who got score ≥ 75 (48.83%). The percentage of the improvement scores from pre-test to post-test I were 44.18%. In the post-test II, there were 40 of 43students who got score ≥ 75 (93.20%). The percentage of the improvement scores from post test I to post- test II were 44.37 %.

2. The Qualitative Data

The qualitative data were taken from observation, interview, documentation and diary note.

a. Observation

Observation was used to identified all condidition that happen during teaching and learning process by using Sara's Cooking Party Game as a teaching media. The situation of the class was good enough, the researcher found that some of

the students active during teaching learning process, since the students paid their attention to the teacher explanation and instruction. There are some of students confused in write the appropriate caption of the picture and some not pay attention and made noise when teaching and learning process which made the students focused in write the appropriate caption of the picture. (can be see in Appendix).

b. Interview

Interview was done to the students and the teacher before implementating Classroom Action Research (CAR). The first interview to the teacher about the learning process in the class especially in mastering vocabulary. The teacher stated that there are some of students has good vocabulary in writing or speaking. But some of them also have difficulties in vocabulary especially to writing and speaking too. Because their score were very low when they were asked to speak and write but actually their understand when the teacher teaching with used speak English . The researher also interviewed the students about their difficulties in mastering vocabulary. The students stated that their English teacher use conventional way in delivering learning materials. The teacher often used Grammar Translation Method, so make the students need a Dictionary to understand what the teacher said and know the meaning of their book, they do not know how to start writing or speaking, and the students are afraid to making errors because they have little vocabulary of english.

The second interview was done after using Sara's Cooking Party Game in teaching vocabulary to the English teacher. The teacher stated that Sara's Cooking Party Game is interesting way to enrich students' English vocabulary especially in

writing because this media make the students writing easier and make the students active than before. (can be see in Appendix).

c. Documentation

The researcher use a camera to collect all the data. Camera used to take a picture of the students and the teacher while teaching and learning process. (The documentation can be see in Appendix).

d. Diary Note

The diary notes are useful for knowing all students' activities, students' difficult, and students interest during the teaching and learning process by using Sara's Cooking Party Game Media. After explaining the use of Sara's Cooking Party Game Media in teaching vocabulary, they were active, interested, and serious in learning English. In this research, students showed a good improvement in English vocabulary. It can be seen that the students pay more attention when the writer explained the lesson. (can be see in Appendix).

B. Discussion

Vocabulary is a key for students can be mastering four skill in English. It is proven by from the low scores at the beginning of research. Sara's Cooking Party Game is a media can helps the student to learning English more fun especially in enrich students' vocabulary. Sara's Cooking Paty Game just not be a fun media to teaching especially in vocabulary but also make a student understand the meaning of vocabulary without used the Dictionary.

Based on the quantitative data, the result of research was indicated that there were enriched on the students'english vocabulary by using Sara's Cooking Party. It was proved by the data; the students' score in pre-test, the lowest score was 25 point and the highest one was 75 point; the students' score in post-test I, the lowest score was 60 and the highest one was 85; the students' score in post-test II, the lowest score was 70 and the highest one was 95. In the pre-test, there were 4.65% (2 of 43 students) who got score $\geq$ 75. In the post-test I, there were 4883% (21 of 43 students) who got score $\geq$ 75. The percentage of the improvement scores from pre-test to post-test I were 44.18%. In the post-test II, there were 93.02% (40 of 43 students) who got score $\geq$ 75. The percentage of the improvement scores from post test I to post- test II were 44.18 %.

Based on the qualitative data from observation, interview, documentation, diary note and also showed the students' vocabulary enriched in using Sara's Cooking Party Game Media. All of these data was indicated the students gave a good attitude and response during teaching learning process. The students were also more interested to used Sara's Cooking Party Game as a media to learning process especially in vocabulary.

In this research, the students' score enrich and the students were more serious to learn. The students' attitude changed after the writer using Sara's Cooking Party . Sara's Cooking Party game as a teaching media making the teaching learning process interesting and meaningful. Most of students were able to improve their score. As the result above, Sara's Cooking Party game can enrich the students English vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter consists of two subchapters. They are conclusions and suggestions. The conclusion were drawn from the result of analysis, findings and discussion conducted in the previous chapter of this study. Thesuggestions were given based on the findings of the analysis.

A. Conclusion

After conducting the research, there were two points which could be taken as the conclusions, they were:

1. According to data analysis, It was proved by the data; the students' score in pre-test, the lowest score was 25 point and the highest one was 75 point; the students' score in post-test I, the lowest score was 60 and the highest one was 85; the students' score in post-test II, the lowest score was 70 and the highest one was 95. In the pre-test, there were 4.65% (2 of 43 students) who got score $\geq$ 75. In the post-test I, there were 48.83% (21 of 43 students) who got score $\geq$ 75. The percentage of the enrichment scores from pre-test to post-test I were 44.18%. In the post-test II, there were 93.02% (40 of 43 students) who got score $\geq$ 75. The percentage of the enrichment scores from post test I to post- test II were 44.18 %. So, it could be concluded that there was an improvement in Students' English vocabulary that were taught using Sara's Cooking Party game.

2. The Sara's Cooking Party game enriched the students' English vocabulary dealing with cooking. By applying the game, the students' could understand and remember new vocabulary easily. They could play the game while learning vocabulary. It was helpful, fun and interesting. They could also learn new vocabulary stimulated by visual pictures and play cooking menus step by step, following every instruction provided.

B. Suggestion

Based on the findings and discussion of this study, the following suggestions could be taken for English teaching and learning to enrich students' vocabulary;

1. Sara's Cooking Party game is recommended to be applied as one of media to teach vocabulary for Senior High School students. However, it will be better if it is practiced once in a week. So, it will not disturb the learning of other English Materials;

2. Hopefully, the findings in this study will be usefull for the readers. The writer expect that the readers will have more information about the use of Sara's Cooking Party game enriches the students' vocabulary dealing with cooking;

3. In addition, The writer hope that this research could also be one of the references for futher research dealing with vocabulary.

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APPENDIX I

LESSON PLAN

School : **MAS. Amaliyah**

Class/Semester : **XI-IPA I/ 2**

Subject/Skill : **English/ Reading**

Topic : **Finding New Vocabulary**

Time Duration : **2 x 45 minutes**

Meeting : **1ˢᵗmeeting**

Standar Competency:

Berkomunikasi dengan bahasa Inggris setara Level Intermediate

Basic Competency :

Memahami monolog yang mucul pada situasi kerja tertentu

Indicators :

1. Student are able to identify cooking English words dealing with preparing.

2. Student are able to identify cooking English words dealing with processing.

3. Student are able to identify cooking English words dealing with serving.

Learning Objectives :

85% of the students are able to:

1. identify cooking English words dealing with preparing.

2. identify cooking English words dealing with processing.

3. identify cooking English words dealing with serving.

Source :

1. Handphones

2. Sara's Cooking Party game

Media :

Sara's Cooking Party game

Materials :

1. English cooking vocabulary in Cooking Academy game

2. The menu should the student read are:

   ➢ Quiche Lorraine

Method :

1. Question and Answer

2. Explanation

3. Discussion

4. Exercise

Activities in Teaching and Learning Process :

First Meeting (1x 45 minute)

➢ **BkoF (Building knowledge of Text)**

   1. Students are greeted by teacher.

   2. Students' attendance is checked.

   3. Students listen and pay attention to the introduction of the material given   by

      teacher.

➢ **MoT (Modeling of Text)**

4. Students are introduced about Sara's Cooking Party

5. Students are explained how to play the game.

6. Students are given a demonstration to play the game.

➢ **ICoT (Independen Construction of Text)**

7. Students are asked to play the game individually.

8. Students are also asked to understand each of the caption.

9. Students are asked to identify new vocabularies individually.

10. Students are asked to guess the meaning of the words based on the pictures.

Second Meeting (1x 45 minutes)

➢ **MoT (Modeling of Text)**

1. Students and Teacher discuss about the last game they played.

2. Students and teacher review about the words they have studied.

3. Students are given an opportunity to ask about everything related to the material given before contuining to the next materials.

➢ **ICoT (Independen Construction of Text)**

4. Students are asked to play the game individually (cook another menu from the first meeting)

5. Students are also asked to understand each of the captions.

6. Students are asked to identify new vocabularies individually.

7. Students are asked to guess the meaning of the words based on the pictures.

8. Students are given a quiz to measure their understanding of the new vocabularies.

Assessment   :

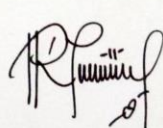| NO	Indicators	Technique	Types	Example
1.	Student are able to identify cooking English words dealing with preparing.	Written test	Reading	Find new vocabulary in the game.
2.	Students are able to identify cooking English words dealing with processing.	Written test	Reading	Provide an appropriate caption of the following pictures.
3.	Students are able to identify cooking English words dealing with serving.	Written test	Reading	Fill the blank with the appropriate words dealing with serving.

Assessment Rubric   :

1. Pre test and Post test

Criteria	Correct	Incorrect
Vocabulary		
3. Verb	5	0
4. Noun	5	0

Score $: \dfrac{\text{score per item } x \text{ 10 items}}{100} = 100$

Maximum Score $: \dfrac{10 \, x \, 10}{100} \;=\; 100$

Medan, June 6 2018

Approved by,

Head & Master   English Teacher   Researcher

Jufri Effendi, S. Pd. I., M.Pd   Ahmad Japar, S.Pd   Roziyana Anggreni

NIP. 197206012007011041   NIM. 34.14.3.102

LESSON PLAN

School   : **MAS. Amaliyah**

Class/Semester : **XI-IPA I/ 2**

Subject/Skill   : **English/ Reading**

Topic   : **Finding New Vocabulary**

Time Duration   : **2 x 45 minutes**

Meeting   : **2nd meeting**

Standar Competency:

Berkomunikasi dengan bahasa Inggris setara Level Intermediate

Basic Competency   :

Memahami monolog yang mucul pada situasi kerja tertentu

Indicators   :

1. Student are able to identify cooking English words dealing with preparing.

2. Student are able to identify cooking English words dealing with processing.

3. Student are able to identify cooking English words dealing with serving.

Learning Objectives   :

85% of the students are able to:

1. identify cooking English words dealing with preparing.

2. identify cooking English words dealing with processing.

3. identify cooking English words dealing with serving

Source :

1. Handphones

2. Sara's Cooking Party game

Media :

Sara's Cooking Party game

Materials :

1. English cooking vocabulary in Cooking Academy game

2. The menu should the student read are:

   ➢ Raspberry Cake

Method :

5. Question and Answer

6. Explanation

7. Discussion

8. Exercise

Activities in Teaching and Learning Process :

First Meeting (1x 45 minute)

➢ **BkoF (Building knowledge of Text)**

1. Students are greeted by teacher.

2. Students' attendance is checked.

3. Students listen and pay attention to the introduction of the material given   by

   teacher.

➤ **MoT (Modeling of Text)**

4. Students and teacher review about the words they played.

5. Students and teacher review about the words they have studied.

6. Students are given an apportunity to ask about everything related to the material given before contuining to the next materials.

➤ **JCoT (Joint Construction of Text)**

7. Students are asked to play the game in pair.

8. Students are also asked to understand each of the caption.

9. Students are asked to identify new vocabularies in pair.

10. Students are asked to guess the meaning of the words based on the pictures.

Second Meeting (1x 45 minutes)

➤ **MoT (Modeling of Text)**

1. Students and Teacher discuss about the last game they played.

2. Students and teacher review about the words they have studied.

3. Students are given an opportunity to ask about everything related to the material given before contuining to the next materials.

➤ **JCoT (Joint Construction of Text)**

4. Students are asked to play the game individually (cook another menu from the first meeting)

5. Students are also asked to understand each of the captions.

6. Students are asked to identify new vocabularies individually.

7. Students are asked to guess the meaning of the words based on the pictures.

8. Students are given a quiz to measure their understanding of the new vocabularies.

Assessment :

NO	Indicators	Technique	Types	Example
1.	Student are able to identify cooking English words dealing with preparing.	Written test	Reading	Find new vocabulary in the game.
2.	Students are able to identify cooking English words dealing with processing.	Written test	Reading	Provide an appropriate caption of the following pictures.
3.	Students are able to identify cooking English words dealing with serving.	Written test	Reading	Fill the blank with the appropriate words dealing with serving.

Assessment Rubric :

2. Pre test and Post test

Criteria	Correct	Incorrect
Vocabulary		
1. Verb	5	0
2. Noun	5	0

Score $\qquad : \dfrac{score\ per\ item\ x\ 10\ items}{100} = 100$
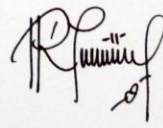
Maximum Score $\quad : \dfrac{10\ x\ 10}{100} = 100$

Medan, June 6 2018

Approved by,

Head & Master

English Teacher   Researcher

Jufri Effendi, S. Pd. I., M.Pd

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NIM. 34.14.3.102

APPENDIX II   TREATMENT I

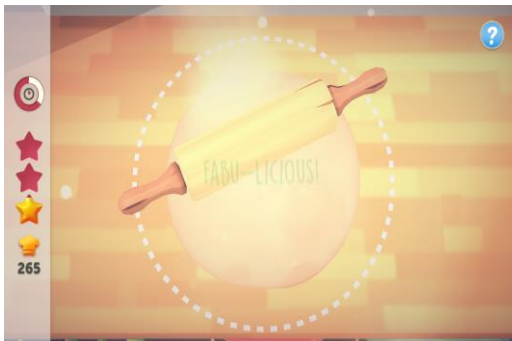(QUICHE LORRAINE)

1. Gether the required ingredients

2. Mix the pastry dough
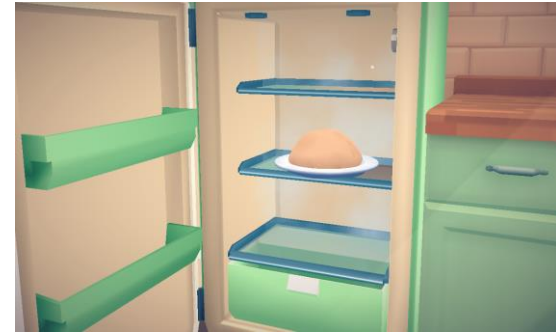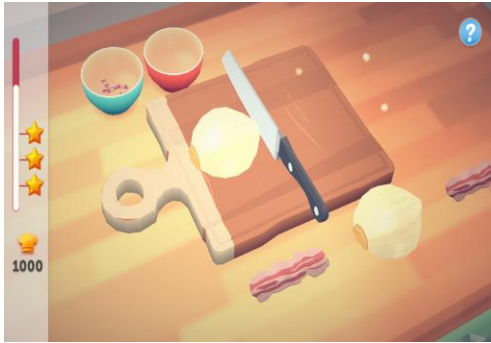

3. Refrigerate the pastry Dough
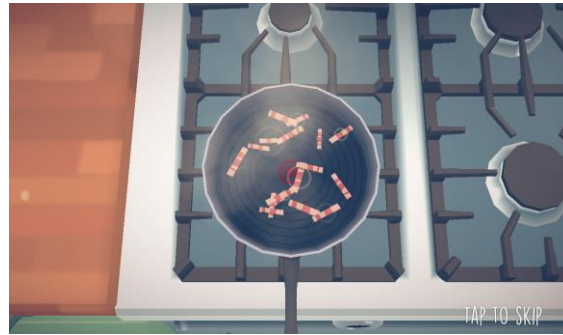

4. Roll the pastry dough

5. Bake the Pastry Dough

6. Whisk the eggs

7. Chop the Meat and the Onion

8. Fry the Meat

9. Grate the Cheese

10. Make the Filling

11 Add the Filling to the Pastry

12. Bake the Quiche Lorraaine

TREATMENT II

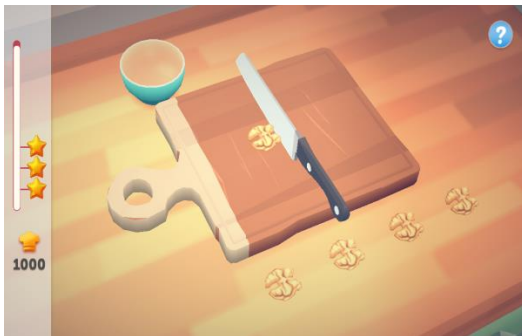(CHOCOLATE RASPBERRY CAKE)

1. Gether the required Inggredients

2. Make the cocoa mixture

3. Melt the Chocolate

4. Chop the Welnuts

5. Make the Chocolate Batter

6. Bake the cake

7. Make the Chocolate ganache

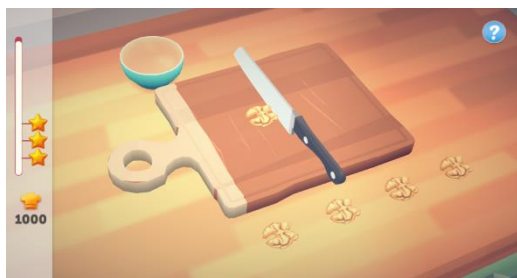8. Add ganache and Raspberry to the cake

9. Start Party

APPENDIX III   **POST-TEST I**   Name   :_____

_____   Class   :_____

Provide an appropriate caption of the following pictures.

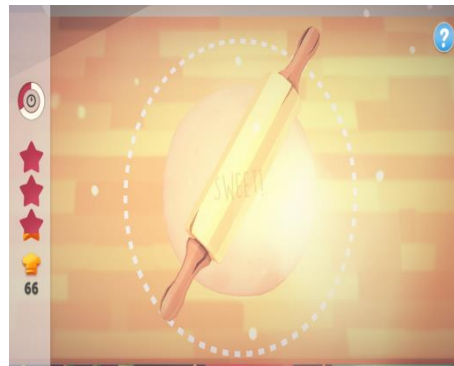For example   :

Answer : **Chop the Walnuts !**

(Strawberry Tart)

1.   _____   2._____   3. _____   4. _____

5. _____

6. _____

7._____

8._____

9,_____

10._____

POST-TEST II   Name   :_____

Class   :_____

Provide an appropriate caption of the following pictures.

For example   :
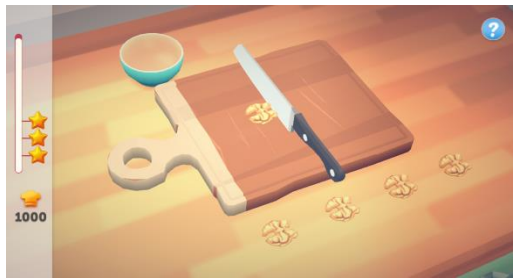
Answer : **Chop the Walnuts !**
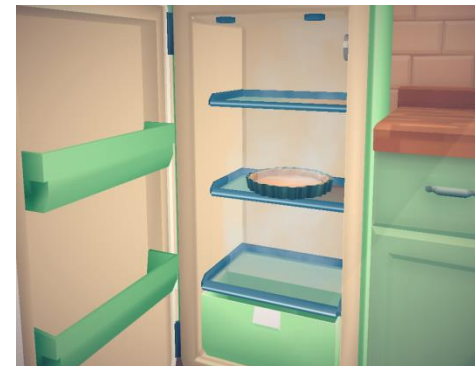
(Tropical Coconut Cake)
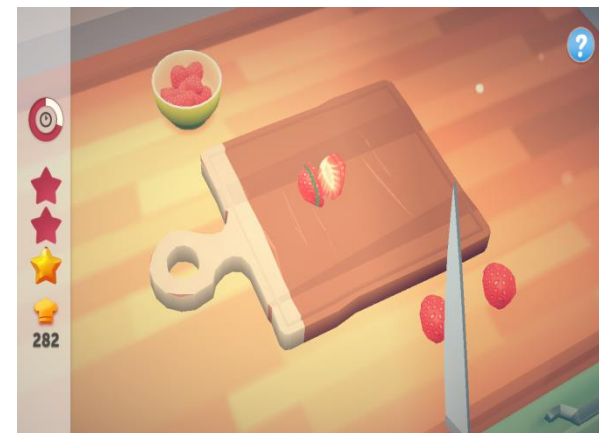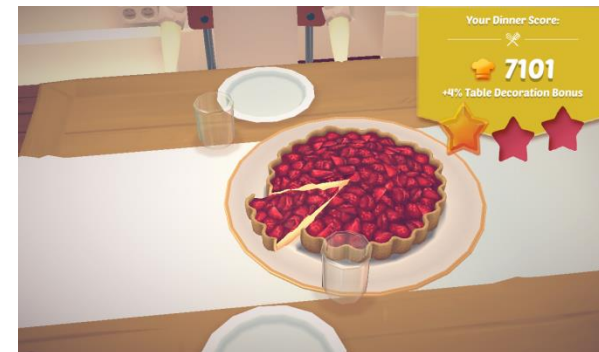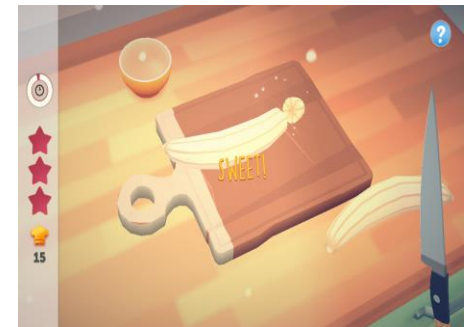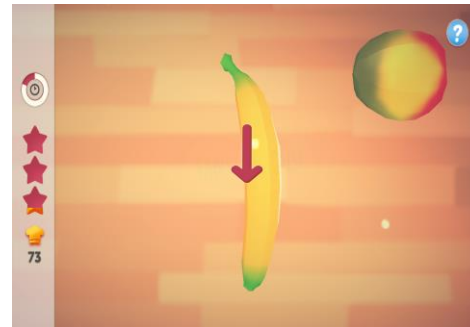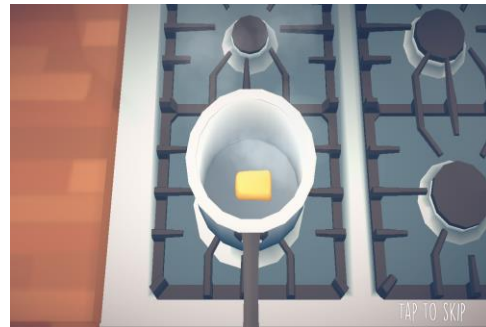

1._____   2. _____   3. _____   4._____
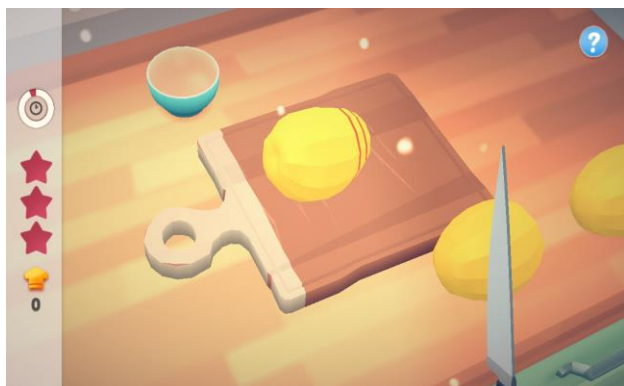
5._____

6. _____

7. _____

8. _____

9. _____

10. _____

APPENDIX   IV Key Answer   (**Key Answer Pre-Test and Post-Test I**)

(Strawberry Tart)

2.   Gather the Required Ingredients   2.Make the Pastry   3. Roll the Pastry   4. Refrigerate the Pastry
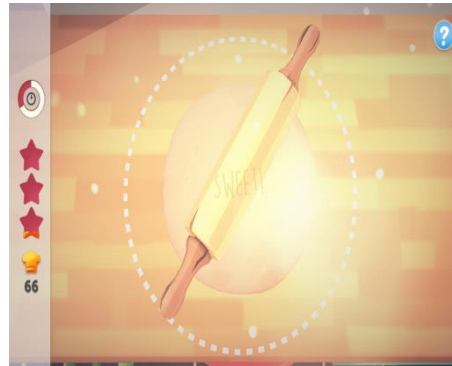
5. Bake the Crust   6. Make the Filling   7.Slice the Strawberry
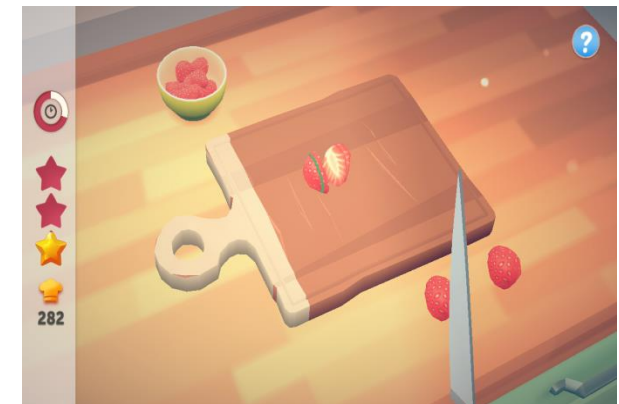
8. Add the Filling and Strawberries to the tart   9. Refrigerate the Strawberry Tart   10. Start Party
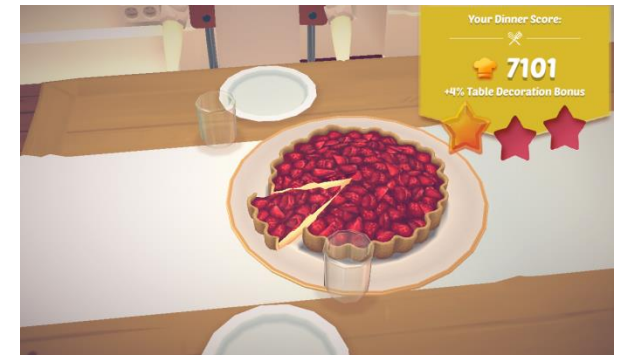
(Key Answer Post- Test II)

(Tropical Coconut Cake)

1.Gather the required ingredients
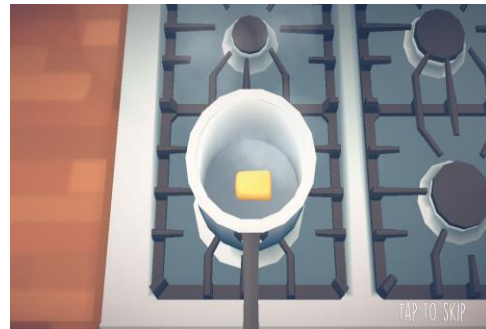
2. Melt the Butter
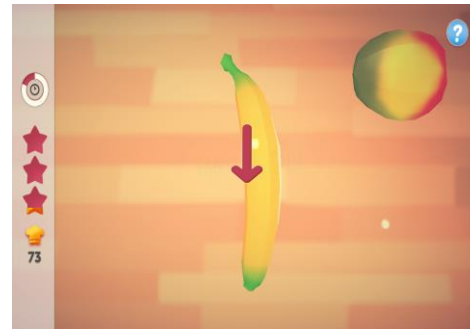
3. Peel the Banana and Manggo
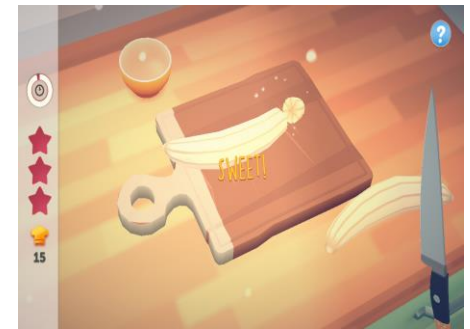
4.Slice the Banana

5.Slice the Manggo

6. Mash the Fruits into pulp

7. Whisk the Eggs

8. Make the Dough

9. Bake the Cake

10. Garnish with passion fruit

APPENDIX V

STUDENTS ANSWER SHEET

PRE-TEST

Name : Amran Cabis

Class : X1 IPA 2

Provide an appropriate caption of the following pictures

For example :

Answer : _Chop the Walnuts !_

$$\frac{75 \times 10}{100} = 7.5$$

(Strawberry Tart)

1. Prepare the ~~Mixing Machine~~ Material ⑤

2. Mate the Pastry ⑤

3. Roll the ~~Components~~ the Paste ⑤

4. Refrigerate the Pastry ⑤

5. __Bake the Pastry__

6. __Make the filling__

7. __Slice the Strawberry__

8. __Add the tart with strawberry__

9. __Refrigerate the strawberry tart__

10. __Serve pastry__

POST-TEST 1

Name : Amran Lubis

Class : XI IPA 2

Provide an appropriate caption of the following pictures.

For example :

Answer : _Chop the Walnuts !_

$$\frac{85 \times 100}{100} = 85$$

(Strawberry Tart)

1. Prepare the material

2. Make the pastry

3. Put the Pastry

4. Refrigerate the pastry

5. ____ Bake ___ the ___ pastry _____ 5

6. ____ Make ___ the ___ filling ____ 5 ____ 5

7. ____ Slice ___ the ___ strawberry ____ 5 ____ 5

8. Add the ___ filling and strawberry ___ to the ___ tart ____ 5 ⑤

9. ____ Refrigerate ___ the ___ strawberry tart ____ 5 ____ 5

10. _____ tart ___ 10 ⑩

POST-TEST II

Name : Imran Lubis

Class : XI IPA 2

Provide an appropriate caption of the following pictures.

For example :

Answer : _Chop the Walnuts_ !

$$\frac{95 \times 100}{100} = 95$$

(Tropical Coconut Cake)

1. _Gather the required Ingredients_ 5

2. _Melt the butter_ 5

3. _Peel the Banana and Mango_ 5

4. _Slice the banana_ 5

5. Slice the Mango _____

6. Mix the fruit into pulp _____

7. ___ Whisk the egg _____

8. Make the dough _____

9. Bake the cake _____

10. ___ Garnish with passion fruit _____

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APPENDIX

PRE-TEST

Name : Mila Prastiwi

Class : XI IPA 2

Provide an appropriate caption of the following pictures.

For example :

Answer : <u>Chop the Walnuts !</u>

$$\frac{75}{100} \; x0 \; = 7,5$$

(Strawberry Tart)

1. Prepare the Material

2. Make the Pastry ⑤

3. Than, Roll the Pastry ⑤

4. Refrigerate the Pastry ⑤

5. bake the Crust (5) (5)

6. then Make the Filling (5) (5)
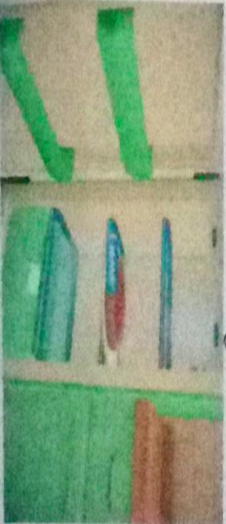
7. Slice the cherry (5)

8. Add the Filling on the tart (5)

9. Refrigerate the cherry tart (5)

10. Short Pastry (10)

POST-TEST I

Name : Mila Prahini

Class : XI IPA 2

Provide an appropriate caption of the following pictures.

For example :

Answer : <u>Chop the Walnuts !</u>

$$\frac{85}{100} \times 10 = 8.5$$

(Strawberry Tart)

1. __Prepare the material__

2. __Make the pastry__ (5)

3. __then, Roll the pastry__ (5) (5)

4. __Refrigerate the pastry__ (5) (5)

5. _____ bake _____ the Crust _____
(A) (B)

6. _____ than , make _____ the _____ filling _____
(A) (B) (C)

7. _____ Slice _____ the Strawberry _____
(C) (D)

8. _____ Make the filling on the tart _____
(E)

9. _____ Refrigerate _____ the Strawberry _____
(F) (G)

10. _____ Start _____ Party _____
(H) (I)

POST-TEST II

Name : Mila Pertiwi

Class : XI IPA 2

Provide an appropriate caption of the following pictures

For example :

Answer : Chop the Walnuts !

$$\frac{95}{100} \times 10 = 9.5$$

(Tropical Coconut Cake)

1. prepare the required ingredients ⑤

2. Melt the butter ⑤

3. Peel the banana and mango ⑤

4. Slice the banana ⑤

5. slice the mango
   ⓐ ⓑ

6. Mast the fruit into pulp
   ⓐ ⓑ

7. Then we whisk the egg
   ⓐ ⓑ

8. Make the dough
   ⓐ ⓑ

9. Then bake the cake
   ⓐ ⓑ

10. Garnish the cake
    ⓐ ⓑ

APPENDIX VI

INTERVIEW SHEET

Interview with the students (before implementation)

The researcher   : Apakah kalian pernah belajar vocabulary?

The student I   : Pernah miss, tapi tidak sering.

The researcher   : Apakah kalian banyak menguasai vocabulary?

The student I   : Tidak terlalu miss.

The student II   : Hanya kata-kata yang sering di dengar dan di gunakan miss.

The researcher   : Hal apa yang membuat kalian susah dalam menguasai

vocabulary?

The student I   : Tidak tertarik dengan metode belajarnya miss

The student II   : Saya rasa belajar sulit dengan setiap kata harus mencari di dala

kamus, saya rasa itu membuat saya jenuh.

The Student III   : Saya tidak terlalu suka untuk menghafalkan setiap kata beserta

artinya miss.

The students IV : Cara belajarnya kurang Efektif miss

Interview with the students (after implementation)

The researcher   : Apakah Anda menyukai permainan Sara's Cooking Party?

The student I   : Iya, sangat miss, karena sangat menarik.

The student II   : Iya , karena permainan ini permainan yang mudah di mainkan

                    dan sangat menyenangkan.

The researcher   : Apakah kosa kata yang di ajarkan sering Anda gunakan dalam

                    kegiatan sehari-hari?

The student I   : tidak miss, kosa katanya banyak yang baru saya dapatkan

The student II   : Tidak terlalu sering, tapi sebahagian ada yang kita gunakan

                    sehari-hari miss.

The Researcher   : Apa manfaat dari permainan tersebut terhadap pembelajaran

                    kosa kata terutama dalam memasak?

The student I   : Banyak miss, terutama saya bisa tau arti kata itu tanpa

                    menggunakan kamus.

The Student II   : Kami jadi lebih mudah mendapatkan kata kata baru.

The Researcher   : Apakah metode ini dapat menambah kesukaan Anda dalam

                    belajar bahasa Inggris?

The student I : Jujur iya miss, Sangat menanbah miss, karena saya paham

kalau belajar bahsaa inggris itu menyenangkan apabila cara

mengajarnya tepat,

The student II :Tentu saya semakin suka belajar bahasa inggris miss, karena

cara mengajar dan media nya menarik dan ternyata bahasa

inggris itu mampu menjadi mata pelajaran yang paling di tunggu

karena belajar dengan hal yang baru.

The Researcher : Apakah kelemahan dari metode yang di berikan tersebut?

The Student I : Yang paling utama adalah karena tidak semua siswa membawa

Android ke Sekolah , Jadi kita harus bermain dan belajar sambil

berbagi.

The Student II : Kelemahannya adalah kalau tidak di tanganin dengan cermat

miss kami bisa ketagihan untuk bermain game.

Interview with the English Teacher (before implementation)

Researcher : Have you ever taught about vocabulary using game to the students?

Teacher : Yes, I have ever taught them about that, but not using android

      application.

Researcher : What do you think about their vocabulary?

Teacher : I think some of them have good in vocabulary, but some of then

      have low vocabulary

Researcher : Based on your experience in teaching the students about

      vocabulary, what do you think the problem of the students' find

      when they were asked to learn vocabulary?

Teacher : I think, the most problem they were have difficulties in learning
English especially in vocabulary is the difficulty in memorizing
and understanding the meaning of vocabulary itself. Weakness in
the will to search for more difficult new word. And some of them
are embarrassed to use their English skills in speaking or writing.
Afraid to be wrong.

Interview with the English Teacher (after implementation)

Researcher : What do you think about the learning vocabuly using Sara's

Cooking Party game sr?

Teacher : I think Sara's Cooking Party game media is interesting way to

improve students' achievement in vocabulary because this media

make the students mastering vocabulry easier and make the

students active than before.

Researcher : Do you want to try this media?

Teacher : Of course I want to try.

Researcher : Thank you for your support and advice sr.

Teacher : Yes, you are welcome.

APPENDIX VII

OBSERVATION SHEET

CYCLE I

No	Points will be observed	Cycle I	
		Yes	**No**
1	The teacher ability in opening the class	✓	
2	The teacher explains about the learning media is Sara's Cooking Party	✓	
3	The teacher gave chance for students to ask about Sara's Cooking Party	✓	
4	The teacher observes students' activities and behavior while teaching learning process runs especially in mastery vocabulary	✓	
5	The teacher motivates students in teaching learning process	✓	
6	The teacher provides the material clearly	✓	
7	Students listen and pay attention to the teacher explaining Sara's Cooking Party	✓	
8	Students respon to the explanation of teacher	✓	
9	Students ask the teacher about the material	✓	
10	Students enthusiast of in teaching learning process using media Sara's Cooking Party game.	✓	
11	Students bravery in giving their opinion	✓	

12	Students interaction in the class	✓	
13	Students activeness in group	✓	
14	Teacher ability in closing the class	✓	

Medan, June 12 2018

English Teacher   Researcher

Ahmad Japar, S.Pd   Roziyana Anggreni

                                                   NIM. 34.14.3.102

APPENDIX

<div align="center">

OBSERVATION SHEET

CYCLE II

</div>

No	Points will be observed	Cycle II	
		Yes	**No**
1	The teacher ability in opening the class	✓	
2	The teacher explains about the learning media is Sara's Cooking Party	✓	
3	The teacher gave chance for students to ask about Sara's Cooking Party	✓	
4	The teacher observes students' activities and behavior while teaching learning process runs especially in mastery vocabulary	✓	
5	The teacher motivates students in teaching learning process	✓	
6	The teacher provides the material clearly	✓	
7	Students listen and pay attention to the teacher explaining Sara's Cooking Party	✓	
8	Students respon to the explanation of teacher	✓	
9	Students ask the teacher about the material	✓	
10	Students enthusiast of in teaching learning process using media Sara's Cooking Party game.	✓	
11	Students bravery in giving their opinion	✓	

12	Students interaction in the class	✓	
13	Students activeness in group	✓	
14	Teacher ability in closing the class	✓	

Medan, June 12 2018

English Teacher

Ahmad Japar, S.Pd

Researcher

Roziyana Anggreni

NIM. 34.14.3.102

APPENDIX VIII

DIARY NOTE

First Meeting (Wednesday,6 june 2018)

In the first meeting, the researcher introduced herself and explained the purpose of her coming. Some of students looked enthusiastic of the teacher's coming. The researcher interviewed the students about writing especially about vocabulary . The students stated that they were have difficulties in vocabulary because of the monotonous way of teaching teacher to them. So, They do not have too much vocabulary. After that the researcher gave instruction to do the pre-test in the form of giving caption on the picture contained verb and noun.

From the result of the students, there was two students passed the test and forty-one students failed the test. So, it could be concluded that the students still had difficulties in mastering vocabulary.

Second Meeting (Thursday, 7 June 2018)

The second meeting, the researcher gave a provide direction and explanation about the Sara's Cooking Party game in detail. After that choose Quiche Lorraine as a menu in the first treatment. And after the researcher explained clearly, the researcher ask the students' to play the first menu individualy using their Android which already istalled Sara's Cooking Party Game. Most of them play the game easily and look very interested with that game, but, some of them still confused how to play that game.

Third Meeting (Friday, 8 June 2018)

In the Third meeting, Researcher ask the students to repeat how to play and pay attention to all instructions that exist in the game. After that, Researcher gave a Post-test I to the students using the same test with the pre-test. During the test runs the student look more paid the attention and serriously for doing the test. And surprisingly their score better then before.

From the result of the students, there was twenty one students passed the test and twenty two students failed the test. So, it could be concluded that some of students still had difficulties in mastering vocabulary even some of them had increased their score.

Fourth Meeting (Saturday, 9 June 2018)

In this meeting, the researcher reminded their that some of them still get bad score in the last meeting. and after that the researcher give the second treatment to the student, and the menu was Chocolate Rapsberry Cake and explaind the student how to play and finished this menu. After the researcher explained clearly the students asked to play and try to understand this menu step bye step and the researcher gave students opportunity to play and discussion with learning group

Fifth Meeting (Monday, 11 June 2018)

In this meeting, the researcher gave the Post-test II and their work individually. After that the researcher make interaction with student by doing Question and answer about this game, and how many vocabulary that they get from learning using Sara's Cooking Party game.

APPENDIX IX

DOCUMENTATION

APPENDIX X   LIST OF STUDENT

	The Initials of Student	**The Name of Student**
1.	ALR	Alif Alfa Roza
2.	ADS	Ade Nanda Setiawan
3.	AL (1)	Amran Lubis
4.	AL(2)	Ajeng Liani
5.	A	Ardiansyah
6.	AC	Alya Chairunnisa
7.	AS	Ayu Samosir
8.	AR	Alila Ramadhani
9.	CR	Chairul Rizki
10.	DM(1)	Dewi Minarmi
11.	DM(2)	Dimas Maulana
12.	DM (3)	Dona Meldi
13.	DI	Dani Irawan
14.	DW	Diki Wahyudi
15.	FF	FeraFauzia
16.	FLA	Fitri Lina Anggraini
17.	GP	Gilang Pratama
18.	IYH	Iqbal Yazid Hakim

19.	IP	Indah Puspita
20.	IM	Intan Melati
21.	K	Kamarudin
22.	MRR	Muhammad Riski Roza
23.	MA	Mauliza Anggraini
24.	MP	Mila Pratiwi
25.	MZ	Muhammad Zulfikar
26.	MVA (1)	Muhammad Viseri Alya
27.	MVA(2)	Muhammad Vikri Auliya
28.	MRP	Muhammad Reza Pratama
29.	NH (1)	Nasir Hidayat
30.	NH(2)	Noval Hidayat
31.	NO	Nurul Oktafiantri
32.	PI	Putri Indriyani
33.	RFD	Radja Fadz Daulay
34.	RS	Ramadhani Syafitra
35.	RP	Rani Pratiwi
36.	RF	Rahmad Fauzi
37.	RR	Rizki Rahmad
38.	RA	Riswanda Arfan
39.	RV	RizkaFadilah

40.	SP	Sendi Prayogi
41.	SA	Siti Aisah
42.	SG	Setiadi Sasmita
43.	WR	Witra Ramadhani

Nomor   : B-7663/ITK/ITK.V.3/PP.00.9/05/2018   06 Juni 2018
Lampiran : -
Hal   : **Izin Riset**

Yth.Ka. MAS Amaliyah Sunggal

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama   :   ROZIYANA ANGGRENI
Tempat/Tanggal Lahir   :   Pancur Batu, 24 Juni 1995
NIM   :   34143102
Semester/Jurusan   :   VIII/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAS Amaliyah Sunggal, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE USE OF SARA'S COOKING PARTY GAME MEDIA TO ENRICH STUDENTS' ENGLISH VOCABULARY AT MAS AMALIYAH SUNGGAL

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Wassalam
A.n. Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Dly, M.Hum
19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

YAYASAN PERGURUAN AMALIYAH
MADRASAH ALIYAH SWASTA AMALIYAH

Jl. Tani Asli Telp. (061) 8459073 - 8446983
Kelurahan Tanjung Gusta Kecamatan Sunggal Kabupaten Deli Serdang Kode Pos 20351

Nomor : 128/YPA/MAS/S.5/2018   Sunggal, 11 Juni 2018
Lamp : -
Hal   : **Balasan Izin Riset**

Kepada Yth,
Ketua Jurusan PBI
Di
        Tempat

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb.

Dengan hormat,

Semoga Ibu dalam keadaan sehat dan selalu berada di bawah lindungan Allah SWT serta sukses dalam menjalankan kegiatan sehari-hari. Amin.

Sehubungan dengan surat dari Universitas Islam Negeri Sumatera Utara Fakultas Ilmu Tarbiyah dan Keguruan yang bernomor : B-7663/ITK/ITK.V.3/PP.00.9/05/2018 tanggal 06 Juni 2018 perihal Izin Riset atas:

No.	Nama	NPM	Program Studi
1	ROZIYANA ANGGRENI	34143102	Pendidikan Bahasa Inggris

Maka, dengan ini dapat kami sampaikan bahwa yang bersangkutan **BENAR** telah melapor dan melakukan penelitian pada sekolah yang kami pimpin terhitung sejak tanggal   **06 - 11 Juni 2018** dengan bimbingan guru kami yang bernama **Ahmad Japar, S.Pd.** Dan menurut penilaian kami yang bersangkutan telah melakukan penelitian sesuai dengan kaidah dan aturan yang berlaku.

Demikian surat keterangan balasan izin riset/penelitian ini kami perbuat, untuk dapat dipergunakan sebagaimana mestinya.

Wassalam,
Kepala Madrasah,

Jufri Effendi, S.Pd.I., M.Pd