



**THE IMPLEMENTATION OF OBSERVE AND REMEMBER GAME TO IMPROVE
STUDENTS' VOCABULARY MASTERY AT SEVENTH GRADE OF MTS S.
AL-WASHLIYAH TEMBUNG**

SKRIPSI

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan as a Partial
Fulfillment of the Requirements for the Degree of S-1 Program*

By:

HUSNI BARAQIH
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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA MEDAN
2017**



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2017

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Demikian kami sampaikan, atas perhatian saudara kami ucapkan terimakasih.

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09 RAMADHAN 1438 H

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh institut batal saya terima.

Medan, 08 Mei 2017

Yang Membuat Pernyataan

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ABSTRACT

Husni Baraqih. 2017. The Implementation of Observe and Remember Game to Improve Students' Vocabulary Mastery at Seventh Grade of MTs S. Al-Washliyah Tembung.

Keywords: *Vocabulary, Implementation, Vocabulary Mastery, Observe and Remember Game*

This research was aimed to find out the implementation of observe and remember game to improve students' vocabulary mastery. The subject of this research was a class which consisted of 33 students at seventh grade of MTs S. Al-Washliyah Tembung 2016/2017 academic year. The research was conducted by using Classroom Action Research. The technique of analyzing data of this research was using qualitative and quantitative data. The qualitative data were gained from observation sheet, interview, diary notes and photography evidence. The quantitative data were taken from the tests such as: pre-test and post-tests. The data of this research were quantitative and qualitative data. The qualitative data were analyzed from the condition throughout teaching and learning process which was also observed from observation sheet, interview, diary notes and photography evidence. Then, the qualitative data were analyzed from students' score in the pre-test and two post-tests. The result of the research showed that there was the increasing score of students in vocabulary mastery by using observe and remember game. The result of the analysis showed that the mean of the pre-test was 62.87. The mean of the post-test in the first cycle was 79.54. Then the mean of the post-test in the second cycle was 89.24. The percentage of students who got point up to 75 was also grew up. In the pre-test, there were only 4 students (12.12%) who got point up to 75. In the post-test of cycle I, there were 24 students (72.72%) who got point up to 75. Then, in the post-test of cycle II, there were 32 students (96.97%) who got point up to 75. Otherwise, the total increasing percentage from the pre-test to the post-test in the cycle two was 84.85%. It showed that the implementation of observe and remember game could improve students' vocabulary mastery and could affect on students' achievement in vocabulary mastery. The students were more active, enthusiastic and interested in the learning activity. So, it can be concluded that the implementation of observe and remember game was effective to improve the students' interest in following the learning teaching process.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise be to Almighty Allah SWT who has given the researcher His blessing and a chance to complete this thesis. Praise and blessing to the Prophet Muhammad Shallallahu ‘Alaihi wa Sallam, peace be upon him who has guided us from the darkness to the lightness.

In the process of completing this thesis, the researcher has received many supports and helps from many people. Therefore, the researcher would like to express my sincere gratitude to:

1. A profound gratitude is directed to my beloved parents. My father, H. Naruddin (alm.) and my beloved mother, Hj. Siti Khadijah who always give me the greatest prays, the biggest supports and unconditional love. So I can finish my study in Sarjana Pendidikan UIN SU.
2. Drs. Amiruddin Siahaan, M. Pd, the Dean of Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatra, Medan.
3. The Head of English Education Department, Dr. Sholihatul Hamidah Daulay, S. Ag, M. Hum and her secretary Maryati Salmiah S.Pd, M. Hum for the support and administration help in requirement process.
4. Ernita Daulay, S.Pd, M.Hum, my academic advisor who has given me advices, suggestions, supports, guidances and has helped me to solve the problem as long the researcher studied in UIN SU.

5. Dr. Muhammad Dalimunthe, S.Ag, SS, M. Hum as my first advisor who has spent his time to study my thesis and gave me valuable suggestions, knowledge and motivations to finish my thesis.
6. Dr. Sholihatul Hamidah Dauly, S. Ag, M. Hum, as my second advisor who has given her time to examine and suggested the idea and information to the improvement of my thesis.
7. Thank you for all the lecturers especially for those who have taught me and for those who have educated me becoming a good students during my academic years.
8. A special thanks to the head master of MTs S. Al-Washliyah Tembung Muhammad Zubir Nasution, S. Ag who has permitted me to do the research in the school and all facilities given to me.
9. Thanks to Ma'am Sri Wahyuni S.Pd as English teacher in MTs S. Al-Washliyah Tembung for the support and guidance when the researcher did the research and for the sharing session for me to always update the strategy in teaching English. And all the students in the first grade of MTs S. Al-Washliyah Tembung for allowing me to do the research in the class.
10. My beloved sisters Hadiyah S.Ag, Nur Hayati and Nur Haidah, my beloved brothers Ahmad Yani, Saiful Anwar, Safaruddin and Muslim Mubarak as one of my biggest motivations in finishing this study.
11. My friends in Global Peace Volunteer Camp 1.30 and the family in IELTS Badakers who always give me support.
12. William Little as Relo Director, Joanie Andruss as Camp Epic 3 Director and all American Fellows: Alicia Bradley, Sean Stellfox, Moriah, Rose Graves,

Roberta Jean Cook, Yuta Otake. And all of UI Team. Thank you for the experience given to me when becoming a participant in Pre-service English Teacher in camp epic 3. That camp will directly or not affect my teaching methods.

13. My dearest friends from Camp Epic 3 especially Muh. Aswar, Moh. Nur Hadiyansyah, Shohibul Kafhi Alam Putra who always give motivation and support by your activities.
14. All of my friends in PBI 2013 academic year students, Especially PBI-2 and PBI5, my friends when KKN program in Jatimulya and also my friends when PPL in MI Al-Hikmah.
15. My sister Nurhidayah S.Pd.I and also my brother Putra Thoip Nasution S.Pd.I who always motivate, support and give input for me. My friends Dini Syaputri, Lestina Samosir and Putri Rahayu who had helped me to finish my thesis.
16. My best friends Abdul Latif, Ok. Mhd. Al-Hafiz, Mirda Awalia Putri, Sakinah Mawaddah who always share opinion and taught and give me input to develop science.

Finally, the researcher realized that this thesis is not perfect. There are also some mistakes in content, grammar and punctuation. Therefore, the researcher hopes suggestions and critics from the reader to make this thesis better. The researcher hopes this thesis can be practicable to all of people.

Medan, May 08th 2017

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CHAPTER I

INTRODUCTION

1. 1 The Background of the Study

English has been determined as the first foreign language in Indonesia as stated in 1994 national curriculum. English is taught from the primary level up to the university level. The aim of learning English in Indonesia according to the National curriculum is to enable learners in communication, spoken and written. Besides, English is one of the most important subjects that the students should learn in schools because English is examined in the National Examination.

Language teaching is influenced by ideas on the nature of language in general. By ideas on the particular language being taught and by ideas on how the language is learned. The orientation of English teaching process in school is to increase and widen the student's ability in listening, speaking, reading and writing. To achieve these purposes, the students must master a number of vocabularies. By mastering a number of vocabularies, the students will be able to conceive what they hear and read, and the better the learners will be able to say what they want to speak or write.

Vocabulary is one of the most important items in the learning of any language. By using the rich vocabulary, the pupils will express their thought properly so the hearer will understand what the students have said. In addition to this, with the extensive vocabulary, the learners can write in academic subject actively. Moreover, the students will be able to comprehend the teacher's instruction and explanation in the class, so they can answer the exercises in their quizzes' book and develop the ideas well.

In the learning process, when the teacher gives the lecturer to the students, the students who have the large vocabulary, will acquire the lesson well. They can give feedback such as asking questions, giving opinions or answering the questions by using English fluently. They are confident in speaking and giving views in the class. In fact, some of the students who have the rich vocabulary are the students who get the best rank in the class. These are some of the benefits of having extensive vocabulary.

But in the reality, according to the researcher's experience when conducting teaching practice (PPL) at school, most of the students have many problems in expanding English words. This condition makes the students lazy to learn English. They have narrow vocabulary to grasp the meaning of the words in the texts; they do not understand the context of word usage. They are unable to listen the English words from the speakers. They also cannot communicate effectively in English. The worst, the students ask the teacher to speak Bahasa Indonesia when teaching in English class.

Many students today are not aware of the importance of enriching vocabulary. They felt bored when they were studying English because they were just asked to find out the meaning of English words in the dictionary and then memorized the words. As a result, the students cannot use that words in context and cannot express their mind by using that new vocabulary. Alternatively, the teacher should find another ideal way to deliver new words that students need to learn. The use of different media when teaching vocabulary is considered as a solution. In general, the media is a tool which brings the information from the sources to the receivers. That media can be used to attract the students attention in

learning. One of the media that can be used to solve the problem in teaching vocabulary is by using games. People love to play games. It is interesting and also challenging. The students will have fun by playing a game, yet they will learn new words.

One of the games that can be used in teaching vocabulary is using observe and remember game. The teachers can use this game inside or outside of the class and the teachers can use anything to play this game. This game is a good game to testing observation and memory of the students. The teacher uses it to train the students to improve their observational skills and situational awareness. By using this game, the students are expected to gain many new words and delight the game while they are learning vocabulary. Another advantage of playing this game in teaching vocabulary is to encourage students to remember the words fondly. So the words will stay longer in their brain to extend their vocabulary.

For those reasons, the researcher has decided to undertake a research on **The Implementing Observe and Remember Game to Improve Students' Vocabulary Mastery at Seventh Grade of MTs. Al-Washliyah Tembung.**

1. 2 The Identifications of the Study

Based on the background of study, the problems which are identified as follow:

1. The students are lazy to learn English because of poor vocabulary they have.
2. The students feel bored in enriching vocabulary with the conventional way.
3. The teacher needs to find another way in teaching vocabulary.

1. 3 The Limitations of the Study

Based on the identification of the study, the researcher limited the study on students' ability in mastering vocabulary and students' activities in the class that will be built by using observe and remember game at seventh grade students of MTs. Al-Washliyah Tembung.

1. 4 The Formulations of the Study

In line with the background, the researcher formulated the research as follow:

1. Can observe and remember game improve students' ability in mastering vocabulary?
2. How is the classroom atmosphere when observe and remember game was being applied?

1. 5 The Purposes of the Study

In relation to the problems above, the purposes of the study are:

1. To find out the students' responses when observe and remember game used in teaching vocabulary.
2. To describe the implementation of observe and remember game to improve the students' vocabulary mastery.

1. 6 The Significances of the Study

The findings of this study are supposed to be useful for:

1. English teacher in teaching vocabulary, as one of the media in teaching vocabulary.

2. The students who are learning vocabulary so the students become more motivated and challenged in extending their vocabulary.
3. The readers and the other researchers, who learn English observe and remember game to improve English vocabulary and as a supplementary materials.

CHAPTER II

THEORETICAL REVIEW

2.1 Theoretical Framework

In conducting the research, theories are needed to explain the concept and term applied in the research. Some terms are used in this study and they need to be theoretically explained.

2.2 Vocabulary

2.2.1. The Definition of Vocabulary

Vocabulary is a collection of words that alphabetically arranged and defined. Moreover, AS Hornby provided three definitions of vocabulary, they are: (1) total number of words which (with rules for combining them) make up a language, (2) words known to, or used by, a person, in a trade, profession, etc and (3) book containing a list of words; list of words used in a book, etc, usually with definitions or translation.¹ Therefore, it can be concluded that vocabulary is a combination of words that people know and use them in language and has meaning.

In addition, vocabulary can be defined, roughly, as the words we teach in the foreign language.² As a foreign language, the English vocabulary needs to be taught in order the students can use the language well. The words are ordered in a good way so the people can use that vocabulary to create a sentence and use it to communicate each other. It is in line with what Scott Thornbury said in his book

¹ AS Hornby, (1974), *Oxford Advanced Learner's Dictionary of Current English*, Oxford University, Walton Street: Oxford University Press, p. 959.

² Penny Ur, (1991), *A Course in Language Teaching Practice and Theory*, Cambridge: Cambridge University Press, p.60.

that all languages have words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages.³

It means that a language users construct some words to make sentences as their communication tool with a particular person or a specific group. In addition an expert, Burns in *The International Journal of Teaching and Education* by Mofareh Alqahtani defines vocabulary as the stock of words which is used by a person, class or profession.⁴

To sum up, vocabulary is the words that should be arranged in a good way in order the people can use it to built the sentence so the people can express their mind to communicate each other in a group of society. As the consequence, as a foreign language learner it is an obligatory to master the vocabulary in order we can communicate to other learner and to its native speaker.

2.2.2. The Importance of Vocabulary

As explained in the background of the study, vocabulary is one of the components of language. Vocabulary takes such a vital role in mastering English as a foreign language. “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” This is how the linguist David Wilkins concluded the importance of vocabulary learning.⁵ Vocabulary is central to English language because without the rich vocabulary students cannot understand others or express their thought.

³ Scott Thornbury, (2002), *How to Teach Vocabulary*, England: Pearson Educational Limited, p.1.

⁴ Mofareh Alqahtani, (2015), *The Importance of Vocabulary in Language Learning and How to be Taught*, *International Journal of Teaching and Education*, Vol. III (3), pp. 21-34,10.20472/TE.2015.3.3.002. p. 25.

⁵ Scott Thornbury, op. cit. p. 13

Teaching vocabulary helps students to understand and keep communicating with English in the class. Researcher believes that the sufficient vocabulary will help students master English for their purposes. This point manifests my own experience; even without grammar, with some useful words and expressions, I still can manage to communicate.

Moreover, Dellar H and Hocking D in Scott Thornburry stated that “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!”⁶ If the learners don’t know how to enrich their vocabulary, they gradually lose interest in learning English.

Yet, Al-Quran as our guidance of life, stated the importance of learning vocabulary. Allah SWT stated in Holy Quran Surah Al-Baqarah verse 31-33:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ۝۳۱ قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ۝۳۲ قَالَ يَا آدَمُ أَنْبِئْهُمْ بِأَسْمَائِهِمْ ۖ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ غَيْبَ السَّمَاوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ ۝۳۳

31. And He taught Adam all the names. Then He displayed them to the angels and said, “Inform Me the names of these, if you are truthful.”
32. They said, “Glory be to You! We have no knowledge except what You have taught us. Indeed, it is You who are the All-Knowing, the All-Wise.”
33. He said, “O Adam! Inform them of their names.” And when he had informed them of their names, He said, “Did I not tell you that I

⁶ Ibid. p. 13

know the unseen of the heavens and the earth? And I know what you reveal and what you conceal.”⁷

These verses showed us that Allah SWT is the most Glorious God. He taught us everything about the names of the thing. It is important for us as human being that we will lead this world. This Surah stated that Allah SWT. taught Adam a.s the name of the things in this world. As the human being, it is important to people to measure and understand the name of the thing. So the people can give the name of something. And then, people will be able to speak and express their ideas and develop their life. In this Surah, Prophet Adam a.s then, also asked by Allah to inform the names of the things to the Angles. So the Angles will also know the name of the things.

Finally, it is obvious that vocabulary is the most important component in learning English as the foreign language. Then, the student should aware that learning vocabulary is important for them to master English. Also, The teachers are required to have the awesome strategies in teaching vocabulary to make students concern in extending their vocabulary, so the learning subject can be achieved.

2.2.3. The Kinds of Vocabulary

Vocabulary is the important area when learning a language. As a tool to built a sentence, vocabulary will be collected to form a sentence. Then the sentence will be used by people to write, read, listen and speak.

Generically, vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral

⁷ Shehnaz Shaikh and Kausar Khatri, (2007), *The Glorious Quran: Word-for-Word Translation to Facilitate Learning of Quran Arabic*, Darya Ganj, New Delhi: Alhuda Publication, p. 7.

and print. Knowledge of words also comes in at least two forms, receptive—that which we can understand or recognize — and productive — the vocabulary we use when we write or speak.⁸ Oral vocabulary is the kind of vocabulary that we recognize and use in reading and speaking orally when print vocabulary is the vocabulary that we recognize and use in reading and writing.

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely, receptive, or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use.⁹

According to Thornbury, there are two kinds of vocabulary, such as:¹⁰

a. Grammatical Words (Functional Words)

Based on Oxford Learner's Pocket Dictionary, functional means: (1) having a practical use, not decorative (2) working, able to work.¹¹ Grammatical Words (Function Words) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.

⁸ Elfrieda H. Hiebert and Michael L. Kamil, (2005), *Teaching and Learning Vocabulary: Bringing Research to Practice*, Mahwah, New Jersey: Lawrence Erlbaum Associates, p.3.

⁹ *Ibid.*

¹⁰ Scott Thornbury, *op.cit.* p. 4.

¹¹ Oxford Dictionary, (2011), *Oxford Learners' Pocket Dictionary*, Great Clarendon Street: Oxford University Press. p 179.

1. Prepositions

The prepositions are a part of the parts of speech which connect words, clauses, and sentences together and show the relations between them.¹² Here is a list of some commonly used prepositions: about, behind, for, since, above, below, from, through, across, beside, in, to, etc.¹³

2. Conjunctions

Conjunction is a word used to join similar elements in a sentence. These elements can be words, phrases, or sentences. Examples of conjunctions: and, or and but.¹⁴

3. Determiners

Determiners often identify, and describe distribution and quantity. They come before nouns.¹⁵ Determiners are words such as this, those, my, their, which. They are special adjectives that are used before nouns.¹⁶

4. Pronouns

A pronoun is a word used instead of a noun.¹⁷ A pronoun 'stands for' a noun/phrase. Sometimes it can stand for a clause or sentence.¹⁸ There are several types of pronouns:¹⁹

¹² Rahmah Fithriani, (2010), *English Grammar*, Bandung: Ciptapustaka Media Perintis. p. 96.

¹³ Ed Swick, (2005), *Practice Makes Perfect: English Grammar for ESL Learners*, United States of America: The McGraw-Hill Companies, Inc. p 92.

¹⁴ Gabrielle Stobbe, (2008), *Just Enough: English Grammar Illustrated*, United States of America: The McGraw-Hill Companies, Inc. p 118.

¹⁵ Jake Allsop, (2001), *Really Useful English Grammar*, Edinburgh Gate: Pearson Education Limited. p. 28.

¹⁶ Anne Seaton and Y.H. Mew, (2007), *Basic English Grammar: for English Language Learners*, Watson, Irvine United State: Saddleback Educational Publishing, p. 71.

¹⁷ Wren and Martin, (1970), *High School English Grammar and Composition*, Bombay-25 India: K & J Cooper. p.57.

- a) Personal pronouns refer to people, places, things, and ideas. Example: *I, me, you, your, they, us, and it* are all personal pronouns.
- b) Reflexive pronouns are formed by adding “-self” or “-selves” to certain personal pronouns. They “reflect” back to the person or thing mentioned in the sentence. Example: *myself, himself, herself, iself, yourself, yourselves, and themselves*.
- c) Demonstrative pronouns can be singular or plural. They point out a specific person, place, or thing. *This, that, these, and those* are demonstrative pronouns.
- d) Interrogative pronouns, like their name suggests, are used when asking a question. *Who, whom, which, and whose* are interrogative pronouns.
- e) Indefinite pronouns do not refer to a specific person, place, or thing. Some indefinite pronouns are *another, both, everyone, most, no one, and several*.

b. Content Words (Lexical Words)

Lexical words which are also known as “full words” such as nouns (*man, cat*), adjectives (*large, beautiful*), verbs (*find, wish*) and adverbs (*brightly, luckily*). They bring a more prominent information content and are syntactically structured by the grammatical words.²⁰

¹⁸ Tony Penston, (2005), *A Concise Grammar for English Language Teachers*, Ireland: TP Publications. p. 42.

¹⁹ Jack Umstatter, (2010), *The Grammar: Teacher’s Activity-a-Day*, 989 Market Street, San Francisco: Jossey-Bass A Wiley Imprint, p. 4.

²⁰ Ronald Carter, (2002), *Vocabulary: Applied Linguistic Perspectives*, West 35th Street, New York, NY: Routledge. p. 8.

1. Nouns

Nouns are words that name a person, place, thing or idea.²¹ We can classify or group nouns into the categories:²²

- a. Proper nouns label specific people, places, or things. The first letter must be capitalized. Example: Susan.
- b. Common nouns label general groups, places, people, or things. Example: School.
- c. Concrete nouns label things experienced through the senses of sight, hearing, taste, smell, and touch. Example: Hamburger.
- d. Abstract nouns label things not knowable through the senses. Example: Love.
- e. Collective noun label groups as a unit. Example: Family.
- f. Compound nouns label a single concept composed of two or more words. Example: suntan lotion.
- g. Count nouns are nouns that can be counted. Example: cars, ideas, people, trucks.²³
- h. Noncount nouns are usually mass nouns (*butter, furniture, oil, water*-categories or items that we usually measure) or abstract nouns (*honesty, love*-concepts that are difficult to quantify). Noncount nouns are always singular.²⁴

²¹ Gary Robert Muschla, (2011), *Practice Makes Perfect: Mastering Grammar*, United States: The McGraw Hill Companies. p. 27.

²² Gabrielle Stobbe, op. cit. p. 2-3.

²³ Patricia K. Werner and John. P. Nelson, (2007), *Mosaic 2 Grammar, Silver Edition*, New York: McGraw-Hill Companies, Inc. p. 86.

²⁴ Ibid., p. 70.

2. Adjectives

Adjectives describe nouns and pronouns, adding color and clarity to sentences.²⁵ Adjectives are often called “describing words” because they provide information about the qualities of something described in a noun, a noun phrase or a noun clause.²⁶ Examples of adjectives: size (*large*), color (*yellow*), shape (*round*), appearance (*pretty*), evaluation (*commendable*) and so on.²⁷

3. Verbs

A Verb is a word that shows action (*run, hit, slide*) or state of being (*is, are, was, were, am* and so on)²⁸

4. Adverbs

Adverbs are words that can modify a verb, an adjective, another verb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as how, when, where, and how much.²⁹ Example of adverb: beautifully, bravely, brightly etc.³⁰

Based on the explanation above, the researcher concluded that vocabulary has two kinds: they are function (grammatical) and context (lexical) words. The researcher only focused on noun, adjectives, and verbs, because it based on the material and the syllabus of school.

²⁵ Phyllis Dutwin, (2010), *English Grammar Demystified: A Self-Teaching Guide*, United State: McGraw-Hill, p. 36.

²⁶ Martin Parrott, (2000), *Grammar for English Language Teachers with Exercises And A Key*. Cambridge: Cambridge University Press. p. 51.

²⁷ Howard Jackson, (2005), *Good Grammar for Students*, London: Sage Publications, p. 18.

²⁸ Jane Straus, (2008), *The Blue Book of Grammar and Punctuation, An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes Tenth Edition*, United States: Jossey-Bass A Wiley Imprint, p. 1.

²⁹ Rahmah Fithriani, op. cit. p. 86.

³⁰ Anne Seaton and Y.H. Mew, op. cit. 127.

2.2.4. The Technique in Teaching Vocabulary

In teaching vocabulary, the teacher should use suitable technique for his students. Helping students improve their vocabulary is a task with tremendous profits. When students enriching their vocabularies, they feel smarter. They find themselves understanding more of what they read and what they hear. They find it easier to express themselves because they have a better command of their language.³¹

Technique in teaching vocabulary means the way of teaching by the teacher that used and run in teaching learning process. Nation in Lynne Cameron listed basic techniques by which teachers can explain the meaning of new words, all of which can be used in classroom:³²

a) By demonstration or pictures:

- 1) Using Objects
- 2) Using a cut-out figure
- 3) Using gesture
- 4) Performing an action
- 5) Photographs
- 6) Drawing or diagrams on the board
- 7) Pictures from books

b) By verbal explanation:

- 1) Analytical definition
- 2) Putting the new word in a defining context

³¹ Amy Rider et al., (2003), *AvaVocabra: The Amazingly Sensible Approach to Teaching Vocabulary*, Fort Collins, Colorado 80525: Cottonwood Press, Inc., p. 5.

³² Lynne Cameron, (2005), *Teaching Languages to Young Learners*, The Edinburgh Building, Cambridge CB2 2RU, UK: Cambridge University Press, p. 85.

3) Translating into another language

For helping students understand the meaning of a word, we often find that a picture is useful, if it is big enough to be seen by all members of the class. But real objects are better than pictures whenever we have them in the classroom. When there are real windows, doors, walls, floors, desks, and clocks in the classroom, it is not wise to not use them in our teaching.³³

2.3 Game

Teaching English may confront difficulty because the learners tend to feel not interested with English. To figure out this problem, the teacher should be able to create a fun and comfortable teaching learning atmosphere in the classroom. One of the most enjoyable path in teaching English is using game. Learning English especially vocabulary can be so much fun through game, because game encourages and assists many learners to keep their interest and work. Children love playing games and they can study a lot of words in an interesting way.

Games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved.³⁴ Communicating with students about words via conversation, reading the words in a various context, or playing word games are more amygdala-

³³ Virginia French Allen, (1983), *Techniques in Teaching Vocabulary*, New York: Oxford University Press, p. 24.

³⁴ *Ibid.*, p. 52.

resonant ways of learning vocabulary words than over-correcting students, eliciting their affective filters, and inhibiting their willingness to participate.³⁵

There are many advantages of conducting games in the classroom, as Gada Sari lists them in Maryam and Behzad: (1) games make relaxation and amusing for students, thus help them study and hold new words more easily, (2) games generally take friendly competition, and they deep learners interested, (3) games are extremely motivating and games give students more chance to express their beliefs and thoughts, (4) vocabulary games make literal word context into the teaching learning process.³⁶

In conclusion, studying vocabulary by using games is an effective and interesting way that can be conducted in the classroom. Through games the learners try out, expose, and act with their environment. The games are used not only for fun, but more importantly, for the practicable exercise and review of language lesson, thus extending the goal of improving students' vocabulary mastery.

2.4 Observe and Remember Game

This is a game that can be played pretty much anywhere, by using pretty much anything. This game was actually invented by Rudyard Kipling in his book,

³⁵ Judy Willis, (2008), *Teaching The Brain to Read: Strategies for Improving Fluency, Vocabulary, And Comprehension*, Alexandria, VA 22311-1714 USA: Association for Supervision and Curriculum Development, p. 88.

³⁶ Maryam Rohani and Behzad Pourgharib, (2013), *The Effect of Games on Learning Vocabulary*, International Research Journal of Applied and Basic Sciences, ISSN 2251-838X / Vol. 4 (11):3540-3543, p. 3541.

Kim. Essentially, to play, you play against each other to see how much you can remember of something in a given amount of time compared to someone else.³⁷

The short version to play this game is that we can just put out a bunch of things on the table for someone to study and then after so many minutes or seconds, cover them up. They have to remember as many objects as they can, and as many details about each object. The more you play this game, the more detailed you can get, and the more objects you can put out there. This is a fantastic game that you can play with your kids or your team to get them to be much better at noticing and remembering details.³⁸ This game is a good test of observation and memory.³⁹ This game is great because it will absolutely come in handy in our everyday life, will improve our brain functions and will keep kids from getting bored.⁴⁰

2.4.1. Teaching Vocabulary through Observe and Remember Game

The importance of vocabulary in learning English is to enable students having the real meaning of a word successfully. It means that the students can improve the students' vocabulary enrichment. Teaching vocabulary through observe and remember game makes the teaching and learning process more enjoyable and productive place for both students and teacher.

³⁷ Graywolf Survival. *Kim's Game: 10 great games to learn survival or prepper skills*. Retrieved from <http://graywolfsurvival.com/3650/best-games-learn-survival-emergency-preparedness-skills/>. Accessed on 25/12/2016 at 20:54.

³⁸ Ibid.

³⁹ Gordon's Party Piece. *Observation Games: Kim's Game*. Retrieved from <http://www.disbelieving.com/planparty/games/gameso.html>. Accessed on 25/12/2016 at 20:48.

⁴⁰ Graywolf Survival. *Using Kim's Game to increase your observational skills*. Retrieved from <http://graywolfsurvival.com/2173/using-kims-game-to-train-your-mind-for-survival/>. Accessed on 25/12/2016 at 21:20.

Observe and remember game can be useful game to teaching the nouns around us because the teacher can use the things in the class, in the garden, in the library and any places. By using the objects and picture given in the class, the learners will remember strongly the new words that they can get.

Additionally, direct presentation is also a very effective and vivid way to vocabulary teaching. The teacher uses pictures, objects, to teach some vocabularies.⁴¹ This is the activity that will be done in observe and remember game. Even better, ask the students to close their eyes when they're not expecting to play. This is where the training really gets good. The teacher can do this in the class, at the cafeteria, in the field, at the park, or wherever. Have them close their eyes and start naming off the stuff they observed – when they didn't know they were playing it.

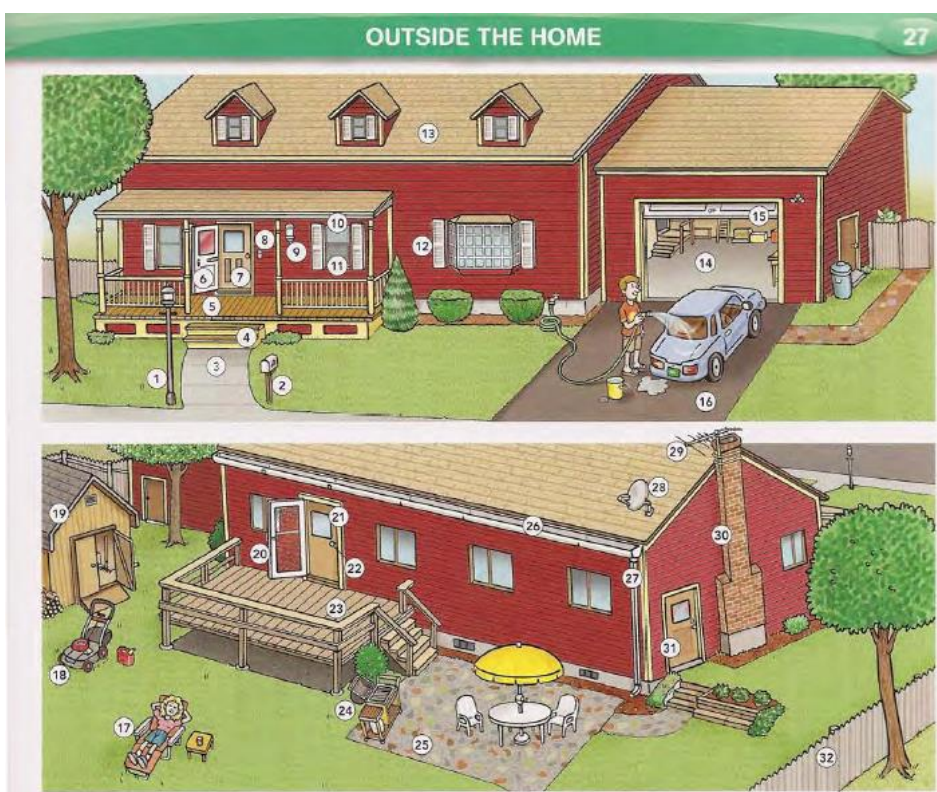
It will amaze the teacher and the learners just how little of the world actually take notice of if the learners do it this way. It also will amaze the teacher and the students how many times this skill will come in handy once the learners develop it. By playing the game without notice, the teacher trains the students to not only be getting better at remembering things, but also the teacher train the students to always be noticing things.⁴²

⁴¹ Gang Li and Hang Pang, (January 2015), *An Action Research on Effective Vocabulary Teaching*, International Journal of Science Commerce and Humanities. Volume No.3 No.1, School of Foreign Languages, China West Normal University, Sichuan, China. P. 83.

⁴² Graywolf Survival, op. cit. Accessed on 25/12/2016 21:20.

2.4.2. Steps in Doing Observe and Remember Game

At real, those steps of the study with observe and remember game are described below. There are some ways in doing observe and remember game. Example: Students try to remember items in the illustration in the Picture Dictionary. Below is the sample activity for Word by Word Picture Dictionary page 25:⁴³



Picture 2.1. The Picture of Outside the Home

Outside the Home

1. Tell students to spend 3 minutes looking very carefully at the front and back yards described on page 25 of the Picture Dictionary.

⁴³ Steven J. Molinsky and Bill Bliss, (1994) *Handbook of Vocabulary Teaching Strategy: Communication Activities with The Word by Word Picture Dictionary*, New Jersey: Prentice Hall Regents, p. 14.

2. Have students close their books and write down what they remember about the scene.
3. Have students compare notes with a partner and then look at the pictures in the Picture Dictionary to see how well they remember the scenes.

Variation 1: instead of students writing descriptions, ask them questions about the scenes to see how much they remember. For example:

1. How many windows are there in the front of the house?
2. Is the back door open?
3. What is on the patio?

Variation 2: have students do this activity in pairs, with partners taking turns asking and answering questions about the pictures.

Variation 3: divide the class into several teams and do the activity as a game in which team members help each other to remember.

The team with the most correct answers wins the game.

Another way to play observe and remember game:⁴⁴

1. Divide the class into the group of 4 or 5.
2. Play this game with either collection of small objects or a chart with pictures of things the students can identify.
3. Place the objects or chart at the front of the room and give the students a set amount of time (maybe two minutes) to look at them/it.

⁴⁴ Por LuzonGB. *Observe and Remember: 101 Motivational Activities in Vocabulary Teaching*. Retrieved from <https://www.wattpad.com/272881040-101-motivational-activities-in-vocabulary-teaching>. Accessed on 25/12/2016 at 19:29.

4. After they have returned to their seats, tell them to take out paper and pen, then either individually or in groups, have them write down the names of as many of the objects as they can remember. (The objects or chart should be covered at this time).
5. At the end of the set time limit (five minutes is good), let the students check their lists and whoever has the longest list is the winner.

2.5 Related Study

The researcher takes some relevance studies to support this study. That relevance studies are:

1. One of this relevance studies is from Edi Mulia Munthe (2012); *“Improving Grade IV Students’ Achievement on Vocabulary through English Picture Dictionary”*. The researcher used classroom action research where he took 33 students as the sample with 2 cycles. The result of his research showed that English Picture Dictionary was able to improve the students vocabulary achievement.
2. The second relevance study is from Julpan P. Marpaung (2012) with his title *“Enlarging Student’s Vocabulary through Crossword Puzzle”*. He said that the students were more active and more enthusiastic during the teaching learning process in the second cycle than the first one. He concluded from his research that the use of crossword puzzle significantly enlarge students’ vocabulary.
3. The last relevance study is from Luniarti (2011). In her study *“Improving Elementary Learners’ Vocabulary Mastery by Using Picture”* showed that the students of class V-A SD Negeri No.

023904 Binjai Utara were active, enthusiastic and interested in teaching and learning vocabulary. the result of the study indicated that using picture in vocabulary learning could improve learners' vocabulary mastery.

By looking at those relevance studies, the researcher is sure that Observe and Remember Game also can improve student's vocabulary mastery in vocabulary learning for the first grade of Junior High School students.

2. 6 Conceptual Framework

Vocabulary is one of the important components in learning English. The learners of English will be able to express their mind in English when they have sufficient English vocabulary. The importance of vocabulary cannot be dismissed in learning English in order to master target language included in junior high school. Because English is one of important subjects in junior high school, teaching English with a good technique is important too.

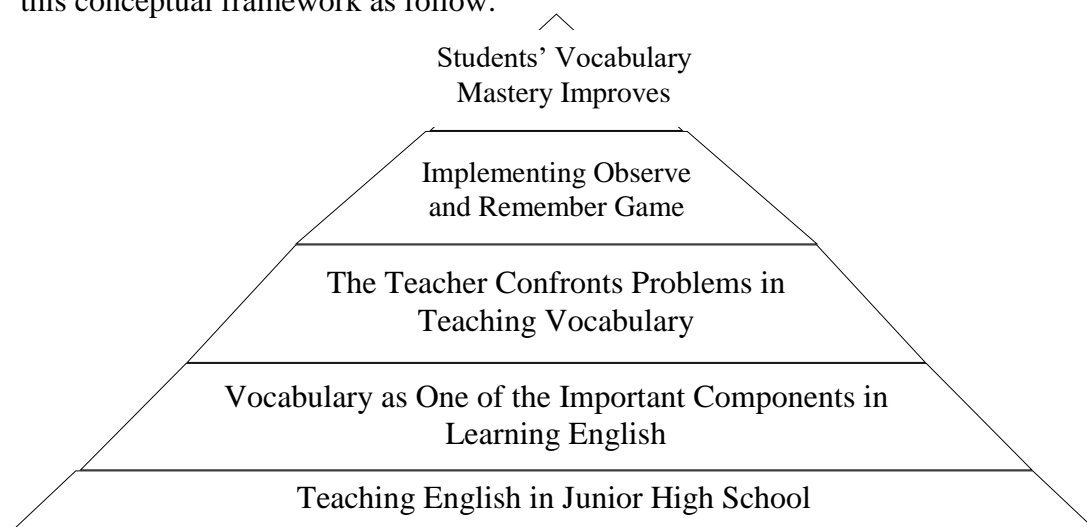
One of the good ways in teaching vocabulary is using observe and remember game. Observe and remember game is one of the best games in memorizing words. Besides, learning vocabulary through observe and remember game is considered as an effective and enjoyable way to teach vocabulary.

Observe and remember game serves the game by using real objects or pictures. The teacher will provide the objects which are fit with the object of the study. Before entering the class, the teacher will look for appropriate pictures or objects to delivering the vocabulary. Then, the students will work themselves or even in a group to make them competing and make the learning process more challenging.

They can remember the vocabulary by the pictures and objects introduced easily. By playing the game, the students is motivated to remembering the vocabulary. The students will show their ability in observing and remembering the vocabulary given in the class. The students will have conversation and talking too in the game. This way, the students will comprehend what vocabulary that they are learning about.

Based on the various kind of advantages that had been stated above, observe and remember game as a technique in delivering vocabulary can help students to enriching their vocabulary. The students do not only learn vocabulary but also they convey new words in their learning process.

According to above conceptual framework, it can be drawn the chart of this conceptual framework as follow:



Picture 2.2 The Picture of the Chart of Conceptual Framework

2.7 The Hypothesis

Based on the previous discussion, the hypothesis is formulated as follow that implementation of observe and remember game improves the students' vocabulary mastery in learning English at MTs. S. Al-Washliyah Tembung.

CHAPTER III

RESEARCH METHODOLOGY

3. 1 The Location of Research

This research was conducted in MTs. S Al-Washliyah Tembung located on Jl. Besar Tembung Lingkungan IV No. 78 Kec. Percut Sei Tuan Kab. Deli Serdang.

3. 2 The Subject of Study

The subject of this research was the seventh grade student of MTs. S. Al-Washliyah Tembung Academic Year 2016/2017. There are 33 students in this class. The researcher chose this class because the researcher presumed that those students in the class need improvement of their vocabulary enrichment.

3. 3 The Method of the Research

This research was conducted by applying Classroom Action Research. According to Kemmis in Candra Wijaya stated that Classroom Action Research is the form of reflective inquiry that is done by the practitioners about the specific of social condition (education) to improve the rationality and justness.⁴⁵ Classroom action research is used because it is aimed to improving the result of teaching and learning process. Action research can be a very valuable way to extend teacher's teaching skills and increase more understanding for teachers themselves, for the classrooms and also for the students.⁴⁶

⁴⁵ Candra Wijaya and Syahrums, (2013), *Penelitian Tindakan Kelas: Melejitkan Kemampuan Penelitian untuk Meningkatkan Kualitas Pembelajaran Guru*, Bandung: Citapustaka Media Perintis, p. 39.

⁴⁶ Anne Burns, (2010), *Doing Action Research in English Language Teaching: A Guide for Practitioners*, New York: Routledge, p. 1.

According to Burns in McKay's book "*Researching Second Language Classroom*," he listed the characteristics of action research as follow:

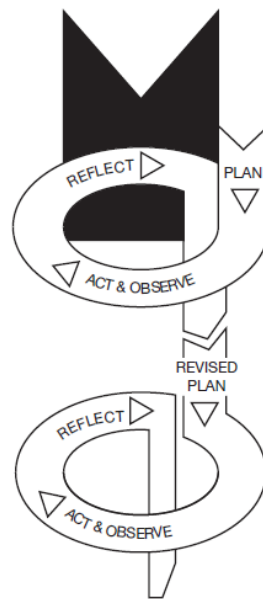
- 1) Action research is contextual, small-scale and localized- it identifies and investigates problems within a specific situation.
- 2) It is evaluative and reflective as it aims to bring about change and improvement in practice.
- 3) It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
- 4) Changes in practice are based on the collection of information or data which provides the impetus for change.⁴⁷

In other word, action research can be defined as a study of social situation with an aim to improve the quality of action. Then, by using classroom action research gives an opportunity to the teacher to create an active class so it will figure out the problem in learning process and it will solve the problem faced by teacher.

According to Kemmis and McTaggart in Burns' book "*Collaborative Action Research for English Language Teacher*", action research occurs in an active and complementary process, which consists of four essential moments, those are: planning, action, observation and reflection.⁴⁸ Therefore, this action research will be conducted by using the spiral model of action research conceived by Kemmis and McTaggart as follow:

⁴⁷Sandra Lee McKay, (2006), *Researching Second Language Classroom*, London: Lawrence Erlbaum Associates Publisher, p. 30.

⁴⁸ Anne Burns, (1999), *Collaborative Action Research for English Language Teachers*, Cambridge: Cambridge University Press, p. 32.



Picture 3.1 Action Research Spiral Model by Kemmis AND McTaggart

The authors maintain that action research involves a spiral of self-reflective spirals of:

- planning a change,
- acting and observing the process and consequences of the change,
- reflecting on these processes and consequences and then replanning,
- acting and observing,
- reflecting,
- and so on....⁴⁹

The cycles in the classroom action research can be stopped if the intended improvement have been achieved.

⁴⁹ Valsa Koshy, (2005), *Action Research for Improving Practice: A practical Guide*, London: Paul Chapman Publishing, p. 4.

3.4 The Procedures of Data Collection

The study is conducted to improve students ability in mastering vocabulary of seven grade students of MTs. S. Al-Washliyah Tembung by using research procedures propoed by Kemmis and McTaggart namely: plan, action, observing and reflecting.

1. Plan

Plan means program of action that will be done. Plan is needed to arrange and prepare everything that might be needed in action stage. The arrangements and preparation in this research include: (1) making lesson plan, (2) preparing the teaching materials, suh as relevant pictures and objects, (3) preparing the instrument of data collection to record and analyze tha data, (4) preparing the assignment to measure students' vocabulary mastery.

2. Action

Action is the process of doing something. It is the implementation of planning that has been arranged. In this phase, the learners will be taught by observe and remember game to improve their vocabulary mastery. The media and instrument are used to collect the data. The activities in this stage will be done as follow:

- Teacher starts the class by giving greeting and motivation.
- Teacher brings in the material that will be learned.
- The teacher determines the rules of the class when teaching and learning process are running.
- Teacher shows the students about the importance of the vocabulary to master English.

- The teacher gives the students vocabulary related to the lesson.
- The teacher asks the students to make a group and explain how to play observe and remember game.
- The students will learn the new vocabulary through discussion and give questions to the other students.
- The teacher emphasizes the vocabulary that has been learned.
- The teacher concludes the lesson.
- The teacher ends the class.

3. Observing

The third phase is observation. In this step the researcher observes all situations and conditions happened during the teaching-learning process and the students performance while receiving the material and to know the students attitude during the class. In addition, the researcher also takes note to every moment that happens in the class and put that notes in the dairy notes. The data and information found in this process will be used to evaluate the action.

4. Reflecting

This is the last step. Reflection is the activity where the researcher examines the data found from observation. The researcher will evaluate the situation and the result from observation to make conclusion. In this phase, the researcher reflects on everything that have been done in the first cycle. After that, the researcher will make decision to make the second cycle if it is necessary.

3.5 The Instruments of Collecting Data

In this research, the data are collected by using quantitative and qualitative data. In collecting quantitative data, the researcher carries out vocabulary test. In this case, the researcher will conduct a pre-test and a post-test. The tests are created by the researcher from some resources such as: the students' book exercise, internet etc. The test is conducted by the researcher in order to see the students' mastery of the subject that they have learnt. Besides, the test also functions as the feedback on areas that need to be improved.

The qualitative data describe the situation on teaching and learning process. In this qualitative data, the researcher uses diary notes, observation (observation sheet), interview (interview sheet), and photography evidence.

1. Diary Notes

The researcher observes the students activities when receiving the materials and the situation in the class. The researcher will notes the students response and activity during class in this diary notes.

2. Observation Sheet

Observation sheet is used to identify all the conditions that happen during teaching and learning process. In the observation sheet, there is a list which contains the indicators that will be measured such as: the topic, the teaching materials, media, and the technique used in teaching and learning process.

3. Interview Sheet

The researcher interviews the English teacher and the students to get some informations related to the teaching and learning process. Interview sheet is used to know the feeling, problem and conditions in English teaching and learning

process. The researcher interviews the teacher and the students in the first meeting and in the last meeting. The questions are about their opinion during learning vocabulary by using observe and remember game and their ability in mastering English.

4. Photography Evidence

The pictures are captured when the researcher is conducting the research. The function of photography is as documentation and as evidence. The photography is one of the ways in reporting the research.

3.6 The Technique of Data Analysis

This research will use quantitative and qualitative data. To evaluate students' improvement in vocabulary, the researcher gives vocabulary test for each cycle. There are pre-test and post-test. These tests are analyzed by comparing the result of each test. The test was scored by using score rank from 0-100 by counting the correct answer and applying the below formula:

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

where:

S = score of the test

R = the number of correct answer

N = the number of the question

To categorize the students who got up to 75 is calculated by applying the following formula:

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

where:

P = the percentage of students who get the point up to 75

R = the number of students who get the point up to 75

T = the total number of the students who did the test

This is an action research. It is the qualitative data that is used to describe the situation during the teaching process and the quantitative data is used to analyze the score of the students test. The qualitative data is studied from the observation sheet and the quantitative data is comprehended by the score of vocabulary test.

To know the mean of the students' score for each cycle, the researcher applied the below formula:

$$X = \frac{\sum X}{N}$$

where:

X = the mean of students' score

$\sum X$ = the total score

N = the number of the students

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

4.1 Data Analysis

The data for this study were analysed from quantitative and qualitative data. The quantitative data were taken from the mean of the students in taking vocabulary test. The qualitative data were taken from interview, observation sheet, photography evidence, and diary notes. This research was conducted in one class with 33 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, acting, observing and reflecting). The first cycle including the pre test was conducted in three meetings altogether.

4.1.1. The Quantitative Data

The quantitative data were taken from the result of some competence tests during the research which was conducted in three meetings. The tests given are relevant with the topic taught and discussed in the classroom in every cycle. The pre-test was given in the first meeting. Then, the other tests were given in the end of each cycle.

Before the researcher applied Observe and Remember Game it can be seen that the learning outcomes of students at class VII Madrasah Tsanawiyah Swasta Al-Washliyah Tembung in the pre-test was still low because there were only 4 students out of 33 who passed the grade. The determined grade from the school was 75. The results of the students test in every cycle can be seen in the following table. The researcher gave them 20 items vocabulary test for each cycle in the end of the topic after discussing the materials. According to the students

score in every cycle, it was found that the students score kept improving since the first until the last meeting.

It can be found from the students' score in the pre-test, post-test in cycle I, and also post-test in cycle II. The students' score in post-test I was higher than the pre-test and the students' score in post-test II was higher than the post-test I. The result of the students test can be seen in the following table.

Table 4.1

The Students' Score in Pre-test, Post-test I, and Post-test II

No.	Initial Name of Students	Score		
		Pre-test	Cycle I	Cycle II
			Post-test I	Post-test II
1.	AA	60	90	95
2.	AAU	60	90	95
3.	AAR	70	85	95
4.	BWH	45	85	90
5.	DF	65	70	95
6.	DJ	60	85	95
7.	DFP	65	70	80
8.	FRI	65	85	90
9.	FPF	80	90	95
10.	HH	65	70	80
11.	HFN	60	65	75
12.	JU	65	75	85
13.	KH	65	70	90
14.	KK	85	90	95
15.	LDK	60	80	100
16.	MAH	60	85	100
17.	MAS	60	75	85
18.	MHP	50	70	85

19.	MRR	30	65	60
20.	MHD	70	80	85
21.	NDA	50	70	75
22.	NHP	85	90	95
23.	PK	45	80	100
24.	RAN	60	70	85
25.	RWR	70	80	90
26.	SAK	65	80	90
27.	SAE	55	90	95
28.	SZ	75	90	95
29.	SFY	60	75	95
30.	THD	65	85	90
31.	TR	70	75	85
32.	TAA	70	80	90
33.	YS	65	85	90
Total		$\sum x = 2075$	$\sum x = 2625$	$\sum x = 2945$
Mean		$X = 62.87$	$X = 79.54$	$X = 89.24$

The table 4.1 showed that the total of students score increased from pre-test until post-test II. It could be seen from the mean of the score from pre-test, post-test of cycle I and post-test of cycle II that increase. It means that there was improvement of students' vocabulary mastery by using observe and remember game. Below is the data analysis for each test.

Table 4.2
The Students' Score in Pre-test

No.	Initial Name of Students	Post-test in Cycle I	
		The Score	Success Criteria (>75)
1.	AA	60	Unsuccessful
2.	AAU	60	Unsuccessful

3.	AAR	70	Unsuccessful
4.	BWH	45	Unsuccessful
5.	DF	65	Unsuccessful
6.	DJ	60	Unsuccessful
7.	DFP	65	Unsuccessful
8.	FRI	65	Unsuccessful
9.	FPF	80	Successful
10.	HH	65	Unsuccessful
11.	HFN	60	Unsuccessful
12.	JU	65	Unsuccessful
13.	KH	65	Unsuccessful
14.	KK	85	Successful
15.	LDK	60	Unsuccessful
16.	MAH	60	Unsuccessful
17.	MAS	60	Unsuccessful
18.	MHP	50	Unsuccessful
19.	MRR	30	Unsuccessful
20.	MHD	70	Unsuccessful
21.	NDA	50	Unsuccessful
22.	NHP	85	Successful
23.	PK	45	Unsuccessful
24.	RAN	60	Unsuccessful
25.	RWR	70	Unsuccessful
26.	SAK	65	Unsuccessful
27.	SAE	55	Unsuccessful
28.	SZ	75	Successful
29.	SFY	60	Unsuccessful
30.	THD	65	Unsuccessful

31.	TR	70	Unsuccessful
32.	TAA	70	Unsuccessful
33.	YS	65	Unsuccessful
Total		$\sum x = 2075$	Successful = 4 Unsuccessful = 29
Mean		$X = 62.87$	

From the table of the pre-test above, the students who got success the test were 4 students, and the students who did not get success the test were 29 students. In addition, the total score of the students was 2075 and the number of students who took the test was 40 students. To find out the mean in this test, the researcher applied the following formula:

$$X = \frac{\sum X}{N}$$

Where: X = the mean of the students' score

$\sum x$ = the total score

N = the number of the students

So the mean of the students' score was $X = \frac{2075}{33} = 62.87$

From the analysis above, the students' vocabulary mastery were very low. The mean of the students' score was 62.87. The percentage of students who got success in vocabulary mastery was calculated by applying the following formula:

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

where:

P = the percentage of students who get the point up to 75

R = the number of students who get the point up to 75

T = the total number of the students who did the test

$$P1 = \frac{4}{33} \times 100\% = 12.12\%$$

$$P2 = \frac{29}{33} \times 100\% = 87.88\%$$

Table 4.3

The Percentage of the Students' Score in Pre-test

	Criteria	Total of Students	Percentage
P1	Successful	4	12.12%
P2	Unsuccessful	29	87.88%
Total		33	100%

From the table above, the students' vocabulary mastery was low. The students who got success the test were 4 students or it was 12.12%. On the other hand, 29 students got unsuccessful in the test or it was 87.87%. It can be concluded that the students' vocabulary mastery in the pre-test was low.

Table 4.4

The Students' Score in Post-test Cycle I

No.	Initial Name of Students	Post-test in Cycle I	
		The Score	Success Criteria (>75)
1.	AA	90	Successful
2.	AAU	90	Successful
3.	AAR	85	Successful
4.	BWH	85	Successful

5.	DF	70	Unsuccessful
6.	DJ	85	Successful
7.	DFP	70	Unsuccessful
8.	FRI	85	Successful
9.	FPF	90	Successful
10.	HH	70	Unsuccessful
11.	HFN	65	Unsuccessful
12.	JU	75	Successful
13.	KH	70	Unsuccessful
14.	KK	90	Successful
15.	LDK	80	Successful
16.	MAH	85	Successful
17.	MAS	75	Successful
18.	MHP	70	Unsuccessful
19.	MRR	65	Unsuccessful
20.	MHD	80	Successful
21.	NDA	70	Unsuccessful
22.	NHP	90	Successful
23.	PK	80	Successful
24.	RAN	70	Unsuccessful
25.	RWR	80	Successful
26.	SAK	80	Successful
27.	SAE	90	Successful
28.	SZ	90	Successful
29.	SFY	75	Successful
30.	THD	85	Successful
31.	TR	75	Successful
32.	TAA	80	Successful
33.	YS	85	Successful
Total		$\sum x = 2625$	Successful = 24 Unsuccessful = 9
Mean		$\bar{X} = 79.54$	

From the table of post-test in the cycle I above, the total score of the students was 2625 and the number of students who took the test was 33 students. The mean of the students' score in this post-test of cycle I was:

$$X = \frac{\sum X}{N}$$

So the mean of the students' score was $X = \frac{2625}{33} = 79.54$

From the analysis, the students' vocabulary mastery got increase. It could be seen from the mean score of the test which was 79.54. It included fair level. The percentage of students who got success in vocabulary test was calculated by applying the following formula:

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

$$P1 = \frac{24}{33} \times 100\% = 72.72\%$$

$$P2 = \frac{9}{33} \times 100\% = 27.28\%$$

Table 4.5

The Percentage of the Students' Score in Post-test Cycle I

	Criteria	Total of Students	Percentage
P1	Successful	24	72.72%
P2	Unsuccessful	9	27.28%
Total		33	100%

From the table analysis, it showed that the students' vocabulary mastery got increasing. The mean of the students' score was 79.54. The students who got

75 and above were 24 students or it was 72.72% and 9 students who got score below 75 or it was 27.28 %. It could be concluded that the students' vocabulary mastery was getting better than in the pre-test. But the students achievement in the post-test of cycle I was seen unsuccessful. Because the percentage of the students score was only 72.72%. The researcher wished the percentage of students who passed the test was 75% or even higher. Hence, the researcher decided to continue the research to the cycle II.

Table 4.6

The Students' Score in Post-test Cycle II

No.	Initial Name of Students	Post-test in Cycle II	
		The Score	Successful Criteria (>75)
1.	AA	95	Successful
2.	AAU	95	Successful
3.	AAR	95	Successful
4.	BWH	90	Successful
5.	DF	95	Successful
6.	DJ	95	Successful
7.	DFP	80	Successful
8.	FRI	90	Successful
9.	FPF	95	Successful
10.	HH	80	Successful
11.	HFN	75	Successful
12.	JU	85	Successful
13.	KH	90	Successful
14.	KK	95	Successful
15.	LDK	100	Successful
16.	MAH	100	Successful
17.	MAS	85	Successful
18.	MHP	85	Successful

19.	MRR	60	Unsuccessful
20.	MHD	85	Successful
21.	NDA	75	Successful
22.	NHP	95	Successful
23.	PK	100	Successful
24.	RAN	85	Successful
25.	RWR	90	Successful
26.	SAK	90	Successful
27.	SAE	95	Successful
28.	SZ	95	Successful
29.	SFY	95	Successful
30.	THD	90	Successful
31.	TR	85	Successful
32.	TAA	90	Successful
33.	YS	90	Successful
Total		$\sum x = 2945$	Successful = 32 Unsuccessful = 1
Mean		$X = 89.24$	

From the table of score in the post-test of cycle II above, the total score of the students was 2945, and the number of the students who completed the test was 33 students. To see the mean of the students' score in this test, the researcher applied the following formula:

$$X = \frac{\sum X}{N}$$

So the mean of the students' score was $X = \frac{2945}{33} = 89,24$

From data analysis above, it showed that the students' vocabulary mastery kept increasing. The mean of the students was 89.24. The percentage of

students who got success in vocabulary test cycle II was calculated by applying the following formula:

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

$$P1 = \frac{32}{33} \times 100\% = 96.97\%$$

$$P2 = \frac{1}{33} \times 100\% = 3.03\%$$

Table 4.7

The Percentage of the Students' Score in Post-test Cycle II

	Criteria	Total of Students	Percentage
P1	Successful	32	96.97%
P2	Unsuccessful	1	3.03%
Total		33	100%

From the percentage, the students' vocabulary mastery was determined on very good level. The students' score showed improvement in every cycle.

Table 4.8

The Mean of Students' Score in Each Test (Pre-test, Post-test in Cycle I and Post-test in Cycle II)

X	Pre-test	Post-test Cycle I	Post-test Cycle II
Mean	62.87	79.54	89.24

The mean of the students' score kept increasing. The mean of the students' score in the post-test II was the highest. The improvement percentage of vocabulary mastery improve from 62.87 to 89.24.

To analyze the improvement of the students' score, it can be seen from the number of students who passed the grade in the test. It can be seen by using the formula, as follow:

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

Where: P = the percentage of students who get the point up to 75

R = the number of students who get the point up to 75

T = the total number of the students who did the test

The percentage of the increasing of students' vocabulary mastery could be seen as follow:

$$1. P = \frac{4}{33} \times 100\% = 12.12\%$$

$$2. P = \frac{24}{33} \times 100\% = 72.72\%$$

$$3. P = \frac{32}{33} \times 100\% = 96.97\%$$

Table 4.9

The Percentage of the Students' Vocabulary Test in Each Test

No.	Cycle	Students who Got Score up to 75	Percentage
1.	Pre-test	4	12.12%
2.	Post-test Cycle I	24	72.72%
3.	Post-test Cycle II	32	96.97%

The result showed the improvement of the students' score from the pre-test to the post-test I and the post-test II. In the pre-test, the students who got the score 75 and above were 4 students of 33 students (12.12%). In the post-test cycle I the students who got the score 75 and above were 24 students of 33 students

(72.72%). In the post-test cycle II the students who got the score 75 and above were 32 students of 33 (96.97%). The increasing percentage from the pre-test to the post-test of cycle I was 60.6% and the increasing percentage from the post-test of cycle I to the post-test of cycle II was 24.25%.

4.1.2. The Qualitative Data

The qualitative data were analyzed from the observation sheet, interview, diary notes and documentations.

a. Observation Sheet

The observer observed the researcher, the students, situations, conditions and the problems found during the teaching-learning process in every meeting. This observation was an alternative to gather information about teacher behaviors, students' attitude, the class participation, the interaction between the teacher and the students and the teaching learning climate while the research was conducted. From the observation, the observer noted that the students were active, interested, and enthusiastic in learning vocabulary by using observe and remember game. It was marked by the score given by the observer 3,5 at the first meeting which meant good and 3,8 at the second meeting which meant very good. The complete information about the observation sheet can be seen in appendix XI.

b. Interview

The researcher asked the teacher to know students' difficulties in mastering vocabulary and students condition during english class. The first interview was done before conducting the first cycle (appendix XIII). The researcher interviewed the English teacher and the students to get information

related to the teaching and learning process. The interview was also done after implementing the technique (appendix XIV).

Based on the students and teacher's answer in interview, it showed that there were different notion before and after the implementation of the technique. The teacher argued that the teaching and learning process were more active. The students also demonstrated increasing their enjoyment and activity when learning vocabulary through observe and remember game. The complete information about the interview can be seen in appendix III and appendix XIV.

c. Diary notes

This diary notes are as way to write about classroom events, the teaching method, and the students attitude during the class. The diary notes depicted that the students felt excited and enthusiastic to get the vocabularies by using observe and remember game. However, the diary notes also showed that the students were very noisy during the activities. From the first meeting until the last, the students showed their curiosity at the materials given. The researcher have typed the diary notes and it can be seen completely in appendix XVII.

d. Documentations

Photography is one of evidences of students and teacher activities in the class. It captured each activity which conceived important. The photography was captured when the teacher taught the students, when students did the vocabulary test, and when researcher did the interview. It can be seen from the photos that the students involved actively and enthusiastically during the teaching and learning process. These shoots can also be seen in the appendix XX.

4.1.3. The Activities in Cycle I

This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, acting, observing and reflecting). The first cycle including the pre test was conducted in three meetings altogether.

1. Planning

From the preliminary study, the plan was arranged before researcher conducting the research. Researcher created two meetings lesson plan that will be used in teaching. The topic discussed was vocabulary which was noun about the things in the rooms in the house. The plannings were:

- a. Make a lesson plan which contained steps in learning activities that used observe and remember game as media to improve students' vocabulary.
- b. Prepare a learning materials that supported the implementation of learning process in the form of games, books and pictures related to the material.
- c. Make the exercises as the instrument of collecting data of observe and remember game.

2. Action

Researcher brought the action learning activities based on lesson plan that had been made to improve the results of English learning by applying observe and remember game. Implementation of the action on the first cycle consisted of two meetings with 2 x 45 minutes each meeting. The teaching process began with greeting and apperception to gain students motivation and attention. Then, the teacher explained the material starting from drawing a home in the white board and provided students with some new vocabulary about things in the home. Then the teacher divided class into some groups to play the game.

These were the procedures in playing observe and remember game: (1) after grouping, the students will see the pictures about the vocabulary provided by the teacher, (2) give the students time about 3-4 minutes to analyze the pictures, (3) after that, ask the students to write as many as possible vocabulary that they remember, (4) the group who has the most vocabulary will be the winner.

After some times, the learning process finished and the teacher concluded the materials together with the students to know how deep students understand about the lesson.

3. Observation

The researcher observed the situations and conditions happened during the teaching-learning process and the students performance while receiving the material and to know the students attitude during the class. In addition, the researcher also took notes to every moment that happened in the class and put that notes in the dairy notes. These dairy notes have been typed by the researcher and can be seen in the appendix XVII.

Most of the students participated enthusiastically during teaching and learning process. When they asked to write how many vocabulary they remembered, they helped each other to fill the list. However, based on the achievement test given at the first cycle, it showed that there were only 24 out of 33 students who passed the test, while 9 other students are not successful. It meant it was not too satisfy the classical mastery learning. To see the students result in the test of cylce I can be seen in the appendix VIII.

4. Reflection

Based on the result of the test in the cycle I and the observation, the action to increase more the score was needed. It can be seen by what has been successfully done and what has not been successfully done at those activities. From the observation sheet, it can be seen that:

1. Teacher has not been able to manage the students' attention during learning process in this cycle I.
2. Some of the students are still confused because the lack of the teacher in asking the question related to the topic.
3. The students seem not to really understand about the material because asking and question session did not run well.

While seeing at the result obtained from the first cycle, it showed the expected result has not been achieved. To come up the weaknesses in the first cycle, the second cycle was planned as follow:

1. Researcher should improve the management of the class and activity to attract students attention.
2. Researcher must be more active in guiding the students to ask question during class

Researcher served the proper time to have question and asking session about the game and materials given.

4.1.4. The Activities in Cycle II

This is the second cycle of the research. These activities consisted of four steps of action research (planning, acting, observing and reflecting). It was expected that the second cycle in this research will come up the problems and get

better than the first cycle. In this cycle, researcher gave more motivation and support to their learning process. The explanation about the lesson was given as clear as possible as it has been designed as follow:

1. Planning

The researcher prepared the lesson plan and served the explanation needed by the students in the class. In this phase, the material provided was more interactive. The explanation will be just about the meaning of the vocabulary that supposed to be mastered by the students. The goal is to make students understand the meaning of each noun vocabulary given. The researcher also will create a more supportive and challenging class.

2. Action

The researcher explained about the things in the classroom which are unfamiliar to the students. The students are often to see those things in the class but they did not know the meaning in English. This became a good opportunity for the teacher to directly pointed out the things in the class. These made students more enjoyed the class. They understand the things and also those names in English. So, they felt happy and easy to increasing their vocabulary.

Additionally, the researcher also did the observe and remember game which made the class more active and enthusiastic. At that way, the students will be easier to accept the vocabulary, so it will be long lasting memorization for the students. At the end of the meeting on the second cycle, the researcher gave the test to know the students improvement about the lesson. The result of the test in cycle II could be seen in the appendix VIII.

3. Observation

The activities of the students and the teacher were observed. It showed that most of the students did well in discussing the words with their friends. In the process of discussion the students began to understand and comprehend their work. Thus the activity of students had already started to rise. The students had already had a brave to give feedback to ask the question related to the topic. To see the observation sheet it can be seen in the appendix.

4. Reflection

After checking the result of the test and observation, it was found that the students score increased dramatically. Based on the observation, researcher concluded that the students can improve their vocabulary mastery by using observe and remember game. The score in the second cycle improved than in the first cycle. The result of the other aspects are also increase such as the students' attention during learning process, students' activity, and the ability to memorize the vocabulary.

4.2 Research Finding

The result from the qualitative and quantitative data showed that the improvement of students' vocabulary mastery were attained. It was denoted by the students' test score. The mean of the test in the first cycle was 79.54 which is good enough. The mean of the test in the second cycle was 89.24. This indicated that the result and the mean in the second cycle were much better than the first cycle.

The percentage of students who passed the grade which is 75 and above also increased. In the pre-test, the students who got the score 75 and above were 4

students (12.12%). In the post-test of cycle I, the students who got the score 75 and above were 24 students (72.72%). In the post-test of cycle II the students who got the score 75 and above were 32 students of 33 (96.97%). The increasing of the pre-test to the post-test of cycle I was 60.6% and the increasing of the post-test of cycle I to the post-test of cycle II was 24.25%. For the total increasing of the students's score from pre-test to post test in cycle II was 84.85%. It indicated that the vocabulary mastery improved from the first meeting to the last meeting.

The qualitative data were taken from the observation sheet, interview, diary notes and also the photography. Using the data, researcher concluded that the students felt interesting to study vocabulary by using observe and remember game. The changes of response and behavior indicated the improvement in teaching and learning process.

Through observation sheet for the students, the improvement showed from the students' attitude such as they paid attention in teaching learning process during class. They also interacted with other students in discussion more often. Even though, the researcher saw the gap at the first meeting, but it decreased along the next teaching learning process. From the interview, students argued that having such that class made them enjoyed learning vocabulary. The dairy notes showed the moments in the class which getting better day by day. From the photography, it was found that the students were active and tried to do the task given supportively based on their ability.

4. 2. 1. Discusssion

This research was conducted to obtain the improvement of the students' vocabulary mastery by using observe and remember game. Observe and

remember game is one of the games that can be used in teaching vocabulary. Based on research done by the researcher, it indicated that observe and remember game is effective to teach vocabulary. It was supported by the increasing mean score in every cycle which is analyzed by the researcher.

The mean of the score at the first cycle was 79.54 and the mean of the score at the second cycle was 89.24. It was indicated that the score and the mean in the second cycle were better than the first cycle. The percentage of the students who got score 75 and above also increased. In the test of the cycle I, the students who got point 75 and above were 24 of 33 students. Then, in the second cycle, the students who got point 75 and above were 32 of 33 students. Otherwise, the students were getting better than the first meeting.

Based on the qualitative data which was gained from the observation sheet, interview, diary notes and also documentation, all of these instruments indicated the improvement in teaching learning process. Therefore, the students have given good responses during the class. The result of qualitative and quantitative data showed that the action and the implementation of observe and remember game improved. The students were active and gave fully attention when the teacher taught the lesson.

Based on the finding, observe and remember game could improve students' vocabulary mastery. Observe and remember game could also motivate students to involve in language learning, could help students engage in teaching learning process. The features of the game which can involve all kind activities such as speaking, discussing and noting could make this game worth trying in teaching vocabulary.

Despite of the fact that, at the first and second meeting, the researcher found that the students did not pay attention to the teacher seriously. Some of them talked each other making noisy. It could not be disowned that the students need more attentions from teacher to keep their motivation up. Beside that, their desire to learn vocabulary was still low. So, this must be the teacher duty to find out some sources to make them willing to master the vocabulary.

After some days, the researcher seen the students' improvement in the class. When researcher brought the pictures and arranged it, so the students can play by using that picture through observe and remember game. The most important one is the fact that the students enjoyed the class. They gave fully attention to the teacher. They talked each other to finish the game and to compete with other groups.

Therefore, Observe and remember game is a good way to teach vocabulary because it serves picture and figure in playing that game. The students could figure the vocabulary out from the pictures. The students also could list the name of the things based on their observation when doing the game. Then, the pictures can be obtained from everywhere in environment easily. Furthermore, the game can be played individually or in group which will create the enjoyable learning atmosphere.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the research finding, it can be concluded:

1. Teaching vocabulary through observe and remember game can improve students vocabulary mastery. It was proved from the mean of the students score in every test in each cycle. The mean of students score in the post-test at the second cycle (89.24) was higher than the mean of students score in the pre-test at the first cycle (62.87).
2. Implementing observe and remember game in the class caused improvement of response and behavior of the students. It was seen from the students who gave more attention in the teaching-learning process, interacted and discussed the vocabulary lesson more often with their friends and did the tasks related to the vocabulary enthusiastically. These class situations brought enjoyment when learning vocabulary.

5.2 Suggestions

The result of the study showed that the implementation of observe and remember game can improve the students vocabulary mastery. Therefore, the following suggestions were offered:

1. For the principal, it is fruitful for school to look for and store tools to make English teacher feel motivated in teaching English. It is important somehow to conduct training and facilitate this game in the class.

2. For the English teacher, it is useful to use observe and remember game as one of alternative ways in teaching vocabulary to make variation. Therefore, the students will not get bored in learning English particularly in vocabulary.
3. For the students, it is so much fun doing observe and remember game to increase their vocabulary mastery. The game is interesting to play so the students enjoy the class.
4. For the reader especially language learning interest, this research is one of additional knowledges and method in delivering vocabulary. So, reading this research will add the knowledge that we have another way to teach vocabulary.
5. For the other researcher, it is recommended to the other researcher who are interested in the field of vocabulary development to conduct a much in dept study and to develop all data and knowlege about observe an remember game.

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APPENDIX

APPENDIX I

LESSON PLAN (I)

School	: MTs. S. Al-Washliyah Tembung
Subject	: English
Class	: VII
Skill	: Vocabulary Mastery
Topic	: Parts of the House and the Things in it
Time	: 2 x 45 minutes
Meeting	: I

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information

II. BASIC COMPETENCE

Knowing the meaning of the words and mention the parts of the house and the things in it

III. INDICATORS

1. Knowing the names of the rooms in the house and the things in it
2. Understanding the names of the things in the rooms of the house
3. Naming the things in the pictures that given related to the topic

IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

1. The students are able to know the names of the rooms in the house and the things in it

2. The students are able to understand the the names of the things in the rooms of the house
3. Students are able to naming the things in the pictures that given related to the topic.

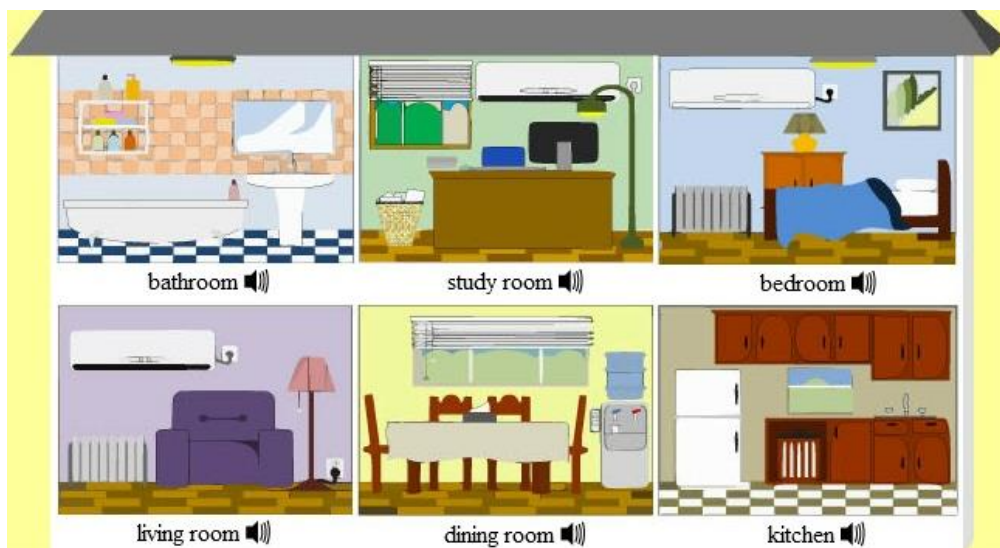
V. LEARNING MATERIALS

1. Pictures of household objects related to the topic: TV (for the living room), sofa (for drawing room), dining table (for dining room), bookshelf (for study room), refrigerator (for kitchen), shower (for bathroom), car (for garage).

Example questions:

1. Could you mention the rooms in the house?
2. Could you mention the things in the living room?
3. What are there in the drawing room?
4. Can you mention some kitchen utensils?

To play observe and remember game, use these pictures: picture the part of the house and the things in it





VI. METHOD

Observe and Remember Game

VII. LEARNING ACTIVITY

1. Opening

- Greetings
- warming up activities:
 - The teacher shows the picture of the part of the home
 - Ask the students questions related to the picture in their daily life

2. Main Activity

- The teacher draws a picture of a house on the white board.
- Next, hold up the cut out “refrigerator” picture and teach the word.
- Ask one student to come up to the board and stick the picture in one of the room.
- Do the same thing with the other pictures so that each room has a picture in it.
- The teacher mentions the vocabulary about parts of the house
- The teacher explains the function of each part of the house

Play Observe and Remember Game:

1. Divide the class into the group of 4 or 5.
2. Place the picture at the front of the room and give the students a set amount of time to look at them/it.
3. After they have returned to their seats, tell them to take out paper and pen, then either individually or in groups, have them write down the names of

as many of the objects as they can remember. (The objects or chart should be covered at this time).

4. At the end of the set limited time (five minutes is good), let the students check their lists and whoever has the longest list is the winner.

3. Closing

- The teacher concludes the material
- The teacher gives feedback for the students
- The teacher advises the students to remember the lesson
- The teacher gives the test to the students

VIII. RESOURCES

- The pictures of household objects
- English book
- Dictionary

IX. EVALUATION

Vocabulary test: multiple choices which is consisted of 20 questions

Evaluation rule:

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

Where:

S = score of the text

R = number of correct answer

N = number of question

Tembung, April 2017

Known by,

The principal of MTs. S. Al-Washliyah

English Teacher

Muhammad Zubir Nasution, S. Ag

Sri Wahyuni, S. Pd

Researcher

Husni Baraqih

NIM. 34133151

APPENDIX II

LESSON PLAN (II)

School : MTs. S. Al-Washliyah Tembung

Subject : English

Class : VII

Skill : Vocabulary Mastery

Topic : Things in the Classroom

Time : 2 x 45 minutes

Meeting : II

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information

II. BASIC COMPETENCE

Students are able to mention the names of the things in the classroom

III. INDICATORS

1. Knowing the names of the things in the classroom
2. Mention the names of the things in the classroom
3. Asking question about things in the classroom
4. Recognizing the names of the things in the classroom

IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

1. The students are able to know the names of the things in the classroom
2. The students are able to mention the names of the things in the classroom
3. The students are able to ask question about things in the classroom
4. The students are able to recognizing the names of the things in the classroom

V. LEARNING MATERIALS

1. Pictures of the things in the classroom: cupboard, globe, clock, chair, picture, table, window, desk, book, air conditioner, door, board, eraser, timetable, map.

2. Structure: “what is this?”

“this is an/a . . .”

“how many (tables) are there in the classroom?”

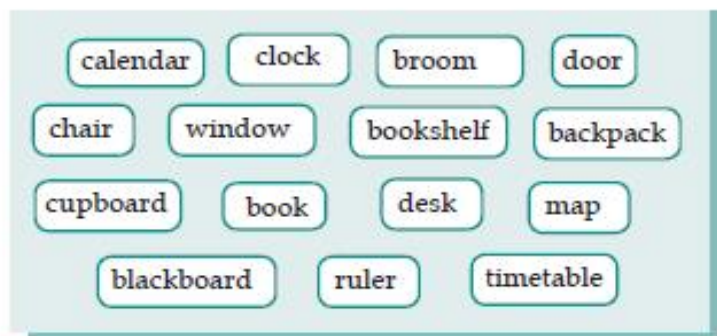
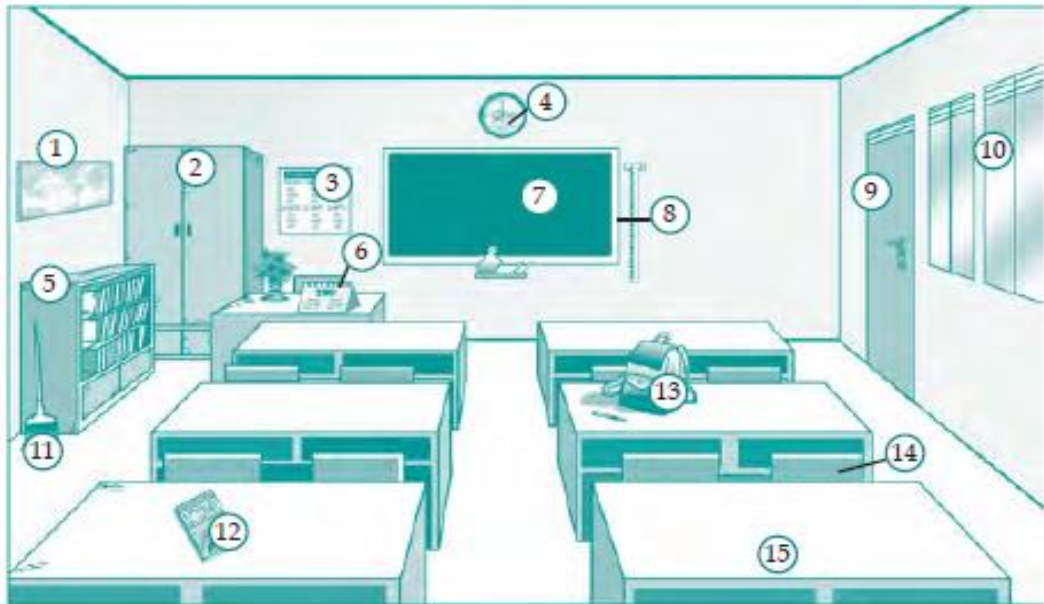
“there are/ there is. . . .”



The table below to teach “how many (things) are there ... ?” and “there are/there is..”

Things	Questions	Answers
chair	How many chairs are there?	There are six chairs.
eraser		
cupboard		
map		
pen		
picture		
board		

To play observe and remember game, use this picture: picture of the things in the classroom



VI. METHOD

1. Observe and Remember Game

VII. LEARNING ACTIVITY

1. Opening

- Greetings
- Warming up activities:
 - The teacher points the things in the classroom

- Ask the students questions related to the things in the classroom

Example: what is this? (teacher points at the chair)

2. Main Activity

- The teacher shows a picture of a classroom and mentions the things in the picture of a classroom.
- Give the explanation how to construct the sentence “how many (chairs) are there?” and “there are/ there is . . . “
- Give the students the table to be filled out.

Play Observe and Remember Game:

1. Divide the class into the group of 4 or 5.
2. Place the picture at the front of the room and give the students a set amount of time to look at them/it.
3. In each group ask the students questions about the scenes of the class to see how much they remember. The group who can answer these questions perfectly is the winner. The questions are:
 1. How many windows are there in the class?
 2. What is on the teacher’s table?
 3. How many tables are there in the class?
 4. How many bags are there on the table?
4. Tell them to take out paper and pen, then individually have them write down the names of as many of the objects as they can remember.
5. Ask the students to compare the works with friends in the group.

3. Closing

- The teacher reviews the material given to the students
- The teacher concludes the material
- The teacher gives feedback to the students
- The teacher advises the students to remember the lesson
- The teacher gives the test to the students

VIII. RESOURCES

- The pictures of the things in the classroom
- Internet
- English book
- Dictionary

IX. EVALUATION

Vocabulary test: multiple choices which is consisted of 20 questions

Evaluation rule:

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

Where:

S = score of the text

R = number of correct answer

N = number of question

Tembung, April 2017

Known by,

The principal of MTs. S. Al-Washliyah

Teacher

English

Muhammad Zubir Nasution, S. Ag

S. Pd

Sri Wahyuni,

Researcher

Husni Baraqih

NIM.34133151

APPENDIX III

Pre-test

Choose the correct answer for the following questions!

1. Stove, fridge, pan.

Where we can find these things?

- a. in the bathroom c. in the bedroom
b. in the living room d. in the kitchen

2. Armchair, rug, table.

Where we can find these things?

- a. in the kitchen c. in the living room
b. in the bathroom d. in the bedroom

3. Look at the picture!

What room is this?

- a. bathroom c. living room
b. kitchen d. bedroom



4. Pillow, blanket, wardrobe.

Where we can find these things?

- a. in the living room c. in the bathroom
b. in the bedroom d. in the kitchen

5. Kettle, napkin, chair.

Where we can find these things?

- a. in the bathroom c. in the kitchen
 in the bedroom d. in the dining room

6. Look at the picture!

What room is this?

- a. dining room
- b. living room
- c. kitchen
- d. bedroom



7. Look at the picture!

What room is this?

- a. bathroom
- b. living room
- c. dining room
- d. bedroom



8. Bathtub, shower, sink.

Where we can find these things?

- a. in the dining room
- b. in the bathroom
- c. in the living room
- d. in the kitchen

9. Look at the picture!

What is this?

- a. sink
- b. toilet
- c. bathtub
- d. towel



10. look at the picture!

What is this?

- a. bowl
- b. pan
- c. frying pan
- d. plate



11. What is this?

This is a

- a. oven
- b. gas stove
- c. pan
- d. sink



12. Look at the picture! This is a

- a. cupboard
- b. wardrobe
- c. drawer
- d. desk



13. Where we can find this object?

- a. bathroom
- b. dining room
- c. living room
- d. bedroom



14. Look at the pictures!



These things are . . .

- a. cloth, blanket, towel
- b. blanket, towel, rug
- c. rug, cloth, blanket
- d. blanket, rug, towel

15. Look at the pictures! Mention the name of the things!



- a. spatula, fork, spoon
- b. fork, spatula, spoon
- c. knife, fork, spatula
- d. spatula, spoon, fork

16. The meaning of “toothpaste” in Bahasa Indonesia is . . .

- a. pembersih gigi
- b. sikat gigi
- c. pasta gigi
- d. pemutih gigi

17. Where we can find these things?

1. Oven 2. Towel 3. wardrobe

- a. 1. in the living room 2. in the bathroom 3. in the kitchen
- b. 1. in the kitchen 2. in the bathroom 3. in the bedroom
- c. 1. in the kitchen 2. in the dining room 3. in the living room
- d. 1. in the kitchen 2. in the living room 3. in the dining room

18. Where we can find these things?

1. pillow 2. toaster 3. rug

- a. 1. in the living room 2. in the kitchen 3. in the kitchen
- b. 1. in the kitchen 2. in the bathroom 3. in the living room
- c. 1. in the bedroom 2. in the living room 3. in the kitchen
- d. 1. in the bedroom 2. in the kitchen 3. in the living room

19. The meaning of “mirror” in Bahasa Indonesia is . . .

- a. cermin
- b. gelas
- c. kaca
- d. cangkir

20. What is this?

This is a

- a. bolster
- b. pillow
- c. blanket
- d. bed



APPENDIX IV

Post-test I

Choose the correct answer for the following questions!

1. The meaning of “mirror” in Bahasa Indonesia is . . .

- a. cermin
- b. gelas
- c. kaca
- d. cangkir

2. Stove, fridge, pan.

Where we can find these things?

- a. in the bathroom
- b. in the living room
- c. in the bedroom
- d. in the kitchen

3. What is this?

This is a

- a. bolster
- b. pillow
- c. blanket
- d. bed



4. Armchair, rug, table.

Where we can find these things?

- a. in the kitchen
- b. in the bathroom
- c. in the living room
- d. in the bedroom

5. Look at the picture!

What room is this?

- a. bathroom
- b. living room
- c. living room
- d. bedroom



6. Pillow, blanket, wardrobe.

Where we can find these things?

- c. in the living room
- c. in the bathroom
- d. in the bedroom
- d. in the kitchen

7. Look at the picture!

What room is this?

- c. bathroom
- c. dining room
- d. living room
- d. bedroom



8. Bathtub, shower, sink.

Where we can find these things?

- c. in the dining room
- c. in the living room
- d. in the bathroom
- d. in the kitchen

9. Where we can find these things?

1. pillow 2. toaster 3. rug

- a. 1. in the living room 2. in the kitchen 3. in the kitchen
- b. 1. in the kitchen 2. in the bathroom 3. in the living room
- c. 1. in the bedroom 2. in the living room 3. in the kitchen
- d. 1. in the bedroom 2. in the kitchen 3. in the living room

10. look at the picture!

What is this?

- c. bowl
- c. frying pan
- d. pan
- d. plate



11. What is this?

This is a

- a. oven
- b. gas stove
- c. pan
- d. sink



12. The meaning of “toothpaste” in Bahasa Indonesia is . . .

- a. pembersih gigi
- b. sikat gigi
- c. pasta gigi
- d. pemutih gigi

13. Where we can find this object?

- a. bathroom
- b. dining room
- c. living room
- d. bedroom



14. Look at the pictures!



These things are . . .

- a. cloth, blanket, towel
- b. blanket, towel, rug
- c. rug, cloth, blanket
- d. blanket, rug, towel

15. Look at the pictures! Mention the name of the things!



- a. spatula, fork, spoon
- b. fork, spatula, spoon
- c. knife, fork, spatula
- d. spatula, spoon, fork

16. Kettle, napkin, chair.

Where we can find these things?

b. in the bathroom

c. in the kitchen

c. in the bedroom

d. in the dining room

17. Look at the picture!

What room is this?

c. dining room

c. kitchen

d. living room

d. bedroom



18. Look at the picture!

What is this?

c. sink

c. bathtub

d. toilet

d. towel



19. Look at the picture! This is a

a. cupboard

c. drawer

b. wardrobe

d. desk



20. Where we can find these things?

2. Oven 2. Towel 3. wardrobe

a. 1. in the living room 2. in the bathroom 3. in the kitchen

b. 1. in the kitchen 2. in the bathroom 3. in the bedroom

c. 1. in the kitchen 2. in the dining room 3. in the living room

d. 1. in the kitchen 2. in the living room 3. in the dining room

APPENDIX V

Pos-test II

Choose the correct answer for the following questions!

1. What is this?

This is a

- a. bench
- b. desk
- c. table
- d. chair



2. Look at the picture!

It is a picture of

- a. cupboard
- b. wardrobe
- c. bookshelf
- d. door



3. What is the meaning of “broom” in Bahasa Indonesia?

- a. sapu
- b. rak buku
- c. peta
- d. globe

4. Look at the picture!

There are four on the table.

- a. shoes
- b. globes
- c. pencils
- d. erasers



5. Anton: “What is this?”

Haikal: “This is a”

- a. map
- b. globe
- c. ball
- d. clock



6. What the meaning of “map” in Bahasa Indonesia ?

- a. peta
- b. penggaris
- c. buku
- d. daftar

7. Ananda : “What is this?”

Zihan : “this is a”

- a. whiteboard
- b. table
- c. shelf
- d. cupboard



8. Look at the picture!

There are six in the classroom.

- a. timetables
- b. desks
- c. whiteboards
- d. books



9. look at the picture!

This is a

- a. blackboard
- b. calender
- c. desk
- d. chair



10. Look at the picture!

There are four in the picture.

- a. timetables
- b. books
- c. rulers
- d. desks



11. What is this?

This is a

a. table

b. timetable

c. chair

d. map



12. There are three on the table.

a. pens

b. ruler

c. pencil case

d. books



13. This is a

a. desk

b. backpack

c. book

d. table



14. blackboard, bookshelf, map, timetable.

a. papan tulis, rak buku, peta, daftar

b. papan tulis, lemari, peta, daftar

c. lemari, rak buku, peta, kalender

d. lemari, peta, rak buku, daftar

15. cupboard, clock, window, door.

a. lemari, buku, jendela, pintu

b. lemari, tas, pintu, jendela

c. lemari, jam, jendela, pintu

d. pintu, jam, jendela, lemari

16. Look at the picture!

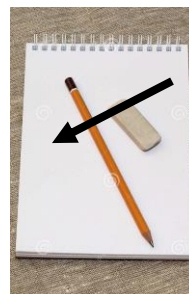
This is an

a. pencil

b. eraser

c. book

d. table



17. This is a . . .

- a. calendar
- b. timetable

- c. map
- d. blackboard



18. Look at the picture!

This is a . . .

- a. blackboard
- b. clock

- c. calendar
- d. door



19. What is this?

This is a

- a. blackboard
- b. bookshelf

- c. window
- d. door



20. What is this?

This is

- a. window
- b. door

- c. blackboard
- d. table



APPENDIX VI

The Key Answers

Pre-Test I

1. D
2. C
3. A
4. B
5. D
6. B
7. C
8. B
9. A
10. C
11. B
12. C
13. C
14. D
15. A
16. C
17. B
18. D
19. A
20. A

Post Test I

1. A
2. D
3. A
4. C
5. A
6. B
7. C
8. B
9. D
10. C
11. B
12. C
13. C
14. D
15. A
16. D
17. B
18. A
19. C
20. B

Post Test II

1. D
2. C
3. A
4. C
5. B
6. A
7. D
8. B
9. A
10. C
11. B
12. D
13. B
14. A
15. C
16. B
17. A
18. B
19. D
20. A

APPENDIX VIII

The Students' Score in Pre-test, Post-test I, and Post-test II

No.	Name of Students	Score		
		Pre-test	Cycle I	Cycle II
			Post-test I	Post-test II
1.	Ananda Adilla	60	90	95
2.	Annisa Aulia	60	90	95
3.	Arif Ardiansyah	70	85	95
4.	Bagus Wahyu Hidayat	45	85	90
5.	Danis Fadzillah	65	70	95
6.	Dermawan Jihad	60	85	95
7.	Dinda Fitria Pida	65	70	80
8.	Fahri Rizki Imam	65	85	90
9.	Fildzah Putri Fajrina	80	90	95
10.	Hasandri Hrp	65	70	80
11.	Hikmal Fikry Nasution	60	65	75
12.	Juliani	65	75	85
13.	Khalisatun Husna	65	70	90
14.	Khiyar Khairunnisa	85	90	95
15.	Lutfi Dimas Kurniawan	60	80	100
16.	M. Aidil Hafiz	60	85	100
17.	M. Alfi Shahri	60	75	85
18.	M. Herdiansyah Pratama	50	70	85
19.	M. Rizki Ramadhan	30	65	60
20.	Muhammad	70	80	85
21.	Nabiel Daffa Aswanda	50	70	75
22.	Nadhila Hidayah Putri	85	90	95

23.	Prayoga Khairurizki	45	80	100
24.	Rana Alif Novandi	60	70	85
25.	Rasyiidha Witra Ramadhan	70	80	90
26.	Salsabilah Asri Khairuna	65	80	90
27.	Satria Al-Erlangga	55	90	95
28.	Siti Zahara	75	90	95
29.	Suci Fitri Yana	60	75	95
30.	Taufik Hidayat Djati	65	85	90
31.	Taufik Rahman	70	75	85
32.	Tazkia Ade Alfitri	70	80	90
33.	Yoga Setiawan	65	85	90
Total		$\sum x = 2075$	$\sum x = 2625$	$\sum x = 2945$
		$X = 62,87$	$X = 79,54$	$X = 89,24$
Successful Students		4	24	32

APPENDIX IX

OBSERVATION SHEET

CYCLE I

Observer Name : Sri Wahyuni, S. Pd

Date : 26th April 2017

Activity Observed : Teacher Activities

Note : Give Thick (√) in the Category Column, where 4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	category			
		1	2	3	4
1.	The teacher comes on time				√
2.	The teacher greets the students				√
3.	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom				√
4.	The teacher tells the students the aims of the study				√
5.	The teacher introduces about observe and remember game				√
6.	The teacher divides the students into some groups				√
7.	The delivery of lesson materials which done by teacher has appropriate with the lesson plan prepared such as the clarity formulation of learning objectives which is not make an ambiguous interpretation about the materials will taught.				√
8.	Teacher has elected a lesson material which appropriate with the objectives of students' characteristic related with the level of students' understanding about a material or a			√	

	topic that will be taught				
9.	Teacher can control the lesson materials and convey the materials clearly				√
10.	Students give attention to teachers' explanation during learning process			√	
11.	Teacher asks to the students how far they understand about the materials have taught			√	
12.	Teacher adds and strenghtens the students' conclusion				√
13.	Students use dictionary to help them knowing the content of the words			√	
14.	All the students follow the test				√
15.	The students feel interested doing activity by using observe and remember game			√	
Total				15	40

The formula to measure the teachers' activity in teaching is:

$$\text{Teacher's activities} = \frac{n}{N}$$

n = the sum of the criteria number

N = the sum of total criteria number

So, the score based on that result is below:

$$n = 15+40= 55$$

$$N= 15$$

$$\frac{55}{60} = 3,66 = 4$$

4 = very good

APPENDIX X

OBSERVATION SHEET

CYCLE II

Observer Name : Sri Wahyuni, S. Pd

Date : 29th April 2017

Activity Observed : Teacher Activities

Note : Give Thick (√) in the Category Column, where 4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	category			
		1	2	3	4
1.	The teacher comes on time				√
2.	The teacher greets the students				√
3.	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom				√
4.	The teacher tells the students the aims of the study				√
5.	The teacher introduces about observe and remember game				√
6.	The teacher divides the students into some groups				√
7.	The delivery of lesson materials which done by teacher has appropriate with the lesson plan prepared such as the clarity formulation of learning objectives which is not make an ambiguous interpretation about the materials will taught.				√
8.	Teacher has elected a lesson material which appropriate with the objectives of students' characteristic related with				√

	the level of students' understanding about a material or a topic that will be taught				
9.	Teacher can control the lesson materials and convey the materials clearly				√
10.	Students give attention to teachers' explanation during learning process			√	
11.	Teacher asks to the students how far they understand about the materials have taught				√
12.	Teacher adds and strenghtens the students' conclusion				
13.	Students use dictionary to help them knowing the content of the words			√	
14.	All the students follow the test				√
15.	The students feel interested doing activity by using observe and remember game				√
Total				6	52

The formula to measure the teachers' activity in teaching is:

$$\text{Teacher's activities} = \frac{n}{N}$$

n = the sum of the criteria number

N = the sum of total criteria number

So, the score based on that result is below:

$$n = 52 + 6 = 58$$

$$N = 15$$

$$\frac{58}{15} = 3,86 = 4$$

4 = very good

APPENDIX XI

OBSERVATION SHEET

CYCLE I

Observer Name : Sri Wahyuni, S. Pd

Date : 26th April 2017

Activity Observed : Students Activities

Note : Give Thick (√) in the Category Column, where 4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	category			
		1	2	3	4
1.	All of the students come on time				√
2.	The students pay attention to the teacher explanation			√	
3.	The students interact with other students in the group			√	
4.	The students discuss in their own group				√
5.	The students are interested and enthusiasted in playing observe and remember game				√
6.	The students participate in learning process				√
7.	The students ask the teacher about observe and remember game			√	
8.	The students do the task given				√
9.	The students mark the difficult words			√	
10.	The students ask the feedback after doing he activity related to the topic			√	
Total				15	20

The formula to measure the teachers' activity in teaching is:

$$\text{The students activities} = \frac{n}{N}$$

n = the sum of the criteria number

N = the sum of total criteria number

So, the score based on that result is below:

$$n = 15+20= 35$$

$$N= 10$$

$$\frac{35}{10} = 3,5$$

$$3,5 = \text{good}$$

APPENDIX XII

OBSERVATION SHEET

CYCLE II

Observer Name : Sri Wahyuni, S. Pd

Date : 29th April 2017

Activity Observed : Students Activities

Note : Give Thick (√) in the Category Column, where 4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	category			
		1	2	3	4
1.	All of the students come on time				√
2.	The students pay attention to the teacher explanation			√	
3.	The students interact with other students in the group				√
4.	The students discuss in their own group				√
5.	The students are interested and enthusiasted in playing observe and remember game				√
6.	The students participate in learning process				√
7.	The students ask the teacher about observe and remember game				√
8.	The students do the task given				√
9.	The students mark the difficult words			√	
10.	The students ask the feedback after doing he activity related to the topic				√
Total				6	32

The formula to measure the teachers' activity in teaching is:

$$\text{The students activities} = \frac{n}{N}$$

n = the sum of the criteria number

N = the sum of total criteria number

So, the score based on that result is below:

$$n = 6+32 = 38$$

$$N = 10$$

$$\frac{38}{10} = 3,8$$

$$3,8 = 4$$

4 = very good

Appendix XIII

INTERVIEW SHEET WITH THE TEACHER

FOR THE FIRST TIME

The researcher : “Good morning, Ma’am?”

The teacher : “Good morning too.”

The researcher : “Excuse me ma’am, I would like to ask some questions to you related to my research to improve students’ vocabulary mastery.”

The teacher : “Yes, please. What is that?”

The researcher : “According to you, what are the most problems that occur during English teaching and learning process, especially in seventh grade students?”

The teacher : “I think the most is yes, yes actually the most difficult is the vocabulary. The vocabulary is the first point to master English, and also the other materials. The vocabulary first, then they can arrange the word by word become a good sentence. But I tried to make them to understand it when I teach them. Even though they do not know the words I said, I just said in the class to make them practice to listen.”

The researcher : “Yes, I think that is also the most problem in learning English. What are the difficulties of the students in mastering vocabulary?”

The teacher : “The students often forget the recent-vocabulary given in the class. They did not remember more the vocabulary given. Beside that, they fastly forget the vocabulary taught in the class.”

The researcher : “I see. That is the most problem students facing. What strategies that you often use during teaching in the class when teaching vocabulary?”

The teacher : “I ask them to translate the text, then they will open dictionary to translate them. After that, I ask some students to translate the text. And also sometimes, I teach them by discussing the text. Because based on the curriculum we have some texts of the seventh grade. Then, they have to answer the question related to the text. So before answering the text, I ask them to translate the words. They have to translate the text to understand the text. But, depend on you, do you have strategy in teaching vocabulary?”

The researcher : “Yes, depend on my study, my research, I will have some objects or things or even pictures (drawing sample picture). Those will have them know more about abstract thing. I will use observe and remember game. Do you know observe and remember game in teaching vocabulary?”

The teacher : “ooh this is cupboard (pointing the picture), by things the picture. This depends on you? ”

The researcher : “I will use this strategy to do my research in teaching students mastering vocabulary. So, when they learn some vocabularies in class as subject or the things in the house we will bring the real things or just picture in the class. So the students will figure them out easily.”

The teacher : “When the first time the students came to the class, our books and in the curriculum, they will learn about things around us. So this is suitable and there is that material in their level. Not all of the things they know around us, our class, in their house.”

The researcher : “Yes, it depends on materials maybe. If we can bring it in the class, it will be easy for us, and if somethings we cannot bring it in the class, it also become difficult for us. I will use the game. The name of the game is observe and remember game. Have you ever heard about the game?”

The teacher : “Yes, I heve ever heard about, but I use another. I just use one something like connecting words.”

The researcher : “I see. What kind of activities do you think will be suitable to solve the difficulties of the students in mastering vocabulary?”

The teacher : “I used one word, after that, they make words from that word cotinously to continue the last letter in the word to make another word. That is the one way in doing the vocabulary”

The researcher : “Then, the vocabulary will come from one subject or material. It will randomly wrote by students, right? Not in one subject or one theme.”

The teacher : “I think yes. Do you have another idea?”

The researcher : “Yes. I will use observe and remember game. I will bring the pictures to the class. The theme is about the things around us. So I will bring the pictures such as sofa, chair, table, spoon at cetera. They will find it in every day life. So I will make a group of 4 or 5 to play this game. Then, they will work together to observe the picture I brought in the 4 or 5 minutes. Next, the students should remember the words based on the picture. They will name it based on their ability. An then, the students will write the names of the things that they can remember. So the students or the group who has the most list will be the winner.”

The teacher : “Okay. That will be good idea.”

The researcher : “Another way in doing observe and remember game is we gave them the opportunity to observe the room that we have prepared the things in it. So the students will memorize the detail and the vocabulary at that room. For example question: how many tables are there in that room, what are on the table? We can do this in the library, in the laboratory. So the students will learn the names of the things in the library and the laboratory for example.”

The teacher : “That is a good idea. Actually, so many games. But yeay you know the teacher now. But, you are still young. Anything you can do.”

The researcher : “Yes, anything. This game has never been done before, so I would like to try to use it in the class.”

The teacher : “So you will try. Oke, never mind. But in the next meeting, right? ”

The researcher : “Yes, I will apply it in my teaching class tomorrow. So I will also ask you about the game I used after the class next meeting”

The teacher : “Okay. That is okay.”

Appendix XIV

INTERVIEW SHEET WITH THE TEACHER

FOR THE LAST TIME

The researcher : “Good morning Ma’am?”

The teacher : “Good morning, too.”

The researcher : “As I said before, I would like to ask you some questions related to the teaching and learning process I conducted in the class. What do you think about the implementation of observe and remember game that I used today? ”

The teacher : “I think it was great. The students are active as you can see. They discussed the words and listed it in the paper. That was good response of students. They are enthusiastic in playing the game and following the class. The students are happy, it showed from them. All of them are motivated to get the most vocabulary, so they can be the winner. They also helped each other to fill the list of the vocabulary”

The researcher : “Alright, if so, do you think it can improve students’ vocabulary achievements?”

The teacher : “Yes, I think so. The students will remember the words more longer. In fact, they saw the picture, it will gave them the real object in their mind. So the vocabulary will stay be kept in their mind”

The researcher : “I have done the class. What do you think about the activities?”

The teacher : “The activities are arranged well, in a good time. But in the first meeting you should consider the time. The time management is also important. I see, the activity somehow will increase students motivation in learning vocabulary.”

The researcher : “What do you think about the interaction between the teacher and the students during the teaching and learning process?”

The teacher : “You did well the teaching process. Just need some corrections. However, the interactions are good enough. You checked the students work and motivated them to keep increasing their mastery in vocabulary.”

The researcher : “Do you think the students are motivated and confident in improving their vocabulary?”

The teacher : “Yes they are. The fact that the students did well in the game and keep discussing in their group about the vocabulary. They also helped each other to fill out the list. Their confidence is also can be analyzed from their interaction to each other friends. The ability to ask question related to the topics was also getting better. They interacted each other to complete the games. These are some good way to teach vocabulary.”

The researcher : “thank you so much. Would you like to apply it sometimes”

The teacher : “you are welcome. Yes maybe sometimes.”

Appendix XV

INTERVIEW SHEET WITH THE STUDENTS

FOR THE FIRST TIME

Student I : Hasandri Harahap

Student II : Salsabila Asri

The researcher : “Hello selamat pagi. Maaf ya, saya pake waktunya sebentar. Apakah kalian keberatan? Sir ada beberapa pertanyaan seputar Bahasa Inggris.”

The student I : “Selamat pagi Sir. Engga Sir. ”

The student II : “Selamat pagi Sir. Silahkan Sir.”

The researcher : “Apakah kalian menyukai pelajaran Bahasa Inggris?”

The student I : “Saya kalo vocabulary kurang ingat Sir.”

The student II : “Saya sih suka Sir.”

The researcher : “Apakah ada kesulitan selama proses belajar?”

The student I : “Iya Sir, payahmya itu kalau speaking, vocabulary terus menghapalnmya Sir. ”

The student II : “Mengucapkan kata-kata dalam bahasa Inggris agak susah Sir. Trus speaking juga susah.”

The researcher : “Kemampuan apakah yang kamu rasa paling susah dalam bahasa Inggris?”

The student I : “kalau saya sih speaking la Sir, vocabulary juga. Karena kita harus banyak liat kamus Sir.”

The student II : “speaking sama vocabulary Sir. Karene itu banyak kosakatanya dan susah ngomongya Sir.”

The researcher : “Kalau tentang vocabulary, apakah kesulitan kamu untuk meningkatkan kemampuan kamu dalam vocabulary?”

The student I : “Cara membacanya Sir, terkadang bosan dan susah mengingatnya.”

The student II : “Sering lupa sama vocabulary yang uda dikasi dan dihapalkan. Karena bacaan dan tulisannya lain.”

The researcher : “Apakah kamu suka menghapal vocabulary?”

The student I : “Suka Sir kalau kita dikasi tugas menghapal, maka saya mencatat dan menghapalnya saja. Kami menulis kata-katanya, terus kami hapal la itu.”

The student II : “Saya kurang paham tentang bagaimana mengucapkan huruf-hurufnya Sir, sama beda tulisannya, beda juga bacanya Sir. Biasanya kami mencatat dari bacaan, terus kami cari lah artinya terus kami masukkan ke notes”

The researcher : “Jadi kegiatan apa lah yang kira-kira bisa meningkatkan kemampuan kalian dalam menguasai vocabulary?”

The student I : “kalau saya si maunya ada liat gambar-gambar gitu, terus kan bisa lebih nangkep sekalian liatin gambar.”

The student II : “mencatat daftar vocabulary juga bisa si, cuman lebih bagus lagi kalau ada variasinya la. Bisa juga game. Kan kami suka main game.”

Appendix XVI

INTERVIEW SHEET WITH THE STUDENTS

FOR THE LAST TIME

Student I : Hasandri Harahap

Student II : Salsabila Asri

The researcher : “hello.. morning students, Sir akan bertanya kembali kepada kalian tentang kelas yang Sir ajarkan tadi. Menurut kalian bagaimana proses belajar dan mengajar kita tadi.”

The student I : “kalau saya si tengok itu enak ya Sir, jadi kita main game dan sekalian tambah vocabulary. Main game nya juga asik. Kami kayaknya dapat banyak juga. Trus kalo aku lupa kawan ku yang lain bisa nambahin.”

The student II : “di kelas kami jadi banyak sapa sama kawan-kawan satu grup. Kalo kami ada yang lupa, kawan kami juga masih ada yang ingat, jadi vocabularynya penuh kami buat di daftar itu. Kami juga lomba siapa yang paling banyak. Seru juga lah.”

The researcher : “Apa kalian menikmati kelas yang Sir bawakan?”

The student I : “Iya Sir. Jadi lebih mudah liat vocabulary dari gambar, kan itu benda-bendanya ada di rumah juga. Jadi pas sih kalau dibawa gambarnya.”

The student II : “Lumayan Sir. Pertamanya bingung juga mau liat gambar yang mana dulu, tapi setelah dijelasin pada waktu main tadi, jadi ngerti

la. Jadi, kita akan bantu satu sama lain untuk buat daftar vocabularynya.”

The researcher : “Apa pendapat kamu tentang kegiatan kita hari ini?”

The student I : “Belajarnya enak. Kami hanya tinggal melihat gambarnya saja, kemudian kami akan menuliskannya di daftar itu. Dengan melihat gambar, kami jadi mudah inget dan cepet nulisnya di buku kam”

The student II : “Tidak sulit sir. Kami hanya mengamati dan mengingat-ingat saja gambar yang ada di game itu. Terus kami kan juga mencatat daftar vocabularynya, jadi lebih inget. Dan kami tertantang untuk bisa menang dengan paling banyak mengingat vocabularynya.”

The researcher : “Apa belajar tadi bisa buat kamu percaya diri untuk menguasai vocabulary.”

The student I : “Iya la Sir, kalo uda liat gambar kan kita tau artinya. Jadi lebih gampang lah mengingatkannya. Uda gitu gambarnya kan ada kita jumpai setiap hari di sekolah apa di rumah.”

The student II : “Bisa meningkatkan kemampuan mengingat jadi lebih inget karena liat gambarnya juga. Saya mau buat gitu juga kalau ada bahan-bahannya dan gambarnya.”

The researcher : “Apa kekurangan pembelajaran tadi?”

The student I : “Gambar-gambarnya ada yang sama Sir, kata-katanya juga ada beberapa yang sama. Terus waktu menjelaskan cara bermainnya terlalu singkat, jadi kami masih ada yang bingung bagaimana cara

memainkan gamenya. Tapi pas uda di depan, di permainan itu Sir jelasin lagi jadi uda ngerti la.”

The student II : “Waktunya kurang pas Sir, jadi ada beberapa kelompok yang dapat kesempatan banyak melihat, ada juga kelompok yang waktunya sedikit. Karena kan kita liat waktu belajar kita juga. Terus tadi yang laki-lakinya banyak yang ribut, memang sih pada ngomongin vocabulary, tapi suaranya kuat-kuat kali. Trus ada juga kawan-kawan yang liat ke grup lain, jadi tambah banyak la punya mereka.”

The researcher : “Apakah kalian termotivasi untuk lebih aktif selama proses belajar mengajar?”

The student I : “Kalau saya sih iya Sir. Jadi mau tau apa ya gambar-gambar yang akan dibawa di pertemuan-pertemuan selanjutnya. Kan pasti setiap materi beda-beda. Pasti tambah enak la liat gambar-gambar itu.”

The student II : “Iya Sir, saya jadi tau nama-nama benda yang sering kita lihat di rumah dan di sekolah tapi kita tidak tau apa bahasa Inggrisnya. Jadi bisa la kita membuat daftar gambar benda-benda di sekeliling kita trus kita cari gambarnya. Kemudian kita liat bahasa Inggrisnya. Kalo itupun gak kita tulis artinya uda tau artinya karena kita kan liat gambar.”

Appendix XVII

DIARY NOTES

First Meeting (21st April 2017)

In the first meeting, the researcher applied the identification phase. In this meeting, the researcher introduced himself and explained the purpose for his coming to the class. The researcher observed the class condition, the students motivation in teaching and learning process. There are 33 students in this class. The students are quite active and they are welcome students. Then, the researcher did the interview with some students in that class and the teacher as well. The researcher wanted to know the students' background in learning vocabulary especially in vocabulary mastery. Based on the the teacher opinion in the interview, the most problem faced by students are how to master vocabulary. She also stated that the students can build the sentence by having rich vocabulary. At the students side, they argued that vocabulary is one of the most needs in learning vocabulary.

Second Meeting (22nd April 2017)

That was the second meeting, the researcher gave the pre-test in this meeting to measure students basic ability in vocabulary before using observe and remember game in the real class. The students were given times approximately 30 minutes to answer the questions. The students did the test well. After having the test, the researcher checked the students work. At this time, the students' answer are mostly low. Only 4 students passed the grade of 75. The other students got the point under 75 which is considered fail in the pre-test.

Third Meeting (26th April 2017)

In this meeting, the researcher taught English vocabulary in the class. The researcher brought the lesson plan and also the materials that will support the teaching and learning process. The teacher opened the class by greeting them. The students answered enthusiastically. Then, the researcher explained the material prepared. Some students were still not focuss in the class. Some of them were making noisy and talked each other. But, the researcher tried to calm them and asked them to follow the class seriosly.

The teacher used yell and jargon to have their attention. Then, observe and remember game was introduced. This time the teacher explained what is observe and remember game, how to make it and how to play it. The students did the game enthusiastically. They did it well. After playing the game and finishing the class, the teacher gave the post-test one. The students did the test about 20 minutes. Afterward, the researcher checked the students' test and compared it with the result in the pre-test. Accordingly, the students' score in the post-test I was better than the pre-test. As many 24 students passed the test and only 9 students did not do well in the test.

Fourth Meeting (29th April 2017)

This was the fourth meeting. The researcher taught the students with the lesson plan and material that have been prepared. Some changes happened in the class this time. The students were more active and bravely asked question related to the topic. The class were running better than the previous class. The students eagerly

did the game. After that the class was closed by the teacher and the students are asked to do the post-test II to see the improvement changed from pervious two meetings.

At this time, the researcher also conducted the last interview with the teacher and the students too after having the class. Teacher said that the game was good. And the students followed the class enthusiastically. There were some improvements at the students. They were more active and helped each other during the game and discussion. Besides, the students stated that the class is much better. They argued that the game can improve their ability to improve their vocabulary. The game also helped them to improve their way in learning vocabulary becoming easier and more interesting.

The test was also checked this time, and based on the result, the students' score keep increasing. There were 32 students who passed the test and only one students did not pass the test.

Appendix XVIII

Students' Name and Initial

No.	Names of the Students	Initial Name of Students
1.	Ananda Adilla	AA
2.	Annisa Aulia	AAU
3.	Arif Ardiansyah	AAR
4.	Bagus Wahyu Hidayat	BWH
5.	Danis Fadzillah	DF
6.	Dermawan Jihad	DJ
7.	Dinda Fitria Pida	DFP
8.	Fahri Rizki Imam	FRI
9.	Fildzah Putri Fajrina	FPF
10.	Hasandri Hrp	HH
11.	Hikmal Fikry Nasution	HFN
12.	Juliani	JU
13.	Khalisatun Husna	KH
14.	Khiyar Khairunnisa	KK
15.	Lutfi Dimas Kurniawan	LDK
16.	M. Aidil Hafiz	MAH
17.	M. Alfi Shahri	MAS
18.	M. Herdiansyah Pratama	MHP
19.	M. Rizki Ramadhan	MRR
20.	Muhammad	MHD
21.	Nabiel Daffa Aswanda	NDA
22.	Nadhila Hidayah Putri	NHP
23.	Prayoga Khairurizki	PK
24.	Rana Alif Novandi	RAN

25.	Rasyiidha Witra Ramadhan	RWR
26.	Salsabilah Asri Khairuna	SAK
27.	Satria Al-Erlangga	SAE
28.	Siti Zahara	SZ
29.	Suci Fitri Yana	SFY
30.	Taufik Hidayat Djati	THD
31.	Taufik Rahman	TR
32.	Tazkia Ade Alfitri	TAA
33.	Yoga Setiawan	YS

Appendix XIX

THE STUDENTS' ATTENDANCE LIST DURING THE RESEARCH

No.	Names of the Students	Meeting			
		1	2	3	4
1.	Ananda Adilla	√	√	√	√
2.	Annisa Aulia	√	√	√	√
3.	Arif Ardiansyah	√	√	√	√
4.	Bagus Wahyu Hidayat	√	√	√	√
5.	Danis Fadzillah	√	√	√	√
6.	Dermawan Jihad	√	√	√	√
7.	Dinda Fitria Pida	√	√	√	√
8.	Fahri Rizki Imam	√	√	√	√
9.	Fildzah Putri Fajrina	√	√	√	√
10.	Hasandri Hrp	√	√	√	√
11.	Hikmal Fikry Nasution	√	√	√	√
12.	Juliani	√	√	√	√
13.	Khalisatun Husna	√	√	√	√
14.	Khiyar Khairunnisa	√	√	√	√
15.	Lutfi Dimas Kurniawan	√	√	√	√
16.	M. Aidil Hafiz	√	√	√	√
17.	M. Alfi Shahri	√	√	√	√
18.	M. Herdiansyah Pratama	√	√	√	√
19.	M. Rizki Ramadhan	√	√	√	√
20.	Muhammad	√	√	√	√
21.	Nabiel Daffa Aswanda	√	√	√	√

22.	Nadhila Hidayah Putri	√	√	√	√
23.	Prayoga Khairurizki	√	√	√	√
24.	Rana Alif Novandi	√	√	√	√
25.	Rasyiidha Witra Ramadhan	√	√	√	√
26.	Salsabilah Asri Khairuna	√	√	√	√
27.	Satria Al-Erlangga	√	√	√	√
28.	Siti Zahara	√	√	√	√
29.	Suci Fitri Yana	√	√	√	√
30.	Taufik Hidayat Djati	√	√	√	√
31.	Taufik Rahman	√	√	√	√
32.	Tazkia Ade Alfitri	√	√	√	√
33.	Yoga Setiawan	√	√	√	√

Appendix XX

Photography Evidence (Documentation)

Students are doing the post-test



Interviewing the Teacher



The Researcher is Giving the Treatment



Students are Playing Observe and Remember Game





The Researcher is Guiding the Students



The Researcher is Interviewing the Students



BIOGRAPHY



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