THE IMPLEMENTATION OF HIDDEN PICTURE GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SEVENTH GRADE OF MTS NEGERI LUBUK PAKAM

A SKRIPSI

Submitted to the Facultyof Tarbiyah and Teachers Training State Islamic University of North Sumatera Medan as a Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN
2018

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

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Wassalamualaikum Wr. Wb.

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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.

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ABSTRACT

Khaerunisa. 2018. The Implementation of Hidden Picture Game to Improve Students' Vocabulary Mastery at Seventh Grade of MTs Negeri Lubuk Pakam.

Keywords: Vocabulary, Implementation, Hidden Picture Game

This research was aimed to find out the implementation of hidden picture game to improve students' vocabulary mastery. The subject of this research was a class which consisted of 36 students at seventh grade of MTs Negeri Lubuk Pakam 2017/2018 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, dairy 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 hidden picture game. The result of the analysis showed that the mean of the pretest was 63,61. The mean of the post-test in the first cycle was 77,63. Then the mean of the post-test in the second cycle was 88,88. The percentage of students who got point up to 75 also grew up. In the pre-test, there were only 5 students (13.89%) who got point up to 75. In the post-test of cycle I, there were 26 students (72.22%) who got point up to 75. Then, in the post-test of cycle II, there were 33 students (91.66%) who got point up to 75. Otherwise, the total increasing percentage from the pre-test to the post-test in the cycle two was 77.77%. It showed that the implementation of hidden picture 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. It can be concluded that the implementation of hidden picture game was effective to improve the students' interest in following the learning teaching process.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

English is the first international language and it is very important for us to learn English. By using English, we can increase our career, expand our knowledge, and more easier to communicate with foreign people. In Indonesia, English is known as foreign language. English is taught to the students since they are from primary level to university level. In English consist four skills there are writing, reading listening and speaking. But, to master them we have to master vocabulary in English first.

Generically, vocabulary is the knowledge of meanings of words.[1] Vocabulary is a list or collection of words and phrases usually alphabetically arranged and explained or defined. Vocabulary is the basic knowledge to develop and mastering English language. By mastering vocabularies, someone can understand easily and know the meaning of the context of the word. Therefore, vocabulary mastery is very important in language teaching. Ability in vocabulary is very important for the learners, because if they have good vocabulary, they can use English well especially in speaking or communication.

Problem in learning and teaching English still exist at school, because English language is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. For teachers creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching

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[1] Elfrieda H. Hiebert and Michael L. Kamil, (2005), *Teaching and Learning Vocabulary: Bringing Research to Practice,* USA: Lawrence Erlbaum Associates, Inc., p. 3

technique. A good teaching technique makes students understand and master the lesson like the other lessons which need a suitable technique and methods, teaching language also needs a suitable techniques and methods. In reality learning English especially to memorize vocabulary is boring for some students.

Based on the researcher's observation at MTs Negeri Lubuk Pakam, most of the students have many problems in English words. They had difficulties in understanding the sentence that they read and the students can not get the main point. So that the students do not understand what they read and they consider the English lesson is a difficultt.

The technique of teacher when teaching vocabulary is monotonous; the students just memorize the changes of verbs, the word related to nouns, adjectives, and adverbs. Many students feel 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 had difficulty in differentiating the form of word grammatically, such as part of speech, noun, verb, adjective, and adverb.

Those problems of vocabulary must be solved, because it can be difficulties for the students to continue the next level or grade. To solve the problem the teacher should not only understand the students difficulties of word study, but also 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 use some strategies, method and media learning. One of the media that can be used to solve the problem in teaching vocabulary is by using games. The students will have fun by playing a game, yet they will learn new words.

Games becomes successfull strategy to make the students interested. It is one of the most effective clssroom tools. The use of games not only will change the dynamic of class but also we help student study easily and help the brain to learn more effectively. By using appropriate game can be helpful to teach English espeially in learning vocabulary.

One of the appropriate and interesting game to learn vocabulary is Hidden Picture game. A Hidden Picture Game (sometimes called as hidden object) is a genre of puzzle game. Hidden picture contains object hidden in background image, in such as way that each object fits closely into a local region of the background. So hidden picture game is an educational game with elaborate background picture that contin specific pictures. The player must find item from a list of vocabulary that are hidden within a picture.[2] By playing this game the students trained to find out the items based on the vocabulary list in a picture and memorize it easily.

Based on the explanation above, it is relevant to use Hidden Picture game as media in teaching vocabulary for junior high school students. For that reason, this research entitled **"The Implementation of Hidden Pictures Game to Improve Students' Vocabulary Mastery at Seventh Grade MTs Negeri Lubuk Pakam"**.

B. The Identification of the Study

There are two factors influencing the students' vocabulary mastery, internal factors and external factors. The internal factors : the students are afraid of making mistakes,

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[2] Yoon, Jong Chul, In Kwon Lee and Henry Kang, (2008), *A Hidden Picture Puzzles Generator*, Pacific Graphics.

difficult to memorize, and etc. The external factors : less of support from the environment and the use of inappropriate techniques used by the teacher in teaching including games. Many factors can influence the students' vocabulary mastery, therefore the researcher would like to limit.

C. The Limitation of the Study

Many factors can influence the students' vocabulary mastery. From those factors, game is regarded to give a strong effect on the vocabulary mastery. Because game can make the students easy to understand. Through game, the students' brain to be more relaxed in memorize. Relaxation can activete the students' long term memory and the students enjoy their learning. There are many kinds of game in teaching vocabulary, such as bingo game, race to the board game, fly swatter game and hidden picture game.

In this research, the researcher used hidden picture game because in this game the students use pictures to memrorize the word. So the researcher limits only on the hidden picture game in teaching vocabulary.

D. The Research Qusetion

Based on the limitation of the study above, the research question is how can hidden picture game improve the students' vocabulary mastery?

E. The Objective of the Study

Based on the research question above, the objective of the study is to prove whether hidden picture game can improve the students' vocabulary mastery.

F. The Significances of the Study

There are two significances of this study, they are: (1) theoretical significance, (2) and practical significance. Theoretically, this study is useful to enrich the theory of teaching vocabulary. Practically, the findings out this study are supposed to be useful: (a) for students, to make they are more interested and motivated in improving their vocabulary, (b) for English teacher, hidden picture game is as one of the alternative media to improve the students` vocabulary mastery, (c) for Principal, to increase the teachers` competence in teaching vocabulary, (d) and for other researcher, as information to conduct a research and develop the research in different context with certain varieties of vocabulary.

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoretical Framework

There are two kinds of theories that will be described in this chapter: vocabulary mastery theory and hidden picture game theory.

1. Vocabulary Mastery

a. The Definition of Vocabulary Mastery

Vocabulary is the basic language aspect that must be mastered before mastering English skills. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.[3]

Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words.[4] Vocabulary is all the words that a person now or uses.[5]

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[3] Marianne Celc e-Murcia, (2001), *Teaching English as a Second or Foreign Language,* USA: Heinle & Heinle, p. 285.

[4] Jim Scrivener, (1194*), Learning Teaching, English: Heinemann Publishers* Oxford, p. 74

[5] Oxford Dictionary, (2008), *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press, p. 495.

Moreover, AS Hornby provided three definitions of vocabulary, they are: (1) total number of words which 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.[6] In addition, Jack C. Richards and Willy A Renandya stated that vocabulary is a core componenent of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.[7]

Vocabulary mastery is the competence or complete knowledge of a list or set of words that make up a language which might be used by a particular person, class, or profession.[8] Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate and advance levels. In learning the four language skills (listening, speaking, reading, and writing). It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the student master vocabulary. The better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and another skills.

From the definition above, it can be concluded that vocabulary mastery is one component to master English as a foreign language in elementary, intermediate and advance level sand it can be argued that vocabulary mastery not only contain list of words but also it become a basic for people to communicate. The students have to know vocabulary, not only memorizing the form of the word but also understand the meaning of the word.

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

[7] Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching an Anthology of Current Practice,* New York : Cambridge University Press.p255.

[8] Napa, 1991, *Vocabulary Development Skills,*p. 88

b. The Kinds of Vocabulary

There are two kinds of vocabulary they are active and passive vocabulary.[9] Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read. Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

Different from Jhon, Djalinushah and Azimar Enong divided vocabulary into two, namely *general* vocabulary and *special* vocabulary. *General* vocabulary is of the words that are used in general. There is no limit of field and user. *Special* vocabulary is that the words that are used in the certain field and job, profession of special science and technology.[10]

From all of explanation above, it can be concluded that vocabulary has been said by some experts are have different meaning, it causes they have different opinioin and idea about definitions of vocabularies.

c. The Importance of Vocabulary

Vocabulary plays on important role in English learning. If the students have limit vocabulary they will have difficulties making meaning from the words. Most of the students when

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[9] John Read, (2000), *Assessing Vocabulary,* Cambridge UK: Cambridge University Press, p. 154.

[10] Djalinushah and Azimar Enong, (1980), *Tata Bahasa Inggris Modern dalam Tanya Jawab,* Jakarta: CU. Miswar, p.81.

learn vocabulary they are just focus to knowing and memorizing. By using a good grammar and master enough vocabulary we can express our ideas and communicate in a foreign language.

Vocabulary is important because it is words which carry list of words their meaning the content of what we want to say.

In hadist, Rasulullah SAW said that:

إن الله و ملائكته وأهل السماوات وأهل الأرضين حتى النملة في جحرها وحتى الحوت

ليصلون على معلم الناس الخير

"Allah and his angels and the inhabitants of the heavens and the earth even the great ants and fish of the sea are praying for those who teach goodness to person"

Yet, Al-Qur'an as our guidance of life, stated the important 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 (٣١) قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ

الْحَكِيمُ (٣٣) قَالَ يَا آدَمُ أَنْبِئْهُمْ بِأَسْمَائِهِمْ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي

أَعْلَمُ غَيْبَ السَّمَاوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ (٣٣

31. *And He taught Adam all the names. Then He displayed them to the angles 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 know the unseen of the heavens and the earth? And I know what you reveal and what you conceal.[11]

These verse showed us that Allah SWT is the most of 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 Human being, it is important to people to measure and understand the name of thing. So the people can give the name of something and also we should learn vocabulary enable we can create our language skill. We can choose appropriate words in spoken or written language.

From the point above it can be concluded if vocabulary is central to English language because without the rich vocabulary students can not understand others or express their thought. Then, the student should aware that learning vocabulary is important for them to master English. Also, The teachers are required to have the good strategies in teaching vocabulary to make students concern in mastery their vocabulary, so the learning subject can be achieved.

d. 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

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[11] Shehnaz Shaikh and Kausar Khatri, (2007), *The Glorious Quran: Word-forWord Translation to Facilitate Learning of Quran Arabic,* Darya Ganj, New Delhi: AlhudaPublication ,p. 7.

easier to express themselves because they have a better command of their language.[12] 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 : [13]

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

3) Translating into another langugae

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[12] Amy Rider et all., 2003 , *AvaVocabra: The Amazingly Sensible Approach to Teaching Vocabulary*, Fort Collins, Colorado 80525: Cottonwood Press, Inc., p. 5.

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

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 then 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.[14]

e. The Principles for Teaching and Learning Vocabulary

According to Caroline T. Linse, there are seven principles in teaching and learning vocabulary. Firstly is emphasize direct and indirect teaching. The second is teach vocabulary words before a new activity. Third is teach how to use context clues appropriately. Fourth is present multiple exposures to new vocabulary items. Fifth is working with information at a high cognitive and personal level refers to deep processing. Sixth is teach students to use dictionaries. The last is use vocabulary notebooks. Its offer students with the chances to improve a kind of vocabulary acquisition strategies and also help students have more control over their leaning.[15]

From the statements above, it can be summarized that in teaching vocabulary, there are seven principles which English language teachers should be considered. By upholding those principles, it will give an enermous contribution in English teaching learning process, especially teaching vocabulary. The English teacher can teach students maximally and students get rich learning experience.

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[14] Virginia French Allen, 1983 , *Techniques in Teaching Vocabulary,* New York: Oxford University Press, p. 24.

[15] Caroline T. Linse and David Nunan, 2006, *Practical Language Teaching: Young Learners*, New York: McGraw-Hill, p. 123-127.

Teaching vocabulary is critical for the comprehension of texts.[16] Building word awareness and vocabulary knowledge requires the students to make a personal construction of meaning. The process to teach the vocabulary may have variations from one English teacher to another, but this, manual provides a simple structures that can help establishing a framework that will address students from different levels of proficiency.

Before teaching the students, the English teacher should consider how to present vocabulary in class, it is necessary in making lesson plan. Before presenting vocabulary, the English teacher should consider the factors as the foundation in presenting vocabulary. The English teacher should know how much vocabulary to present. The following factors are:

a. The level of the learners

   The English teacher should know the level of her/his students whether beginner, intermediate or advanced

b. The learner's likely familiarity with the words.

   The learner may have known the words before even though the words not part of their active vocabulary.

c. The difficulty of items.

   The English teacher should know whether the words difficult to pronounce or difficult to find the real meaning for her/his students.

d. Their teach ability.

   The English teacher should know whether easy to demonstrate or explain the words.

e. Items are being learned for production or for recognition only.

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[16] Cruz Willey Cristina, 2006, *Vocabulary Strategy,* Houston : Texas, p. 15.

The English teacher should know whether the words for speaking and writing or listening and reading only.[17]

Based on the factors above, the English teacher should consider that vocabulary item should be learned in context, English teacher may use other different sources if it is necessary.

2. Hidden Picture Game

a. Definition of Hidden Picture

Game is an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others.[18] Most of students like playing games. They can get not only enjoyment but also many other benefits of playing game. Games help and encourage many students to sustain their interest and work. In using the game the teacher must be careful, because not all games can be used in the learning process. We have to choose the right game to do in learning process such as hidden picture game that the researcher use in this research to improve the students' vocabulary mastery.

Hidden Picture game (sometimes called as hidden object) is a genre of puzzle games. A Hidden Picture or Hidden Object contains objects hidden in a background image, in such a way that each object fits closely into a local region of the background.[19] Basically, these types of games

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[17] Scott thornbury, 1988, *How to Teach Vocabulary,*England: Assosiated Companies, p. 75-76

[18] Wrigth, A, Batteridge, D. And Buckby, M, (2006) *Games for Language Learning Third Edition,* Cambridge: Cambridge University Press, p.1.

[19] Yoon, Jong Chul, In Kwon Lee and Henry Kang, (2008), *A Hidden Picture Puzzles Generator*, Pacific Graphics.

give you a list of objects to find, and you have to search for them in a crowded area.[20] So Hidden Picture game is an educational game with elaborate background picture that contain specific pictures. The player must find items from a list of vocabulary that are hidden within a picture. By playing this game students are trained to find out the items based on the vocabulary list in a picture and memorize it easily. Teaching vocabulary through hidden picture game makes the teaching and learning process more active and enjoyable for teacher and students.

Hidden picture game can be useful game to teaching the nouns around us because the object of the picture use the things which exists in around us. By using the objects of the picture given in the class, the learners will remember strongly the new words that they can get. It is also appropriate with the material "things around us" for seventh grade students of junior high school.

b. Principle of Hidden Picture Game

Hidden Picture game is a genre of puzzle games. Puzzle game are about the integration of educational content and games, so that when learners are participating in and controlling the games are the same time grasping the learning content. In regard to young learner, they are provided with the development features of curious, lively, actively, so they are easy to become tied of cognitive learning process. Here are many principles why puzzles are used in informal

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[20] Larry Ferlazo, (2009), *The Best "I Spy" (Hidden Object) Games for Vocabulary Development,* http://larryferlazzo.edublogs.org/2009/05/10/the-best-i-spy-hidden-object-games-for-vocabulary-development/ accessed on February, 13rd 2018 at 14.40 pm.

and formal education. H ere are eight somewhat general goals that one might have in mind while introducing a student to a particular puzzle.[21]

1. Logical thinking and problem solving. Most puzzle solving requires use of logical thinking and one's problem solving skills. Solving puzzle s often requires strategic and creative thinking. Especially with some mentoring help, students can transfer their increasing puzzle solving to other situations. based logic and problem.

2. Discipline or domain specificity. Many puzzles are discipline specific, and may well require knowledge and skills in a specific domain within a discipline. A word puzzle may be particularly good at "exercising" a student's spelling and vocabulary skills, while a math puzzle may be good for practicing mental arithmetic, an d a spatial puzzle may be useful for improving one's ability to visualize the spatial placement and movement of objects.

3. Persistence and self sufficiency. Many puzzles require a concentrated and persistent effort. The puzzle solver is driven by intrinsic motivation and develops confidence in his or her abilities to face and solve challenging problems. Improving persistence and self sufficiency are important educational goals.

4. Learning about oneself as a learner. A puzzle environment allows one to explore one's learning characteristics. Many games and puzzles allow the learner to get started and experience some success after just a little learning, and then to continue to experience much more success through additional learning. Students learn how concentrated effort and practice over a period of time leads to increased expertise.

5. Individualization of instruction. Puzzles and games can be used to help create differentiated instruction, where the focus might be independent, cooperative, or competitive activity.

6. Busy work or pure entertainment. Puzzles a re often used at school and home to keep students occupied or entertained. The teacher or parent has no particular educational

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[21] Zhehjun Zhou, 2012, *The Study of Principles of Puzzle Game Design,* http://ieeexplore.ieee.org/document/6291487/references. accessed on August, 24th 2018 at 17.50 pm.

goal such as those listed above, but merely wants to keep the student occupied and out of mischief. Teachers and parents make suc h uses of puzzles and games as aids to classroom and home child management. Use of ideas from this book can help improve the educational value of such activities. [22]

c. Design of Hidden Picture Game

Design is level of method analysis in which we consider (1) what the objectives of a method are; (2) how language content is selected and organized within the method, that is the syllabus model the method incorporates; (3) the type of learning tasks and teaching activities the method advocates; (4) the roles of learners; (5) the roles of teachers; (6) the roleof instructional materials.[23]

The objective of a method is to help the students to improve their vocabulary mastery, to be an active and interactive student, be a creative student, and to express their memorizing word by using picture.

The syllabus model the method incorporates inthis research is students are expeced to be able to memorize new word and the meaning and to communicate in English in daily life, both in spoken and written.

The type of learning tasks and teaching activities are the student have to find out the hidden object in the picture, make a list of the word in their note include the meaning and memorize it.

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[22] Zhehjun Zhou, 2012, *The Study of Principles of Puzzle Game Design,* *http://ieeexplore.ieee.org/document/6291487/references*. accessed on August, 24th 2018 at 17.50 pm.

[23] Jack C. Richards and Theodore S. Rodgers, (1986), *Aproaches and Methods in Language Teaching*, Cambridge: Cambridge University Press, p. 20.

The roles of learners in hidden picture game are: the students have to find the hidden object in the picture, make list of vocabulary include the meaning. from the picture and they are just have 25 minutes to finish it.

The roles of teacher in hidden picture game are explain about how to do hidden picture game, ask the students to find out the hidden objects in the picture, ask the students to make list of vocabularies include the meaning from the picture, and ask to the students to memorize the vocabularies in front of class, evaluate their vocabulary.

The role of instructional materials that is respect to objective, content, learning activities, the learner and the teacher role. Material will allow learners to progress at their own rates of learning. The material will allow for different styles of learning. Material will provide opportunities for independent study and use. Material will provide opportunities for self-evaluation and progress in learning[24].

d. Procedure of Hidden Picture game

There are some procedures in using hidden picture game on teaching vocabulary, as follows:

1. Teacher will give the instruction to the students about the hidden picture game
2. Teacher give the explanation about how to do the hidden picture, they should be find out the object which is listed on the picture as follows:

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[24]Ibid, p. 26

Picture 2.1 The Picture of Hidden Picture

After that, if they can find the object on the listed they have to give the mark to the picture such as circle mark, or give the colour on the picture which are contained the object that should be found as follows :

Picture 2.2 The Picture of Hidden Picture Answer

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[25] Tagor Lane, (2008), *Hidden Picture I,* United States: Learners Publishing Pte Ltd, p.17.

3. Teacher give the picture for every student and they will be given 25 minutes for finish it

4. The student make a note of list of vocabulary from the picture and memorize it

5. Teacher collect the result of students and evaluate the result.

e. Advantage and Disadvantage of Hidden Picture Game

There are some advantages and disadvantages of hidden picture game. The advantages are hidden picture game is fun for the students, it is not use monotonous technique so the students enjoy during teaching learning process. This game can help the students to learn and acquaire new word, make them memorize the words easily and of course to improve the students' vocabulary mastery.

The disadvantages of hidden picture game are need support facilities and tools such as : picture and colored pencils in every student. It is difficult to find a good picture and appropriate of the material to be taught and also some of the students copy the answer from their friend.

B. Related Study

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

1. One of relevance studies is from Anita Yuliana Siregar (2013) with her title *"Improving Students' Vocabulary Mastery Through Crossword Puzzle"*. She said that during the teaching learning process, the students participated and gave good respons and more active asked about the lesson in the second cycle that the first

one. She concluded from her research that teaching through crossword puzzle improve the students' vocabulary mastery.

2. The second relevance study from Nur Ajijah Harahap (2015) with her tittle *"The Implementation of Riddles as Media to Improve the Students' Vocabulary"* showed that the students of class VII MTs AL- Ittihadiyah Medan were active, enthusiastic, and joyful bu using riddles game as media in teaching learning process in the classroom.

Based on the relevance studies above, the researcher is sure that Hidden Picture Game also can improve students' vocabulary in vocabulary learning for the first grade of Junior High School students.

C. Conceptual Framework

Based on the theoretical framework, hidden picture game can improve the students' vocabulary mastery because the students have to find a small piece of picture in the larger picture and remember the shape and name of the object. They should macthing the objects. Automatically the students can remember vocabulary easily.

The purpose of this technique is to help students to improve their vocabulary mastery, to help them to be an active and interactive students. By playing the game, the students more be focus but still fun in learning vocabulary, because it can give the students enjoyment or challenge in studying vocabulary. Hidden picture game have to focus and concentration to find the answer of this game.

It can be assumed that hidden picture game hidden picture game as a technique in delivering vocabulary can help students to enriching their vocabulary.

D. Actional Hypothesis

Based on the conceptual framework, the hypothesis of this research is "hidden picture can improve students' vocabulary mastery especially for seventh grade at MTs Negeri Lubuk Pakam.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Setting

This research was conducted at MTs Negeri Lubuk Pakam located on Jl. Karya Agung Kawasan Pemda Deli Serdang Kec. Lubuk Pakam Kab. Deli Serdang. Regency at seventh grade of junior high school consists of 36 students in the academic year 2017-2018 on March 2018. The writer choosen this location because some reasons, namely: (1) the English teacher never use hidden picture in teaching vocabulary (2) and there is no researcher before who conducted a research about hidden picture as a media to improve students` vocabulary mastery at the school.

B. Data and Data Source

In this research, the data consists of two forms: qualitative and quantitative data. The qualitative data are the result of interview, observation, diary notes and photographs. While quantitative data is the result of vocabulary test.

The data source of this study are the students and the English teacher of seventh grade at MTs Negeri Lubuk Pakam.

C. Research Method

This research was applied by applying Classroom Action Research (CAR). According to Kemmis in Rosmala Dewi stated that Classroom Action Research is as form of self- reflective inquiry undertaken by the participants in a social

(including education) situation in order to improve the rationality and justice of (a) their on social or educational practices, (b) their understanding of these practices, and (c) the situations in which practices are carried out.[26] The aim of classroom action research is to improve the teachers' teaching their own classroom or school. 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.[27] There are three terms related to classroom action research, as follows:[28]

1. Research

   Examine activities of an object, use the rules of particular methodology to obtain data or information to improve the quality of a thing that interest and important for the researcher.

2. Action

   Some activities that are deliberately made with a specific purpose, which in this research formed a series of cycle activities.

3. Class

   Class is group of students who are in the same time receive the lesson from a teacher. Constrain which written for understanding about the class is old interpretation, to immobilize a misconception and widely understood by the public with "room for teacher to teach". Class not just a room but a group of students who are studying.

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[26] Rosmala Dewi, (2015), *Penelitian Tindakan Kelas*, Medan: Unimed Press, p.9.
[27] Anne Burns, (2010), *Doing Action Research in English Language Teaching: A Guide for Practitioners*, New York: Routledge, p. 1.
[28] Wina Sanjaya, (2009), *Penelitian Tindakan Kelas*, Jakarta: Kencana, p. 25

By combining three words above, classroom action research reflection to activity which is intentionally appeared and happened in class. 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.[29]

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.

In here, the researcher use a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart as follow:

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[29] Sandra Lee McKay, (2006), *Researching Second Language Classroom*, London: Lawrence Erlbaum Associates Publisher, p. 3
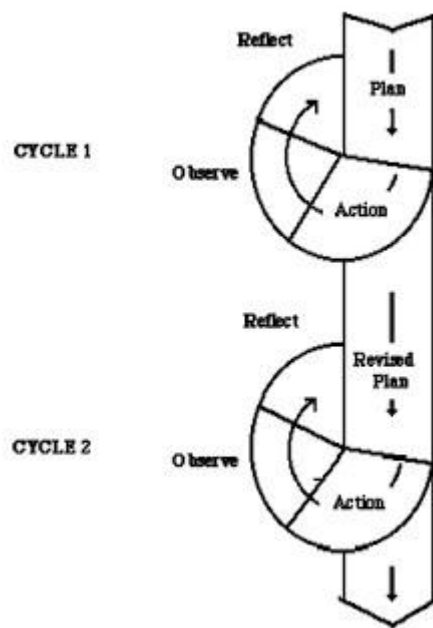
Picture 3.1 Action Research Spiral Model by Kemmis AND McTaggart

The spiral model of action research concepted by Kemmis and McTaggart consist four steps, there are planning, acting, observing, and reflecting. The procedures of research are performs by administrating two cycles. Each cycle contain four steps which are plan, action, observation, and reflection. Before the cycle I begin, orientation test is administrated to identify the basic knowledge of the students about vocabulary mastery.

1. **Cycle I**

   a. Planning

   The following points are the specification of the planning are first cycle:

   1) Conducting the cycle in two meetings.

   2) Administrating the vocabulary learning process according to lesson plan.

   3) Conducting pre-test in order to know the students' basic ability in mastery vocabulary.

   4) Preparing material for vocabulary mastery.

5) Conducting a test of vocabulary mastery by using hidden picture.

6) Preparing the instrument for collecting data, such as diary notes, observation, and interview sheets.

b. Action

In this step, the students will be taught how to comprehend vocabulary mastery by using hidden picture game.

c. Observation

The observation will conducting to all the process and atmosphere of vocabulary mastery and learning process. The researcher want to find out the overall condition occur during the instruction.

d. Reflection

Reflection has evaluative aspect to effect of spacious issues and suggest handling it. The researcher takes the feedback of this vocabulary mastery and learning process from the result of the observation, the problem that exist, and the cause of problem. If the result does not reach the goal that determines, the researcher makes decision that the researcher need to continue to the research into cycle II.

2. Cycle II

Action research is cyclical. After cycle of planning, action, observation, and reflection in cycle I, the researcher conducted another cycle of action research. That is cycle II. This cycle is done continuously to get satisfying result of the studying.

During the treatments, mastery vocabulary test was gave to the students at the end of every meeting. The students are testing by asking them to answer 20 questions multiple choices.

D. Technique of Data Collection

In this researh, the data are collected by using quantitative and qualitative data. To collect the data, there are five techniques: (1) Test, (2) Conducting interview, (3) Observation, (4) Diary notes, and (5) Photograph.

1. Test

The test used in this research is pre-test and post-test. The pre-test was done before implementing hidden picture game in vocabulary. It is to measure students' vocabulary comprehension at first. Meanwhile, the post-test is implemented after using hidden picture game in vocabulary. In this research, the test was done in form of multiple choices. The test is held on the end of every cycle.

2. Conducting Interview

The main purpose of conducting an interview is to gather responses which are richer and more informative by using tape recorder to record the conversation during interview process. The researcher interview the English teacher to know the students' difficulties in English vocabulary, students' condition involving in English class activity, and ask the students to get some informations related to the teaching and learning process.

3. Observation

Observation is a natural process, the researcher observe people and incidents all time based on the observations, the researcher make judgments. Two types of observations are often refereed, they are: participant and non-participant observation. Here, the researcher used participant observation that means the researcher doing the teaching process directly.

Observation is used to identify all the conditions that happen during teaching and learning process. It may be about the teacher's performance during Classroom Action Research (CAR), class situation in the classroom activity, and students' response in the class.

4. Diary Notes

Diary note was used to note personal evaluation about the situation of the class while teaching learning process. The researcher will write all events during the learning process including reflection and evaluation of teaching learning process.

5. Photograph

Photograph is an image/picture created by camera. The pictures are captured when the researcher is conducting the research. The function of photography is as documentation and as evidence. The researcher take the picture when they were studying. It can show them that are serious or not when learning and teaching process and document in this research.

E. Technique of Analyzing the Data

To analyze the data, the researcher used t-test for the quantitative data and Miles and Huberman technique for the qualitative data. The formula of t-test is:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N-(N-1)}}}$$

Where :

$\overline{D}$ = Mean of difference of post-test 1 and post-test 2

D = Differences

N = Subject of students

Miles and Huberman consists of 3 steps: data reduction, data display and conclusion drawing and verivication[30].

1. Data Reduction

Data reduction was the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written–up fields notes or transcriptions. It means that the researcher had been reducing the data before, during, after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

2. Data Display

The next step was analyzing the data is data display. It is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyzed what will happen with the data presented. In this study, the researcher will use interview,observation, diary notes and photographsin displaying the data, because it is most common data display was used in qualitative research.

3. Conclusion Drawing and Verification

The last step of analysis that drew conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research

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[30]Andrea Daniel, 2010, *Perception Gaps between Headquarters and Subsidiary Managers: Differing Perspectives on Subsidiary Roles and Their Implications,* Wiesbaden: Gabler, p.138.

problem. The conclusion was in the from description of the object of this study. Finally, in this step the researcher got the result and conclusion of the research.

F. Trustworthiness

Trustworthiness is very important in qualitative research. It is important to establish that the findings of the study are validity. The aim of trustworthiness is to support the argument that the inquiry's findings are "worth paying attention to" There are varoius way to establish a sense of trustworthiness and validity.

Lincon and Guba argued that there are four issuses of trustworthiness, namely : Credibility, transferability, dependability, and confirmability.

1. Credibility

Credibility is a trustworthiness concept that roughly corresponds to internal validity. In positivist research, internal validity refers to the ruling out of rival hypotheses, that the constructs are likely real and reliable, and the instrument is measuring the right content. Credibility refers to how much the data collected accurately reflects the multiple realities of the phenomenon. Credibility can be established through prolonged engagement with informants, triangulation of data or getting data from a variety of sources (interviews, documents etc.), sharing with each participant the verbatim transcript of the individual interviews, and the emerging concepts and categories or respondent validation or participant checks. The participant guidance of the enquiry through interview questions updates based on initial findings or emerging concepts.

2. Transferability

Transferability is a trustworthiness concept that can be seen as external validity. External validity in positivist research is how well an instrument generalizes or is consistent across diverse constituencies. Transferability refers to the applicability of one set of findings to another setting. Transferability can be enhanced through clear descriptions of the research, the participant's diverse perspectives and experiences, methodology, interpretation of results, and contributions from peer debrief. Information about the researcher as an instrument in the process, the relationships between the researcher and participants enhance transferability. An audit trail should be provided and be detailed enough to allow other researchers to repeat the same enquiry in a similar setting.

3. Dependability

Dependability, which shows the consistency of the findings. Linclon and Guba do propose one measure which might enhance the dependability of qualitative research. In this case, all the activities or the research process were reviewed and paying attention to the consistency and reliability of the data. The reseacher's interpretation and conclusion will be disscus with other people who master in this research subject.

4. Confirmability

Confirmability refers to the degree to which the results could be confirmed or corroborated by others. The researcher can decument the procedures for checking and rechecking the data troughout the study. Confirmability entails full relevation of the data upon which all interpretations are based, or at least the availability of the data for inspection. In other

words, the researcher should be able to examine the data to confirm the result/ interpretations.[31]

In this research, the researcher use credibility to establish the trustworthiness.

There are several techniques to increase credibility degree, one of them is triangulation. There are four kinds of triangulation, they are: (a). Source triangulation, (b). Method triangulation, (c). Researcher triangulation, and (d). Theory triangulation. In this research, researcher used source triangulation.

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[31] Salim dan Syahrum, (2015), *Metodologi Penelitian Kualitatif,* Bandung: Citapustaka Media, p. 165

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The findings of this research exist in the preliminary study and two cycles.

1. Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students' mastery in vocabulary quantitatively and qualitatively.

Quantitatively, the result of the pre – test shows that the students` mastery in vocabulary is still low. This is proven by the fact that the mean score of the students` mastery is 63,61.

Qualitatively, the students` mastery in vocabulary is also low. This can be seen from the result of interview which was conducted at the 10th of March 2018.

In this preliminary study, the researcher gave the test, interview, and observation. The test is used to evaluate students' mastery in vocabulary and how the scores that they achieved. The English teacher made 75 as minimum standard Kriteria Ketuntasan Minimal (Minimum Passing Grade) in that school.

Based on the test result, the mean score of the students was 63,61, and the percentage of the students' score of the test was 5 students who successed

or got score up to 75, it was only 13,89%. On the other hand, 31 students unsuccessed or didn't get score up to 75 and it was 86,11%. It is indicated that the students' mastery in vocabulary was still low. This data can be seen in appendix VII.

The quantitative data above was strengthened by the qualitative data as what one of the students said: "Saya juga tidak suka miss, saya bingung ketika membaca tulisan dan cara membacanya beda dan juga saya sangat sulit untuk mengingat kosakata dalam bahasa inggris." (I also don't like Miss, I'm confused when read the writing and how to read it and also I am very difficult to remember vocabulary in English). It means that the student still feel confuse in how to pronounce and memorize the word in English.

Another student is stated about the students` mastery in vocabulary as follows: "Saya juga merasa sulit ketika harus berbicara dalam bahasa inggrs karena saya tidak banyak menguasai kosakata dalam bahasa inggris miss". (I also feel difficult when I must to speaking English because I don't master much vocabulary in English Miss). It means that the student still difficult to speaking English because they are not mastering vocabulary. This data can be seen in appendix XVI.

In conclusion from the quantitatively and qualitatively data above, it can be seen that the students' mastery in vocabulary was still low. Therefore, the research should be continued to the cycle I.

2. Cycle I

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. There were two meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

a. Planning

In this cycle, the researcher had prepared the lesson plan which consists of main competency and basic competency that had seen in the syllabus. After that, the researcher made some indicators in hoping that the students can be expected to be able to describe the definition and the kinds of vocabulary. Next, the researcher prepared learning materials that supported the

implementation of learning process in the form of games, books and pictures related to the material. The last the researcher make the exercises as the instrument of collecting data of hidden picture game. This data can be seen in appendix I.

b. Action

Firstly, the teacher greeted to the students by saying: *"Assalamulaikum*, Hello… Good morning students", then the students answered: "Waalaikumsalam, Good morning, Miss…". They were very cheerful and happy to see the new teacher in front of them. Next, the teacher asked to the students` conditions such as: "How are you my students???", then the students answered: "Alhamdulillah, we are fine, Miss…". After that, the teacher asked to the students to pray together by choosing one of them to lead the pray. After the praying finish, the teacher checked the students' attendance list. Next, the teacher gave some motivations to the students in hoping they can learn seriously and take full of attention to the teacher`s explanation.

In main activity, 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. These were the procedures in playing hidden picture game: (1) Teacher give the instruction to the students about the hidden picture game (2) Teacher give the explanation about how to do the hidden picture, they should be find out the object which is listed on the picture. Then, if they can find the object on the listed they have to give the mark to the picture such as circle mark, or give the colour on the picture which are contained the object that should be found (3) Teacher give the picture that related to the material for every student and they will be given 25 minutes for finish it. After that, the learning process finished and the teacher concluded the materials together with the students to know how deep students understand about the lesson.

c. Observation

In this phase, there were two kinds of the observations' result, they were collected by quantitatively and qualitatively. Quantitatively, the result of the post-test of the first cycle, it showed that the total score of the students was 2.795. The mean of the students' score of the test was 77,63, and the percentage of the students' score of the test was 26 students successed and got score 75 or up to 75, and it still 72,22%. So, post-test of the first cycle was categorized unsuccesfull. This data can be seen in appendix VIII.

Qualitatively, the data was taken from the result of interview which was conducted in the end of the meeting at the first cycle. The result of interview found that the students still did not good enough in vocabulary as what one of the students said: **"**Belum si Miss, masih suka lupa terkadang" (Not yet Miss, sometime I am still often to forget). It showed that the student is still getting difficult to memorize vocabularies and lack of practice too. So that, she is forget when she wants to express vocabularies.

Another student is stated as follows: "Kata – kata baru aja si Miss yang membuat saya terkendala dalam mengingat dan menghapal kosakata, itu aja sih Miss" (Sometimes the new words make me afraid to remember and memorize vocabulary , just that Miss).

Different student is stated that: "Saya masih bingung bagaimana cara mengucapkannya Miss, karena kadang kata-katanya beda dengan cara pengucapannya" (I am still getting confuse with how to pronounce Miss, because there are different between the words and how to pronounce it Miss). It means that the student should practice more about how to pronounce the word, and open dictionary especially for oxford dictionary to know how the pronounce the word well. This data can be seen in appendix XIX.

From the quantitatively and qualitatively data above, it can be concluded that the students' vocabulary mastery was still not good enough.

Table 4.1. The Percentage of Students' Vocabulary Test in Cycle I

Meeting		Students who got up to 75	Percentage
Pre-test	I	5	13,89%
Post-test I	III	26	72,22%

Based on the table above, the result showed the improvement of the students' score from the pretest to the post-test I In the pre-test, the students who got the score 75 and above were 5 students of 36 students (13,89 %). In the post-test cycle I the students who got the score 75 and above were 26 students of 36 students (72.22%). The increasing percentage from the pre-test to the post-test of cycle I was 58,33% .

d. Reflection

In this step, the feedback of teaching learning process was taken from the result of test, observation, and interview. The researcher evaluated the teaching learning process in the end of the meeting. Through the reflection, the researcher knew the problems and the result of the students when did test. From the students' response and the students' scores above, the researcher stated to continue to the second cycle in hoping to be better than before. Second cycle was held to achieve the improvement score of the students' vocabulary mastery by using hidden picture game as media.

3. Cycle II

The students' response while learning vocabulary was improvement. It could be seen on the observation which have done by the researcher. The students were active and enthusiastic in learning vocabulary by using hidden picture game. The students were more active than before and paid their attention to the teacher. The researcher also looked at the improvement of the students

in every meeting. Then, it could be seen of the additional activities that have been done by the teacher while teaching in four steps, namely: planning, action, observation and reflection.

a. Planning

In this cycle, the researcher had prepared the new of lesson plan by added some activities of learning such as: changing the matery as comtinuing lesson, giving the presents to them who had good performances in memorize vocabularies in front of the class. So that, they enjoyed the lesson and the more active in learning vocabulary. The last, the researcher prepared the second picture about things at school. This data can be seen in appendix II.

b. Action

In this phase of the second cycle, the teacher greeted to the students firstly by saying: *"Assalamulaikum,* Hello… Good morning students" when she entered to the cass. Then, the students answered: "Waalaikumsalam, Good morning, Miss…" cheerfully. Next, the teacher asked to the students` conditions such as: "How are you my students???", then the students answered: "Alhamdulillah, we are fine, Miss…". After that, the teacher asked to the students to pray together by choosing one of them to lead the pray. After the praying finish, the teacher checked the students' attendance list. Next, the teacher gave some motivations to the students in hoping they can learn seriously and take full of attention to the teacher`s explanation

In main activity 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 hidden picture game which made the class more enjoy 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 text in cycle II could be seen in the appendix.

c. Observation

In this step, there were two kinds of the observations' result, they were collected by quantitatively and qualitatively. The writer gave the post-test in second cycle. The result of the post-test in the second cycle showed that the achievement of students increased when used hidden picture game in learning process. Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' achievement in learning vocabularies.

Quantitatively, the result of the post-test of the second cycle, it showed that the total score of the students was 3.200 and the number of the students who successed the test was 33 students. So, the mean of the students' score of the test was 88,88. It can be seen that the students' score was increased. The percentage of the students' score of the test was 33 students successed and got score 75 or up to 75 it was 91,66%. So, post-test of the second cycle was categorized succesfull. Here is the data:

Table 4.2. The Percentage of Students' Vocabulary Test in Cycle II

Meeting		Students who got up to 75	Percentage
	Pre-test	I	5	13,89%

Cycle I	Post-test I	III	26	72,22%
Cycle II	Post-test II	VI	33	91,66%

Based on the table above, the result showed the improvement of the students' score from the pretest to the post-test I and the post-test II. In the pre-test, the students who got the score 75 and above were 5 students of 36 students (13,89%). In the post-test cycle I the students who got the score 75 and above were 26 students of 36 students (72,22%). In the post-test cycle II the students who got the score 75 and above were 33 students of 36 (91,66%).

In the pre-test, the students who got $\geq$ 75 up were 5 student (13,89%). In the post-test of cycle I, the students who got point 75 up there were 26 of students (72,22%). It means that there was an increasing about 58,33%. In the post-test of cycle II, students who got point 75 up were 33 students (91,66%) and the increasing was about 19,44%. For the total increasing of the students' score from pre-test to post-test of cycle II was 77,77%. Most of students' score increased from first test to the third test. Based on the quantitative data above it can be stated that hidden picture game could improve the students' vocabulary mastery.

Quantitative data above was also strenghtened by the qualitative data as what one of the students said: "Seru Miss, Saya menjadi sangat lebih mudah mengingat dan menghafalkan kosakata yang baru Miss, karena sering dilatih, sering diajari sama Miss makanya sudah sangat paham Miss, gambarnya sangat membantu sekali Miss, karena dapat mengasah otak kita dan secara gak langsung saya jadi ingat nama benda yg saya cari diluar kepala saya". (I became more easily to remember and memorize of new vocabularies Miss, because I am more practice and you often to teach me, so that I really do undertand Miss, the picture is really helpful Miss, because can sharpen our brain and indirectly I remembered the name of object that I was looking for outside

my head)" It showed that the student is getting better in understanding vocabularies, especially in remember and memorize the new words.

The data above was strenghtened by the result of the interview with another the student as follows: "Iya Miss. Sekarang sudah sering lumayan berbicara bahasa Inggris dengan teman saya karena saya merasa lebih mudah mengingat kosakata baru Miss" (Yes Miss. Now I often to speak English with my friend because I feel more easier to memorize the new vocabulary Miss). It is indicated that the student more understand to memorize vocabulary by using hidden picture game and make them to be brave to speak English than before.

While the different student is stated as follows: "Alhamdulillah udah mulai bisa hafal kosakata dalam bahasa Inggris, itu sangat bermanfaat Miss, karena ketika mencari objek tersembunyi yang ada dialam gambar tersebut saya bisa mengingatnya secara otomatis Miss" (Praise be to Allah I start good enough to memorize vocabulary in English, it is very helpful because when looking for hidden object in the picture, I can remember the vocabulary automatically Miss). It showed that the hidden picture was very helpful to the students to learn to memorize vocabularies, because through the hidden picture, we can see the objects directly.

Beside it, the researcher interviewed the English teacher. It is shown from the result of interview with the English teacher as follows: "Saya rasa sangat baik. Para siswa menikmati dan tetap fokus selama proses belajar. Mereka membahas dan membuat daftar kosakata yang ada di gambar di buku mereka. Itu adalah respon yang bagus dari siswa-siswa. Mereka antusias dalam memainkan permainan dan mengikuti kelas." (I Think it was great. The students are enjoy and still focus during the learning process. They discussed the word in the picture and listed in their book. That was good response of students. They are enthusiastic in playing the game and following the class. This data can be seen in appendix XVIII

Based on the qualitative and quantitative data, it can be concluded that hidden picture game can improve students' vocabulary mastery.

d. Reflection

In this phase, the feedback of teaching learning process was taken from the result of test, observation, and interview. The writer could conclude as follows: (1) Having checked the students' test, the researcher found that the students' score showed the improvement.

The teacher could motivate the students' score showed the improvement. It can be seen in the pre-test, the students who got ≥ 75 up were 5 student (13,89%). In the post-test of cycle I, the students who got point 75 up there were 26 of students (72,22%). It means that there was an increasing about 58,33%. In the post-test of cycle II, students who got point 75 up were 33 students (91,66%) and the increasing was about 19,44%. For the total increasing of the students' score from pre-test to post-test of cycle II was 77,77%. Most of students' score increased from first test to the third test. It made the researcher felt that the cycle could be stopped because the students' vocabulary mastery was improved by using hidden picture game.

B. Discussion

The research was conducted to find out the students' vocabulary mastery through hidden picture game. Hidden picture game is one of the media that can improve students' vocabulary mastery.

This research had proved that hidden picture game was effective to be used in teaching English especially in vocabulary. It can be seen in the table of the students' score improvement from the pre-test, post-test I until post-test II. The improvement was because the teacher controlled the class better. Another was because the application of hidden picture game made more help the students' understanding in learning vocabulary.

Based on the result of the quantitative data, the result showed that the students improved their vocabulary mastery. The students' score was getting better from the first meeting until the last meeting in the test. It was proven by the students' mean score which increased in each meeting. The mean of the students' score in the pre-test was 63,61. It was still low because only 5 students who got the score 75 and more. The mean of the students' score in the post-test I was 77,63 and post-test II was 88,88. It was higher than the pre-test to post-test I until post-test II.

Then, the percentage of the students who got the score 75 and more in the pre-test was 5 of 36 students (13,89%). The percentage of the students' who got the score 75 and more in the post-test I was 26 of 36 students (72,22%). The percentage of the students' who got the score 75 and more in the post-test II was 33 of 36 students (91,66%). The improvement of the competent students percentage from the pre-test to the post-test I was 58,33%, from post-test I to post-test II was 19,44%, and from pre-test to post-test II was 77,77%. It indicated that the improvement of the students' vocabulary mastery was significant.

Based on the result of the qualitative data which was taken from the observation sheet and the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in learning vocabulary and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the application of hidden picture game could motivate the students became more enthusiastic in learning vocabulary.

From the explanation above, it could be concluded that the result of the research showed that the application of hidden picture could improve the students' vocabulary mastery. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I until post-test II. It also could be proven by the qualitative data which showed that

the teacher got better in controlling the class and the students' were more active and enthusiastic in learning vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the result and discussion about the implementation of hidden picture game to improve the students' vocabulary mastery at MTs Negeri Lubuk Pakam could be concluded that:

1. Preliminary Study

Quantitatively, the students' vocabulary mastery is still categorized under the minimum passing grade (75) namely the mean of the students' score of the test was . It can be seen from the total score of the students was 2.290 and the percentage of the students' score of the test was 5 student who successed or got score up to 75, it was only 13,89%. On the other hand, 28 students unsuccessed or didn't get score up to 75, it was 86,11%.

Qualitatively, the students' vocabulary mastery is still low. The data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. It was found out that the teachers' problem in teaching vocabulary was the unappropriate use of teaching media. The interviewer also found that the students still had difficulties in studying vocabulary.

2. Cycle I .

Quantitatively, the students' vocabulary maastery is still categorized under the minimum passing grade (75) namely the mean of the students' score of the test was 72,22. It can be seen from the total score of the students was 2.795 and the percentage of the students' score of the test was 26 students who successed or got score up to 75.

it was only 72,22%. On the other hand, 10 students unsuccessed or didn't get score up to 75 and it was 27,78%.

Qualitatively, based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' vocabulary masterybut some students were still not active the teacher taught them about the matery. Although some of the students had did the activities seriously and they could memorize vocabulary well and 10 students still got 75 below. So it would continue to second cycle.

3. Cycle II

Quantitatively, the students' vocabulary mastery has improved by using hidden picture game. It can be seen from the result of the post-test of the second cycle, it showed that the total score of the students was 3.200 and the number of the students who successed the test was 33 students. So, the mean of the students' score of the test was 88,88. It can be seen that the students' score in learning vocabulary was increased. The percentage of the students' score of the test was 33 students successed and got score 75 or up to 75 it was 91,66%. So, post-test of the second cycle was categorized succesfull.

Qualitatively, based on the result of the data which was taken from the observation sheet and the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in learning vocabulary and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the application of hidden picture game could motivate the students became more enthusiastic in learning vocabulary.

From the explanation above, it could be concluded that the result of the research showed that the application of hidden picture game could improve the students' achievement in vocabulary. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I until post-test II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic in learning vocabulary.

B. Suggestion

Based on the result of this research, the researcher gives suggestion:

1. For the English teacher

   The researcher suggests the teacher to solve the problems in learning vocabulary by using hidden picture game as media. The purpose is to make the students feel enjoy and excited in English learning especially in learning vocabulary.

2. For the students

   The students have to try to learn vocabulary. Because vocabulary is very important especially in English.

3. For the other researcher

   The researcher gives suggestion to the next researcher to conduct the similar media with other respondents to find out the advantages of this material or improve this research by doing further examination on the students' mastery through the implementation of hidden picture game.

it was only 72,22%. On the other hand, 10 students unsuccessed or didn't get score up to 75 and it was 27,78%.

Qualitatively, based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' vocabulary masterybut some students were still not active the teacher taught them about the matery. Although some of the students had did the activities seriously and they could memorize vocabulary well and 10 students still got 75 below. So it would continue to second cycle.

4. Cycle II

Quantitatively, the students' vocabulary mastery has improved by using hidden picture game. It can be seen from the result of the post-test of the second cycle, it showed that the total score of the students was 3.200 and the number of the students who successed the test was 33 students. So, the mean of the students' score of the test was 88,88. It can be seen that the students' score in learning vocabulary was increased. The percentage of the students' score of the test was 33 students successed and got score 75 or up to 75 it was 91,66%. So, post-test of the second cycle was categorized succesfull.

Qualitatively, based on the result of the data which was taken from the observation sheet and the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in learning vocabulary and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the application of hidden picture game could motivate the students became more enthusiastic in learning vocabulary.

From the explanation above, it could be concluded that the result of the research showed that the application of hidden picture game could improve the students'

achievement in vocabulary. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I until post-test II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic in learning vocabulary.

C. Suggestion

Based on the result of this research, the researcher gives suggestion:

4. For the English teacher

The researcher suggests the teacher to solve the problems in learning vocabulary by using hidden picture game as media. The purpose is to make the students feel enjoy and excited in English learning especially in learning vocabulary.

5. For the students

The students have to try to learn vocabulary. Because vocabulary is very important especially in English.

6. For the other researcher

The researcher gives suggestion to the next researcher to conduct the similar media with other respondents to find out the advantages of this material or improve this research by doing further examination on the students' mastery through the implementation of hidden picture game.

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APPENDIX I

LESSON PLAN

Cycle I

School   : MTs Negeri Lubuk Pakam

Subject   : English

Class/sem   : VII/ II

Aspect/ Skill   : Vocabulary Mastery

Time Allocation   : 6 X 40 Minutes (3 Meeting Times)

Topic   : My School and Things in it

I. Standard Competence   : Comprehend and express simple instruction for transactional and interpersonal at simple related to   surrounding environment.

II. Basic Competence   : To Know meaning of the words and mention the name of things in the school.

III. Indicator   :

1. Knowing the names of the things in the school

2. Understanding the names of the things in the school

3. Asking question about things in the classroom

4. Recognizing the name of the things in the school

IV. Learning Objectve   :

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 school

2. The students are able to mention the names of the things in the school

3. The students are able to ask question about things in the school

4. The students are able to recognizing the names of the things in the school

V. Material   :

Using picture of the the classroom, library, canteen, Student Health Unit, and laboratory. Example questions:
 "what is this?"
"this is an/a . . ."
"how many (tables) are there in the classroom?
"there are/ there is. . . ."

VI. Method   : Hidden Picture Game

VII. Teaching learning process:

No.	Description of Teaching Activity	Time Allocation
1.	**Introduction**	**10 minutes**
	• Greetings • Pray • Check the student attendance list	

		• Warming up activities:	
		- Ask the students questions related to the things in the school	
		- Explain how important the next competence learning that should be master by the students.	
2.		**Main Activity**	**60 minutes**
	Exploration • Introduction the topic to the students • Asking the students about their prior knowledge that relate to the topic • Asking the students that related with the material **Elaboration** • Teacher will give the instruction to the students about the hidden picture game • Teacher give the explanation about how to do the hidden picture, they should be find out the object which is listed on the picture • After that, if they can find the object on the listed they have to give the mark to the picture such as circle mark, or give the colour on the picture which are contained the object that should be found • Teacher give the pictures for every students and they will be given 20 minutes for finish it • Teacher will collect result of students and evaluate the result. **Confirmation** • Giving positive feedback to the students who can finish the hidden picture game • Giving the motivation to the students			

3.	**Closing**	**10 minutes**
	• Asking the difficulty during the teaching and learning process • The teacher concludes the material • The teacher gives feedback for the students • The teacher advices the students to remember the lesson • Closing the lesson by praying and giving closing- greeting	

VIII. Media   : Picture that relevant with study, whiteboard, marker.

IX. Source   :

         a. English Book entitled "*English in Focus for Grade VIII Junior High School (SMP/MTs)*" Pusat Perbukuan, Departemen Pendidikan Nasional.

         b. The pictures of the things in the house

         c. Internet

         d. Dictionary

X. 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

Lubuk Pakam, 27 April 2018

Known by,

Headmaster of MTs. N Lubuk Pakam　　　　　English Teacher

Mhd. Syukur Hrp, S.PdI, MA　　　　　**Khairuddin, S.Pd**

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Researcher

Khaerunisa

NIM. 34143065

APPENDIX II

LESSON PLAN

Cycle II

School　　　　　　　　: MTs Negeri Lubuk Pakam

Subject　　　　　　　　: English

Class/sem	: VII/ II
Aspect/ Skill	: Vocabulary Mastery
Time Allocation	: 6 X 40 Minutes (3 Meeting Times)
Topic	: Parts of the House and the Things in it

I. Standard Competence : Comprehend and express simple instruction for transactional and interpersonal at simple related to surrounding environment.

II. Basic Competence : To know the meaning of the words and mention the parts of the house and the things in it

III. Indicator :

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 Objectve :

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 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. Material :

Using picture of household objects related to the topic such as the living room, kitchen, bedroom, bathroom. For example the following picture :
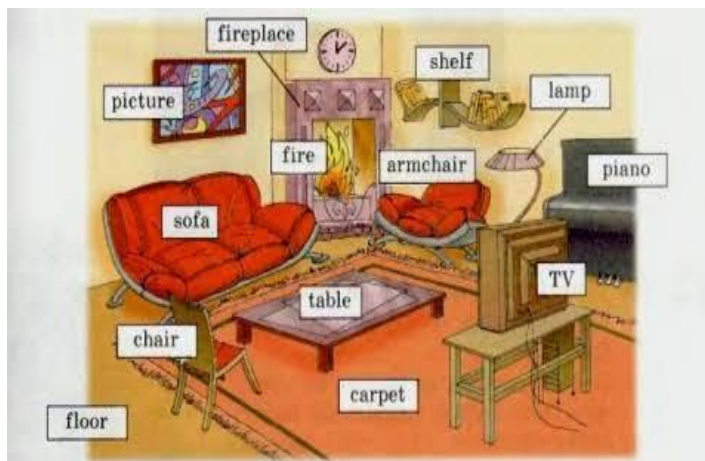
Example questions:

1. Could you mention the rooms in the house?

2. Could you mention the things in the living room?

4. Can you mention some kitchen utensils?

VI. Method : Hidden Picture Game

VII. Teaching learning process :

No.	Description of Teaching Activity	Time Allocation
1.	**Introduction**	**10 Minutes**
	- Greetings - Pray - Check the student attendance list - Warming up activities: - Ask the students questions related to the names of the rooms in the house and the things in it	

	- Explain how important the next competence learning that should be master by the students.		
2.	**Main Activity**		**60 minutes**
	Exploration • Introduction the topic to the students • Asking the students about their prior knowledge that relate to the topic • Asking the students that related with the material **Elaboration** • Teacher will give the instruction to the students about the hidden picture game • Teacher give the explanation about how to do the hidden picture, they should be find out the object which is listed on the picture • After that, if they can find the object on the listed they have to give the mark to the picture such as circle mark, or give the colour on the picture which are contained the object that should be found • Teacher give the pictures for every students and they will be given 20 minutes for finish it • Teacher will collect result of students and evaluate the result. **Confirmation** • Giving positive feedback to the students who can finish the hidden picture game • Giving the motivation to the students		

3.	**Closing**	**10 minutes**
	• Asking the difficulty during the teaching and learning process • The teacher concludes the material • The teacher gives feedback for the students • The teacher advices the students to remember the lesson • Closing the lesson by praying and giving closing- greeting	

VIII. Media   : Picture that relevant with study, whiteboard, marker.

  a. IX. Source   :

      1. English Book entitled "*English in Focus for Grade VIII Junior High School (SMP/MTs)*" Pusat Perbukuan, Departemen Pendidikan Nasional.

      2. The pictures of the things in the house

      3. Internet

      4. Dictionary

X. 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

Lubuk Pakam, 27 April 2018

Known by,

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Researcher

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APPENDIX III

Pre-test

Choose the correct answer with crossing (x) a,b,c, or d!

Look the following picture carefully to answer the questions number 1 to 4

1. What room is this ?

    a. Classroom   c. Library

    b. Canteen   d. Student Health Unit

2. What are the things that you can find on the picture above?

    a. Pillow, scale, medicine   c. Medicine, scale, flag

    b. Pillow, bed, map   d. Scale, map, ball

3. The student who is sick will bi given . . . to treat the pain

    a. Pillow   c. Scale

    b. Medicine   d. water

4. The students use . . . . to know their weight.

    a. Pillow   c. Scale

    b. Medicine   d. water

Look the following picture carefully to answer the questions number 5 to 9

5. It is a room at school. The students study here. What room is it ?

    a. Library   c. Office

    b. Classroom   d. Student Health Unit

6. My teacher writes in the. . . by using a marker

    a. Whiteboard   c. Chalk

    b. Blackboard   d. Map

7. The students sit on the . . .

    a. Table   c. Chair

    b. Cupboard   d. Wall

8. There is a . . . of Indonesia on the class wall.

    a. Map   c. Globe

    b. Book   d. Noticeboard

9. What are the things that you can find in that classroom ?

    a. Table, chair, glass   c. Table, chair, map

    b. Chair, map, fridge   d.Whiteboard, chair, plate

Look the following picture carefully to answer the questions number 10 to 15

10. It is a room at scool. The students borrow book here. What room is it ?

    a. Library   c. Office

    b. Classroom   d. Laboratory

11. The . . . in the library is used to placed the books based on type of it.

    a. Table   c. Bookshelf

    b. Book   d. Chair

12. Beside reading a book, the students also can read . . . in the library.

    a. Magazine   c. Map

    b. Book   d. Globe

13. The uses of the . . . is to know location of countries.

    a. Globe   c. Magazine

    b. Book   d. Newspaper

14. What are the things that you can find on the picture above ?

    a. Bookshelf, table, globe   c. Bookshelf, medicine, globe

    b. Table, globe, bed   d. Table, magazine, bed

15. A . . . works in the library

    a. Teacher   c. Librarian

    b. Security   d. Headmaster

16. Where do you usually find this thing ?

a. Students Health Unit   c. Canteen

b. Classroom   d. Library

17. Where do you usually find this thing?

                    a. Laboratory   c. Classroom

                    b. Canteen   d. Office

Look at the picture bellow!

18. This is a room in the school to buy food or drink in the school. What room is this ?

a. Library   c. Classroom

b. Canteen   d. Laboratory

Look the following picture carefully to answer the questions number 19 and 20

19. The students usually have an experiment in here. What the room is this

    a. Classroom   c. Laboratory

    b. Library   d. Office

20. The student use . . . to see and observe objects that are very small.

    a. Microscope   c. Object glass

    b. Test tube   d. Drop pipette

APPENDIX IV

Post Test I

Look the following picture carefully to answer the questions number 1 to 5

1. It is a room at school. The students study here. What room is it ?

    c. Library   c. Office

    d. Classroom   d. Student Health Unit

2. My teacher writes in the. . . by using a marker

    c. Whiteboard   c. Chalk

    d. Blackboard   d. Map

3. The students sit on the . . .

    a. Table   c. Chair

    b. Cupboard   d. Wall

4. There is a . . . of Indonesia on the class wall.

    a. Map   c. Globe

    b. Book   d. Noticeboard

5. What are the things that you can find in that classroom ?

    a. Table, chair, glass   c. Table, chair, map

    b. Chair, map, fridge   d.Whiteboard, chair, plate

Look the following picture carefully to answer the questions number 6 to 9

6. What room is this ?

    a. Classroom   c. Library

    b. Canteen   d. Student Health Unit

7. What are the things that you can find on the picture above?

    a. Pillow, scale, medicine   c. Medicine, scale, flag

    b. Pillow, bed, map   d. Scale, map, ball

8. The student who is sick will bi given . . . to treat the pain

    a. Pillow   c. Scale

    b. Medicine   d. water

9. The students use . . . . to know their weight.

    a. Pillow   c. Scale

    b. Medicine   d. water

Look the following picture carefully to answer the questions number 10 and 11

10. The students usually have an experiment in here. What the room is this ?

    a. Classroom   c. Laboratory

    b. Library   d. Office

11. The student use . . . to see and observe objects that are very small.

    a. Microscope   c. Object glass

    b. Test tube   d. Drop pipette

Look the following picture carefully to answer the questions number 12 to 16

12. It is a room at scool. The students borrow book here. What room is it ?

    a. Library   c. Office

    b. Classroom   d. Laboratory

13. The . . . in the library is used to placed the books based on type of it.

    a. Table   c. Bookshelf

b. Book   d. Chair

14. Beside reading a book, the students also can read . . . in the library.

    a. Magazine   c. Map

    b. Book   d. Globe

15. The uses of the . . . is to know location of countries.

    a. Globe   c. Magazine

    b. Book   d. Newspaper

16. What are the things that you can find on the picture above ?

    a. Bookshelf, table, globe   c. Bookshelf, medicine, globe

    b. Table, globe, bed   d. Table, magazine, bed

17. A . . . works in the library

    a. Teacher   c. Librarian

    b. Security   d. Headmaster

18. Where do you usually find this thing ?

    a. Students Health Unit   c. Canteen

    b. Classroom   d. Library

19. Where do you usually find this thing?

    a. Laboratory   c. Classroom

    b. Canteen   d. Office

20. Look at the below picture.

This is a room in the school to buy food or drink in the schoo. What room is this ?

a. Library   c. Classroom

b. Canteen   d. Laboratory

APPENDIX V

Post Test II

Choose the correct answer with crossing (x) a,b,c, or d!

Look the following picture carefully to answer the questions number 1 to 5

1. What the room is this?

   a. bathroom   c. Kitchen

   b. living room   d. bedroom

2. My brother often watch. . . . in the evening.

   a. Magazine   c. Television

   b. Newspaper   d. Radio

3. Mention the things on the table !

   a. Radio, remote, flower   c. Magazine, remote, telephone

   b. Paper, lamp, television   d. Magazine, remote,

4. Something that you can find on the wall in that living room are. . .

   a. Clock, lamp, painting   c. Fan, clock, window

b. Lamp, clock, Fan   d. Window, painting, clock

5. My grandmother always hear . . . in the morning

    a. Radio   c. Magazine

    b. Television   d. Newspaper

Look the following picture carefully to answer the questions number 6 to 10
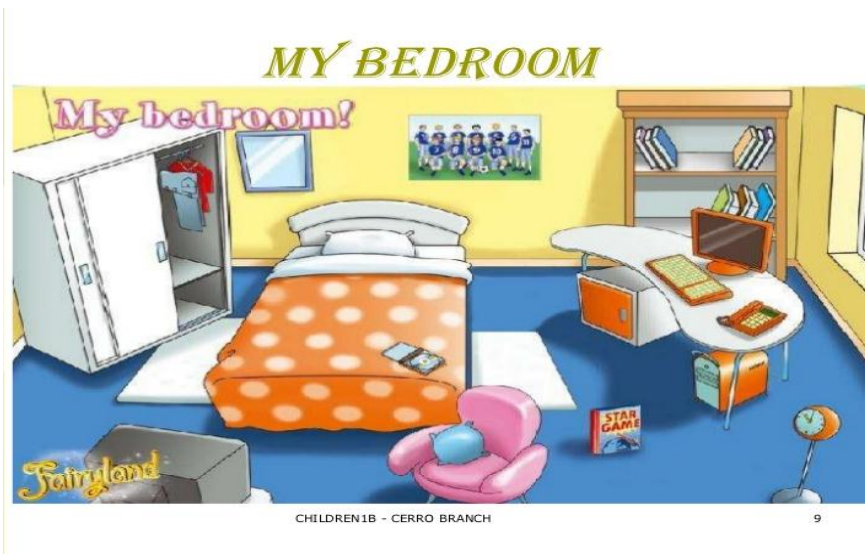
6. Some of the object that you can find from the picture above are. . .

    a. Bed, cupboard, computer   c. Bed, computer, fan

    b. Bed, cupboard, spoon   d. Bed, bookshelf, aquarium

7. I tidy my . . . every morning.

    a. Pillow   c. Blanket

    b. Bed   d. Clothes

8. I put my clothes, pants, socks, and underwear in the . . .

    a. Bed   c. Cupboard

b. Bag   d. Bed

9. I save my pictures and other file in the. . .

    a.   Book   c. Cupboard

    b.   Magazine   d. Computer

10. I put my book in the . . .

    a. Bookshelf   c. Cupboard

    a.   Bag   d. Computer

Look the following picture carefully to answer the questions number 11 to 15

11. I dry my body with . . .

    a. Paper toilet   c. Soap

    b. Towel   d. Shower

12. I use a. . . to brush my teeth.

    a. Soap   c. Shampo

b. Towel   d. Toothbrush

13. Mention the things that you can find on the picture above!

    a. Shower, toothbrush, blanket   c. Shower, toothbrush, mirror

    b. Shower, magazine, soap   d. Shower, pillow, toothpaste

14. I wash my hair with . . . everyday.

    a. Shampo   c. Toothpaste

    b. Soap   d. Toothbrush

15. I see my reflection in the . . . after take a bath.

    a. Shampo   c. Mirror

    b. Soap   d. Toothbrush

Look the following picture carefully to answer the questions number 16 to 20

16. What the room is this ?

    a. Bedroom   c Kitchen

    b. Bathroom   d. Living room

17. My mother puts vegetable, meat, and egg into the. . .

     a. Fridge   c. Stove

     b. Rice cooker   d. Toaster

18. I bake the cookies in the. . .

     a. Fridge   c. Toaster

     b. Oven   d. Rice cooker

19. I use a . . . to chop the vegetables.

     a. Knife   c. Fork

     b. Spoon   d. Glass

20. What are the things that you can find on the dining table in the picture above?

     a. Glass, spoon, toaster   c. Teapot, glass, spoon

     b. Teapot, spoon, frigde   d. Glass, rice cooker, bowl

APPENDIX VI

KEY ANSWERS

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

APPENDIX VII

The Students' Score before Treatment (Pre-Test)

No.	The Initial of Students' Name	Pre-test	
		The Score	Criteria of Success (>75)
1.	AZA	70	Unsuccess
2.	AFRL	60	Unsuccess
3.	AHD	60	Unsuccess
4.	APN	65	Unsuccess
5.	AYAH	60	Unsuccess
6.	AH	75	Success
7.	Az	50	Unsuccess
8.	Ba	70	Unsuccess
9.	DS	65	Unsuccess
10.	EP	55	Unsuccess
11.	FR	60	Unsuccess
12.	FF	65	Unsuccess
13.	GP	50	Unsuccess
14.	IDP	80	Success
15.	JK	50	Unsuccess
16.	JM	75	Success
17.	Ki	60	Unsuccess
18.	MAAH	65	Unsuccess
19.	MI	60	Unsuccess
20.	MIH	75	Success
21.	MIM	55	Unsuccess
22.	MPSS	55	Unsuccess
23.	MS	50	Unsuccess

24	NAP	60	Unsuccess
25.	NIN	75	Success
26.	NPD	70	Unsuccess
27.	NVA	70	Unsuccess
28.	NAA	70	Unsuccess
29.	NN	65	Unsuccess
30.	SAZ	65	Unsuccess
31.	SAP	50	Unsuccess
32.	SASA	60	Unsuccess
33.	SR	65	Unsuccess
34.	SHS	80	Success
35.	SAM	65	Unsuccess
36.	TQ	65	Unsuccess
Total		$\sum x = 2.290$	Success = 5
Mean		X= 63,61	Unsuccess = 31

The Percentage of Students' Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Success	5	13,89%
P2	Unsuccess	31	86,11%
TOTAL		36	100%

APPENDIX VIII

The Students' Score in the First Cycle (Post-Test I)

No.	The Initial od Students' Name	Post-test in Cycle I	
		The Score	Criteria of Success (>75)
1.	AZA	90	Success
2.	AFRL	80	Success
3.	AHD	70	Unsuccess
4.	APN	75	Success
5.	AYAH	80	Success
6.	AH	80	Success
7.	Az	65	Unsuccess
8.	Ba	85	Success
9.	DS	80	Success
10.	EP	75	Success
11.	FR	75	Success
12.	FF	80	Success
13.	GP	65	Unsuccess
14.	IDP	90	Success
15.	JK	75	Success
16.	JM	85	Success
17.	Ki	85	Success
18.	MAAH	80	Success
19.	MI	80	Success
20.	MIH	85	Success
21.	MIM	70	Unsuccess
22.	MPSS	65	Unsuccess

23.	MS	65	Unsuccess
24	NAP	70	Unsuccess
25.	NIN	90	Success
26.	NPD	85	Success
27.	NVA	80	Success
28.	NAA	85	Success
29.	NN	85	Success
30.	SAZ	75	Success
31.	SAP	55	Success
32.	SASA	80	Success
33.	SR	75	Success
34.	SHS	95	Success
35.	SAM	70	Unsuccess
36.	TQ	70	Unsuccess
Total		$\sum x = 2.795$	Success = 26
Mean		X= 77,63	Unsuccess = 10

The Percentage of Students' Score in Post-Test of the First Cycle

	Criteria	Total Students	Percentage
P1	Success	26	72,22%
P2	Unsuccess	10	27,78%
TOTAL		36	100%

APPENDIX IX

The Students' Score in the Second Cycle (Post-Test II)

No.	The Initial of Students' Name	Post-test in Cycle II	
		The Score	Criteria of Success (>75)
1.	AZA	95	Success
2.	AFRL	90	Success
3.	AHD	90	Success
4.	APN	85	Success
5.	AYAH	95	Success
6.	AH	95	Success
7.	Az	70	Unsuccess
8.	Ba	95	Success
9.	DS	90	Success
10.	EP	85	Success
11.	FR	90	Success
12.	FF	100	Success
13.	GP	80	Success
14.	IDP	100	Success
15.	JK	90	Success
16.	JM	90	Success
17.	Ki	95	Success
18.	MAAH	95	Success
19.	MI	90	Success
20.	MIH	100	Success
21.	MIM	85	Success
22.	MPSS	70	Unsuccess

23.	MS	70	Unsuccess
24	NAP	85	Success
25.	NIN	95	Success
26.	NPD	95	Success
27.	NVA	90	Success
28.	NAA	95	Success
29.	NN	90	Success
30.	SAZ	85	Success
31.	SAP	75	Success
32.	SASA	90	Success
33.	SR	85	Success
34.	SHS	100	Success
35.	SAM	90	Success
36.	TQ	80	Success
Total		$\sum x = 3.200$	Success = 33
Mean		X= 88,88	Unsuccess = 3

The Percentage of Students' Score in Post-Test of the Second Cycle

	Criteria	Total Students	Percentage
P1	Success	33	91,67%
P2	Unseccess	3	8,33%
TOTAL		36	100%

APPENDIX X

The Statistic Analysis of The Students` Score in Pre – Test and Post – Test I

No.	The Initial of Students' Name	Pre – Test	Post – Test I	D	D^2
1	AZA	70	90	20	400
2	AFRL	60	80	20	400
3	AHD	60	70	10	100
4	APN	65	75	10	100
5	AYAH	60	80	20	400
6	AH	75	80	5	25
7	Az	50	65	15	225
8	Ba	70	85	5	25
9	DS	65	80	20	400
10	EP	55	75	20	400
11	FR	60	75	5	25
12	FF	65	80	15	225
13	GP	50	65	5	25
14	IDP	80	90	10	100
15	JK	50	75	25	625
16	JM	75	85	10	100
17	Ki	60	85	25	625
18	MAAH	65	80	15	225
19	MI	60	80	20	400

20	MIH	75	85	10	100
21	MIM	55	70	15	225
22	MPSS	55	65	10	100
23	MS	50	65	5	25
24	NAP	60	70	10	100
25	NIN	75	90	15	225
26	NPD	70	85	10	100
27	NVA	70	80	10	100
28	NAA	70	85	15	225
29	NN	65	85	20	400
30	SAZ	65	75	10	100
31	SAP	50	55	5	25
32	SASA	60	80	20	400
33	SR	65	75	10	100
34	SHS	80	95	10	100
35	SAM	65	70	5	25
36	TQ	65	70	5	25
TOTAL		$\sum X_1$ $= 2.290$	$\sum X_2$ $= 2.795$	$\sum D$ $= 460$	$\sum D^2$ $= 7.200$

SS From the last computation have been found:

$$\overline{D} = \frac{\sum D}{N} = \frac{460}{36} = 12{,}77$$

As follow:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{12{,}77}{\sqrt{\dfrac{7.200 - \dfrac{(460)^2}{36}}{36\,(36-1)}}}$$

$$t = \frac{12{,}77}{\sqrt{\dfrac{7.200 - 5.877{,}77}{1.260}}}$$

$$t = \frac{12{,}77}{\sqrt{\dfrac{1.322{,}23}{1.260}}}$$

$$t = \frac{12{,}77}{\sqrt{1{,}04}}$$

$$t = \frac{12{,}77}{10{,}1}$$

$$t = 1{,}26$$

APPENDIX XI

The Statistic Analysis of The Students` Score in Post-Test I and Post-Test II

No.	The Initial of Students' Name	Post- Test I	Post- Test II	D	D^2
1	AZA	90	95	5	25
2	AFRL	80	90	10	100
3	AHD	70	90	20	400
4	APN	75	85	10	100
5	AYAH	80	95	15	225
6	AH	80	95	15	225
7	Az	65	70	5	25
8	Ba	85	95	10	100
9	DS	80	90	10	100
10	EP	75	85	10	100
11	FR	75	90	15	225
12	FF	80	100	20	400
13	GP	65	80	15	225
14	IDP	90	100	10	100
15	JK	75	90	15	225
16	JM	85	90	5	25
17	Ki	85	95	10	100
18	MAAH	80	95	15	225
19	MI	80	90	10	100

20	MIH	85	100	15	225
21	MIM	70	85	15	225
22	MPSS	65	70	5	25
23	MS	65	70	5	25
24	NAP	70	85	15	225
25	NIN	90	95	5	25
26	NPD	85	95	10	100
27	NVA	80	90	10	100
28	NAA	85	95	10	100
29	NN	85	90	5	100
30	SAZ	75	85	10	100
31	SAP	55	75	20	400
32	SASA	80	90	10	100
33	SR	75	85	10	100
34	SHS	95	100	5	25
35	SAM	70	90	20	400
36	TQ	70	80	10	100
TOTAL		$\sum X_1$ = 2.795	$\sum X_2$ = 3.200	$\sum D$ = 405	$\sum D^2$ = 5.400

SS From the last computation have been found:

$$\bar{D} = \frac{\sum D}{N} = \frac{405}{36} = 11{,}25$$

As follow:

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{11{,}25}{\sqrt{\dfrac{5.400 - \dfrac{(405)^2}{36}}{36\,(36-1)}}}$$

$$t = \frac{11{,}25}{\sqrt{\dfrac{5.400 - 4.556{,}25}{1.260}}}$$

$$t = \frac{11{,}25}{\sqrt{\dfrac{843{,}75}{1.260}}}$$

$$t = \frac{11{,}25}{\sqrt{0{,}66}}$$

$$t = \frac{12{,}77}{0{,}8}$$

$$t = 15{,}9$$

APPENDIX XII

OBSERVATION SHEET

CYCLE I

Collaborator : Khairuddin, S.Pd

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.	Teacher's capability in opening the class (How the teacher greets the students)				√
3.	Teacher giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)			√	
4.	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				√
5.	The teacher tells the students the aims of the study				√
6.	The teacher introduces about hidden picture game				√
7.	Teacher's mastery (It is about the teacher's capability in mastering the material taught)				√
8	The systematically teaching performance (It is about appropriateness with the lesson plan)			√	
9.	Teacher's ability in organizing the class (It is about the class management performed by the teacher)			√	
10.	Teacher teaching material clearly (the clearness of the teacher's teaching)			√	

11.	Teacher asks to the students how far they understand about the materials have taught			√	
12.	Interaction and communication between students and teacher in teaching learning process (Good commincation between teacher and students to support to students' understanding)			√	
13.	Teacher ability in closing the class (It is about how the teacher closes the class,gives summary and solve the students' problem)			√	

Lubuk Pakam,   April 2018

Headmaster of MTs. N Lubuk Pakam   English Teacher

Mhd. Syukur Hrp, S.PdI, MA   **Khairuddin, S.Pd**

NIP : 19731108 199303 1002   **NIP : 198010252014121004**

APPENDIX XIII

OBSERVATION SHEET

CYCLE II

Collaborator   : **Khairuddin, S.Pd**

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.	Teacher capability in opening the class (How the teacher greets the students)				√
3.	Teacher giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)				√
4.	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				√
5.	The teacher tells the students the aims of the study				√
6.	The teacher introduces about hidden picture game				√
7.	Teacher mastery (It is about the teacher's capability in mastering the material taught)				√
8	The systematically teaching performance (It is about appropriateness with the lesson plan)			√	
9.	Teacher ability in organizing the class (It is about the class management performed by the teacher)				√

10.	Teacher teaching material clearly (the clearness of the teacher's teaching)				√
11.	Teacher asks to the students how far they understand about the materials have taught			√	
12.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support to students' understanding)				√
13.	Teacher ability in closing the class (It is about how the teacher closes the class,gives summary and solve the students' problem)				√

Lubuk Pakam,   Mei 2018

Headmaster of MTs. N Lubuk Pakam   English Teacher

Mhd. Syukur Hrp, S.PdI, MA   **Khairuddin, S.Pd**

NIP : 19731108 199303 1002   **NIP : 198010252014121004**

APPENDIX XIV

OBSERVATION SHEET

CYCLE I

Collaborator : **Khairuddin, S.Pd**

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 teacher explanation			√	
3.	The students are interest and enthusiast in studying hidden picture game			√	
4.	The students participate in learning process				√
5.	The students do task given				√
6.	The students use dictionary to help them knowing the content of the words				√
7.	The students mark the difficult words				√
8	The students ask the feedback after doing he activity related to the topic			√	

Lubuk Pakam,   April 2018

Headmaster of MTs. Negeri Lubuk Pakam   English Teacher

Mhd. Syukur Hrp, S.PdI, MA   **Khairuddin, S.Pd**

NIP : 19731108 199303 1002   **NIP : 198010252014121004**

APPENDIX XV

OBSERVATION SHEET

CYCLE II

Collaborator   **: Khairuddin, S.Pd**

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 teacher explanation			√	
3.	The students are interest and enthusiast in studying hidden picture game				√
4.	The students participate in learning process				√
5.	The students do task given				√
6.	The students use dictionary to help them knowing the content of the words				√
7.	The students mark the difficult words			√	
8	The students ask the feedback after doing he activity related to the topic				√

Lubuk Pakam,   Mei 2018

Headmaster of MTs. Negeri Lubuk Pakam   English Teacher

Mhd. Syukur Hrp, S.PdI, MA   **Khairuddin, S.Pd**

NIP : 19731108 199303 1002

APPENDIX XVI

Interview Sheet Before the Implementation of Hidden Picture Game

For The Students

Interview between the researcher and the students in the first meeting. It was done to know the students' problem in improving their vocabulary mastery.

Researcher : Hello selamat pagi. Maaf ya, saya pake waktunya sebentar. Apakah kalian keberatan? Miss ada beberapa pertanyan seputar Bahasa Inggris.

Students : Selamat pagi Miss, silahkan Miss.

Researcher : Apakah kamu menyukai pelajaran bahasa Inggris ?

Nazwa : Ya miss saya sangat suka pelajaran bahasa inggris karena menyenangkan dan juga bahasa internasional

Vivi : Ya miss saya juga suka pelajaran bahasa inggris karena menyenangkan walaupun terkadang saya merasa kurang paham dengan pelajarannya.

Intan : Ya miss saya sangat suka pelajaran bahasa inggris karena seru dan menyenangkan dan kita jadi tau bahasa internasional

Satria : Saya tidak suka miss, karena menurut saya pelajaran bahasa inggris itu sulit

Azhar : Saya juga tidak suka miss, saya bingung ketika membaca tulisan dan cara membacanya beda dan juga saya sangat sulit untuk mengingat kosakata dalam bahasa inggris.

Researcher : Kesulitan apa yang sering kamu hadapi dalam belajar Bahasa Inggris ?

Nazwa : Kesulitan yang sering saya alami ketika harus menulis karangan panjang kedalam bahasa inggris mam

Vivi : Kalau menurut saya ketika sepaking, susah menghapal vocabularyny Miss.

Azhar : Saya juga merasa sulit ketika harus berbicara dalam bahasa inggrs karena saya tidak banyak menguasai kosakata dalam bahasa inggris miss

Researcher : Oh saya mengerti. Jadi vocabulary adalah salah satu masalah kamu dalam belajar bahasa Inggris. Lalu bagaimana cara kamu dalam mengatasi kesulitan kamu untuk memahami dan juga mempelajari kosakata bahasa Inggris?

Intan : Jika saya menemukan kosakata yang saya tidak tahu saya selalu membuka kamus Miss

Vivi : Saya membuka kamus Miss lalu mencoba mengingatnya meskipun itu tidak mudah Miss

Azhar : Saya juga membuka kamus Miss

Researcher : Apa yang kamu lakukan untuk meningkatkan kosakata dalam bahasa Inggris ?

Vivi : Saya les bahasa Inggris Miss

Nazwa : Saya juga les Miss

Satria : Kalau saya belajar seperti biasa Miss tapi saya lebih mudah menghapal kosakata yang ada gambarnya Miss

Intan : Saya belajar dengan melihat kamus dan membuat daftar- daftar nama vocabulary beserta artinya miss

Azhar : Saya belajar bahasa inggris dengan membuka kamus Miss.

For The Teacher

The researcher : Selamat pagi pak?

Teacher   : Selamat pagi

The researcher : Permisi pak, saya ingin menyakan beberapa pertanyaan terkait penelitian saya

untuk meningkatkan kemampuan kosakata siswa.

Teacher   : Iya silahkan...

The researcher : Menurut bapak permasalahan apa yang paling sering di hadapi siswa dalam

belajar Bahasa Inggris terutama di kelas VII?

Teacher   : Saya rasa yang paling sering itu vocabulary. Ketika saya meminta mereka untuk

menyusun sebuah kalimat dalam bahasa

The researcher : Lalu apa yang menjadi kesulitan mereka dalam menguasai vocabulary pak?

Teacher   : Mereka sering lupa dan terkadang ada beberapa siswa yang masih bingung

dengan cara pengucapannya.

The researcher : Bagaimana teknik yang bapak terapkan dalam mengajar vocabulary pak ?

Teacher   : Biasanya saya meminta mereka untuk menterjemahkan teks dalam bentuk

bahasa Inggris ke bahasa Indonesia, lalu mereka menggunakan kamus dalam

mencari arti dari tiap kosakata tersebut. Setelah itu saya ajak mereka untuk

mendiskusikan soal yang terkait dengan teks tersebut. Jadi sebelum menjawab

mereka sudah menterjemahkannya terlebih dahulu.

The researcher   : Apakah sebelumnya bapak pernah mendengar tentang hidden picture game

dan pernah menggunakan metode ini dalam mengajarkan vocabulary?

Teacher   : Saya belum pernah mendengar dan menerapkannya dalam pembelajaran.

The researcher   : Bagaimana aktivitas atau kondisi kelas pada saat mereka belajar bahasa

Inggris?

Teacher   : Mereka sering tidak fokus dan ngobrol sama temannya.

The researcher   : Menurut bapak bagaimana tanggapan siswa dalam belajar bahasa Inggris ?

Teacher   : Tidak ada respon lebih dari mereka, mereka kurang berantusias ketika belajar

bahasa Inggria karena menurut mereka bahasa Inggris itu merupakan salah satu

pelajaran yang sulit dan membosankan.

The researcher : Baiklah kalau begitu terimakasih atas waktunya pak

Teacher   : Iya sama-sama...

APPENDIX XVII

Interview Sheet After the implementation of Hidden Picture Game in Cycle I

For Students

The researcher : Bagaimana kemampuan menghafalkan kosakata kamu setelah pengimplementasian hidden picture pertama tadi ? apakah sudah bisa menghapalkan kosakata dengan lancar ?

Nazwa : Belum sih Miss, saya masih suka lupa terkadang.

Vivi : Sudah lebih mudah menghapalkannya Miss hanya saja terkadang saya sedikit lupa.

Satria : Iya Miss, saya juga merasa agak lebih mudah mengingat kosakatanya jika melihat gambar Miss. Cuma kadang sulit juga Miss.

The researcher : Di bagian mananya yang lebih sulit ?

Azhar : Kata – kata baru aja si Miss yang membuat saya terkendala dalam mengingat dan menghapal kosakata, itu aja sih Miss.

Intan : Saya masih bingung bagaimana cara mengucapkannya Miss, karena kadang kata-katanya beda dengan cara pengucapannya Miss.

The researcher : Apakah kalian menikmati pembelajaran dengan menggunakan media yamg saya pakai tadi di kelas?

Azhar : Ya bu saya menikmatinya karena tidak terlalu bosan kalau belajarnya menggunakan gambar

Intan : Iya bu saya juga suka karena itu gambarnya mengasah otak kita, jadi saya rasa seru seperti teka-teki.

Vivi : Kalau saya sangat menikmati Miss karena tidak terlalu fokus melihat kamus jadi gak gampang bosan

Satria : Iya Miss, saya juga menikmati pelajaran yang tadi tetapi kadang kesalnya teman saya ada yang suka mencontek jawaban saya Miss.

The researcher   : Baiklah kalau begitu. Terimakasih.....

For The Teacher

The Researcher   : Bagaimana kemampuan siswa dalam menghapalkan kosakata setelah pengimplementasian hidden picture game pada siklus pertama pak ?

Teacher   : Jauh lebih baik dan mereka lebih antusias dalam belajar setelah pengimplementasian hidden picture game tadi.

The reseracher   : Lalu bagaimana dengan penguasaan kosakata mereka pak ?

Teacher   : Sebagian ada yang sudah meningkat, mereka bisa dengan mudah menghapalkan kosakata yang baru dipelajari. Namun sebagian ada yang belum lancar dalam menghapalkannya, masih lupa- lupa ingat dan bingung bagaimana cara pengucapannya.

The Researcher   : Adakah kekurangan dalam pengimplementasian pembelajaran pada hari ini ?

Teacher   : Saya rasa hanya terkadang siswa suka mencontek punya temannya bagi mereka yang masih agak bingung.

The Researcher   : Baiklah kalau begitu terima kaih atas waktunya pak.

Teacher   : Ya sama-sama...

APPENDIX XVIII

Interview Sheet After the implementation of Hidden Picture Game in Cycle I

Researcher   : Halo selamat pagi. Saya ingin bertanya pendapat kamu mengenai proses belajar bahasa Inggris dengan menggunakan hidden picture game ?

Azhar   : Seru Miss, Saya menjadi sangat lebih mudah mengingat dan menghafalkan kosakata yang baru Miss, karena sering dilatih, sering diajari sama Miss makanya sudah sangat paham Miss, gambarnya sangat membantu sekali Miss, karena dapat mengasah otak kita dan secara gak langsung saya jadi ingat nama benda yg saya cari diluar kepala saya.

Satria   : Menurut saya menyenangkan Miss karena saya bisa mengingat kosakata dengan mudah karena tidak monoton belajarnya.

Vivi   : Seru Miss saya lebih mudah mengingat kosakata baru karena menggunakan gambar saya bisa langsung membayangkan bendanya miss

Researcher   : Jadi menurut kamu dengan menggunakan hidden picture game dapat membuat kamu lebih mudah dalam menghapal kosakata ?

Intan   : Menurut saya iya miss saya jadi lebih fokus belajarnya

Satria   : Menurut saya juga Miss karena sambil menyelesaikan permainannya saya juga dapat mengingat kosakatanya dengan mudah karena melihat gambarnya.

Vivi   : Iya Miss. Sekarang sudah sering lumayan berbicara bahasa Inggris dengan teman saya karena saya merasa lebih mudah mengingat kosakata baru Miss

Nazwa   : Alhamdulillah udah mulai bisa hafal kosakata dalam bahasa Inggris, itu sangat bermanfaat Miss, karena ketika mencari objek tersembunyi yang ada dialam gambar tersebut saya bisa mengingatnya secara otomatis Miss

Researcher   : Menurut kamu apa kekurangan dari pembelajaran kita tadi ?

Vivi   : Kalau menurut saya kekurangannya itu miss karena ada teman saya yg mencontek jawaban saya

Intan   : Saya juga saama miss menurut saya gak enaknya kalo ada yang nyontek

Nazwa   : Kadang saya merasa pusing miss karena gambarnya tersembunyi diantara gambar

              lainnya

Researcher   : Apakah kamu menikmati pelajaran yang saya bawakan tadi ?

Satria   : Ya Miss saya menikmatinya karena kelas tidak ribut.

Azhar   : Saya juga menikmati miss karena media yang dipakai menurut saya

              menyenangkan.

Nazwa   : Iya miss mencari gambar yang tersembunyi seperti mengasah otak kita Miss jadi

              saya menikmati

Researcher   : Apakah kamu lebih termotivasi lagi untuk belajar dan meningkatkan penguasaan

              vocabulary dalam bahasa inggris?

Vivi, Nazwa, Intan, Azhar, and Satria :

              Ya Miss kami akan menigkatkan kemampuan kami dalam menghapal kosakata

              bahasa Inggris.

For The Teacher

The researcher   : Selamat pagi Pak?

Teacher   : Selamat pagi...

The Researcher   : Saya ingin menanyakan beberapa pertanyaan pak tentang proses

              pembelajaran dikelas tadi. Bagaimana menurut bapak tentang

              pengimplementasian hidden picture game pada hari ini pak

Teacher : Saya rasa sangat baik. Para siswa menikmati dan tetap fokus selama proses belajar. Mereka membahas dan membuat daftar kosakata yang ada di gambar di buku mereka. Itu adalah respon yang bagus dari siswa-siswa. Mereka antusias dalam memainkan permainan dan mengikuti kelas

The researcher : Menurut bapak apakah ini dapat meningkatkan kemampuan siswa dalam menghapalkan dan mengingat vocabulary ?

Teacher : Saya rasa iya, siswa akan mengingat kosakata bahkan dalam jangka lama mereka tidak akan mudah lupa karena kenyataannya, ketika mereka belajar dengan menggunakan gambar mereka langsung membayangkan objeknya yang asli. Jadi lebih memudahkan mereka dalam mengingat ataupun menghapalkan kosakata dalam bahasa inggris.

The researcher : Menurut bapak bagaimana interaksi antara siswa dengan guru selama proses pelajaran tadi pak ?

Teacher : Bagus, selain interaksi kamu yang baik terhadap siswa kamu memeriksa tugas siswa dan memberikan mereka motivasi agar terus meningkatkan penguasaan kosakata mereka.

The researcher : Terima Kasih banyak pak, apakah bapak akan menerapkan hidden picture game ini dalam pembelajaran kedepannya?

Teacher : Ya sama-sama... Tentu saya akan mencoba menerapkannya nanti.

APPENDIX XIX

DIARY NOTES

First Meeting (27th April 2018)

In the first meeting, the researcher applied the identification phase. In this

meeting, the writer introduced herself 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 36 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 (28th April 2018)

That was the second meeting, the researcher gave the pre-test in this meeting to measure

students basic ability in vocabulary before using hidden picture 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 5 students passed the grade of 75. The other students got the point under 75

which is considered fail in the pre-test.

Third Meeting (4th May 2018)

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. Then, hidden picture game was introduced. This time the teacher explained what is hidden picture game and how to play it. The students did the game enthusiastically.

Fourth Meeting (5th May 2018)

In this meeting, the researcher also taught English vocabulary by using hidden picture game. They should find out the list of object in the picture and make the list of vocabulary in their note. 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 25 minutes. Afterward, the researcher checked the students' test and compared it with the result in the pretest. Accordingly, the students' score in the post-test I was better than the pre-test. As many 26 students passed the test and only 10 students did not do well in the test.

Fifth Meeting (11th May 2018)

This was the fifth 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. In this meeting the students already know the teacher style in teaching and support the teacher's teaching goal.

Sixth Meeting (12th May 2018)

In this meeting the students followed the activity given avtively. The researcher taught the material by using hidden picture. After that the class was closed by the teacher and the students are asked to do the post-test II to see the improvement of their vocabulary.

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 enjoy the class. 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. There were 33 students who passed the test and only three students did not pass the test.

Appendix XX

Students' Name and Initial

No.	Name of the Students	Initial Name of Students
1.	Abdullah Zidan Al munawwar	AZA
2.	Ahmad Fadhil Ramadhan Lubis	AFRL
3.	Ahmad Husein Daulay	AHD
4.	Allya Putri Nasywa	APN
5.	Alya Yusra Ananda Harahap	AYAH
6.	Athaya Hargita	AH
7.	Azhar	Az
8.	Bani	Ba
9.	Dzikri Syahzidan	DS
10.	Ellysia Putri	EP
11.	Fathur Ramadhan	FR
12.	Fikri Firdaus	FF

13.	Gio Prasetyo	GO
14.	Intan Dian Pertiwi	IDP
15.	Jihan Khaila	JK
16.	Jihan Mufida	JM
17.	Kinanti	Ki
18.	Muhammad Afrizal Arif Hasibuan	MAAH
19.	Muhammad Ilyay	MI
20.	Muhammad Imam Haikal	MIH
21.	Muhammad Irham Mubaraq	MIM
22.	Muhammad Putra Septian Sembiring	MPSS
23.	Muhammad Satria	MS
24	Nazmi Aulia Pasaribu	NAP
25.	Nazwa Izzati Nasution	NIN
26.	Nazwa Pahira Dongoran	NPD
27.	Nora Vivi Agustina	NVA
28.	Nur Aliya Andini	NAA
29.	Nurul Nabila	NN
30.	Sherina Aulia Zahra	SAZ
31.	Shohi Adli Pulungan	SAP
32.	Siti Astina Salindri Arofah	SASA
33.	Suci Ramadhani	SR
34.	Syafia Humairah Saragih	SHS
35.	Syahara Ananda Muhti	SAM
36.	Taufiq Qusyahain	TQ

APPENDIX XX1

The Students' Attendance List During The Research

No.	Names of the Students	Meeting					
		1	2	3	4	5	6
1.	Abdullah Zidan Al munawwar	√	√	√	√	√	√
2.	Ahmad Fadhil Ramadhan Lubis	√	√	√	√	√	√
3.	Ahmad Husein Daulay	√	√	√	√	√	√
4.	Allya Putri Nasywa	√	√	√	√	√	√
5.	Alya Yusra Ananda Harahap	√	√	√	√	√	√
6.	Athaya Hargita	√	√	√	√	√	√
7.	Azhar	√	√	√	√	√	√
8.	Bani	√	√	√	√	√	√
9.	Dzikri Syahzidan	√	√	√	√	√	√
10.	Ellysia Putri	√	√	√	√	√	√
11.	Fathur Ramadhan	√	√	√	√	√	√
12.	Fikri Firdaus	√	√	√	√	√	√
13.	Gio Prasetyo	√	√	√	√	√	√
14.	Intan Dian Pertiwi	√	√	√	√	√	√
15.	Jihan Khaila	√	√	√	√	√	√
16.	Jihan Mufida	√	√	√	√	√	√

17.	Kinanti	√	√	√	√	√	√
18.	Muhammad Afrizal Arif Hasibuan	√	√	√	√	√	√
19.	Muhammad Ilyay	√	√	√	√	√	√
20.	Muhammad Imam Haikal	√	√	√	√	√	√
21.	Muhammad Irham Mubaraq	√	√	√	√	√	√
22.	Muhammad Putra Septian Sembiring	√	√	√	√	√	√
23.	Muhammad Satria	√	√	√	√	√	√
24	Nazmi Aulia Pasaribu	√	√	√	√	√	√
25.	Nazwa Izzati Nasution	√	√	√	√	√	√
26.	Nazwa Pahira Dongoran	√	√	√	√	√	√
27.	Nora Vivi Agustina	√	√	√	√	√	√
28.	Nur Aliya Andini	√	√	√	√	√	√
29.	Nurul Nabila	√	√	√	√	√	√
30.	Sherina Aulia Zahra	√	√	√	√	√	√
31.	Shohi Adli Pulungan	√	√	√	√	√	√
32.	Siti Astina Salindri Arofah	√	√	√	√	√	√
33.	Suci Ramadhani	√	√	√	√	√	√
34.	Syafia Humairah Saragih	√	√	√	√	√	√
35.	Syahara Ananda Muhti	√	√	√	√	√	√
36.	Taufiq Qusyahain	√	√	√	√	√	√

APPENDIX XXII

Photography Evidence (Documentation)

The researcher giving the instruction about hidden picture game

Students are playing hidden picture game

The researcher is guiding the students

Students are doing the post test

Interviewing the teacher

Autobiography

Name   : Khaerunisa

Student Number   : 34.14.3.65

Place/ Date of Birth   : Indramayu, April 09th 1995

Sex   : Female

Address   : Jl. Pendidikan Tanjung Morawa Desa Tanjung Baru

Name of Father   : Iyat Ruhiyat

Name of Mother   : Rita Wati

Education Background

1. Primary School at SD Negeri 104232 Tanjung Morawa

2. Junior High School at MTs Negeri Lubuk Pakam

3. Senior High School at MAN Lubuk Pakam

4. Student of English Education Department Faculty of Tarbiyah Science and Teacher Training