INCREASING STUDENTS' VOCABULARY MASTERY

THROUGH KIM'S GAME

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ABSTRACT

Studying English can not be separated from studying English vocabulary because it is an important component of English. This research was intended ; 1) to describe whether kim's game cyuan make students in learning english effectively, and 2) to describe the improvement of students vocabulary through kim's game.

This research is a quantitative study which employs experimental design. The population of this research is the first of General English level at Language Laboratory of Bandar Lampung University in the academic year of 2016/2017. The total number of population is 30 students. The research instruments used pre-test, treatment/observation and post test.

In Pre-test, the number of students who passed the test was 6 students or 30%, then the number of students who passed the test in post-test was 15 students or 75%. Based on the analysis of test item by Spearman-Brown formula, it can be showed that the deviation standard of test is 23,34, and the test reliability is 0.762. It means the result of test items is high. In test validity, the program shows that the sum of valid item is 25 items and the sum of unvalid item is 15.

Key Answer : *Vocabulary mastery, Kim's game, learning vocabulary*

I. INTRODUCTION

The language use is an important aspect that should be known by the teacher and students. In English teaching learning, the learners find the difficulties in acquiring the language since they have a very low exposure to the target language, especially in written and spoken form. English is an international language, and it is very important to understand English language. Hornby (2004) stated that learning English is important to get information over the world. People speak English to others. It means anywhere we go in the world, we will find people who speak English. Moreover in learning English, students learn English skills and English components.

Studying English can not be separated from studying English vocabulary because it is an important component of English. Thorbury (2002) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary can express someone's idea effectively, and it can understand the foreign language communication. By having a great amount of English vocabulary as one of English component, it might be easier for the students to be able to master in English skills such as listening, speaking, reading and writing which are related to the target language.

Based on the pre-observation at Language Laboratory of Bandar Lampung University for the first level of General English, it was found that the classroom activity was mostly teacher-centered. The teacher explained the learning material to the students. Moreover, in reviewing new words which had been found, the teacher ordered the students to make a note. However, some students did not exactly do what the teacher had instructed. The teacher faced a difficulty to attract whole students in recalling English vocabulary. Less interactive classroom and the use of conventional teaching technique only make the students become uninterested in becoming active participants in learning process. At last, it may become the biggest obstacle for the students' to learn English vocabulary. The teacher also faced the difficulty to know whether the students have fully understood the vocabulary or not because of their passiveness during the teaching learning process.

Teaching English will be more effective if the teacher uses suitable method, technique and media in the teaching learning process. Brown (2001) has defined that appropriate method, technique and media used in language classroom can make English teaching effectively. In this research, the writer focuses to find out the technique in teaching vocabulary. Lessard (2013) defines vocabulary is as the words of language. It means that vocabulary conveys particular meanings in learning a language. The teaching learning process should be fun activity which is held to omit students' passiveness in the classroom

and help them in memorizing, maintaining, and understanding the vocabulary which they have learnt. Diamond and Gutlohn (2006) states that if we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest. This means that it is very important for the teacher to make the students eager in learning new vocabularies by using enjoyable teaching technique.

In teaching vocabulary, it is important to make students become interested in learning vocabulary. Wright et al (2006) says "Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information". So, games help and encourage many learners to sustain their interest in English learning. Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. The writer proposes Kim's Game as an available technigue to learn vocabulary mastery for beginners. Kim's Game is a simple game which can be played to help memorize a group of objects. As such it's a good game to help students learn vocabulary, especially objects within a certain semantic field.

Wright et al (2004) also defined that Kim's game is means to entertain and challenge the language learning in teaching and learning vocabulary. Games also help the teacher to create teaching English vocabulary is meaningful and useful. In his book, Wright explained that this game is used for a collection of objects is briefly shown to people and they have to try to remember as many as they can. The way of teaching is to assemble a collection of about 10-15 objects, some of which the students already know, some of which are new to them. Then one starts with an 'identification' exercise, holding up the objects and saying what they are. They are shown on a tray for a minute or so, then covered with a cloth, and the students have

to write down what they can remember. This has been widely used by teachers already, and can be done with visuals or in other ways. From the explanation of teaching strategy above, the reason of teaching learning strategy is that it can not only introduce new vocabulary, but also gets the students to use it actively by trying within a minute or two to remember the actual items and the vocabulary that goes with them. The used of Kim's game in the teaching learning process, especially in teaching vocabulary will help students to reduce stress in producing words because it will be applied in game activity and conducted in group-work activity.

Based on the problem limitation above, the objective of research as follows; 1) to describe whether kim's game can make students in learning english effectively, and 2) to describe the improvement of students vocabulary through kim's game. The research was conducted for the Second English level at Language Laboratory of bandar Lampung University. The available class was Sun-Wed_Orchid which consists of 20 students. The students learnt vocabulary through Kim's game in group work activity.

II. REVIEW OF RELATED LITERATURE

A. Definition of Vocabulary

Vocabulary is very important in learning foreign languages especially in learning English; moreover, it can be use in doing communication both spoken and written. Hiebert et al (2005: 3) state that vocabulary is the knowledge of meanings of words. Knowing a meaning of words is one way to understand the whole meaning of sentences or paragraphs. Vocabulary can be used to express ideas, feeling, think or information to people clearly and accurately. Even though it is not only done by using words but also using body language or gesture. According to Hackman (2008: 3) states that vocabulary is more than a list of words, and although the size of one's vocabulary matters, it knows how to use it which matters most. Meanwhile, Hiebert et al (2005: 14) write that vocabulary is set of words for which an

individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction.

Vocabulary is a foundation or a basis of a language. It is a vehicle for thought, self expression, interpretation and communication. The more words we learn the more ideas we should have, so we can communicate the ideas more effectively. Thornbury (2002:2) states that learning the vocabulary of a foreign language presents the learner with the following challenges. The first is making the correct connections when understanding the second language between the form and the meaning of words, including discriminating the meanings of closely related words. The second is when producing language the learners are able to use the correct form of a word for the meaning intended.

In line with the explanation above, Hiebert et al (2005:3) state that vocabulary can be classified as receptive and productive vocabulary. Receptive vocabulary is a word that we can understand the meaning from reading and listening. Meanwhile, productive vocabulary is a word that we use when we write or speak something. In receptive vocabulary, learners look like a passive, it's caused they can only use their knowledge in vocabulary just understand the meaning. Moreover; productive vocabulary it seems in active learners. It's caused by the learners can use that knowledge in their daily life in speaking and writing.

According to Benjamin and Crow (2010: 4), vocabulary development has to take its place at the center of the curriculum because it is foundational to all academic achievement. It makes English as a foreign language that they learned since elementary school and as one of language that must the learners learn in school. It is very fundamental in the interaction. Vocabulary is a language element of language as important means of communication person; vocabulary is usually achieved through oral language. Many students especially adults student likely deliver their mind using oral language in asking question or explaining

something. More words give your mind more ways to think about something and more tools to plan and solve the problem especially in communication and solve the problem especially in communication. Words are combination of letter that meaningful unit of nouns, verbs, adjective and adverb. The students should know how to use in particular and regularly in their daily life to support their knowledge.

B. Kinds of Vocabulary

Thornbury (2002: 3) states that English word fall in to of eight different word classes. They are: noun, verb, adjective, adverb, pronoun, preposition, conjunction, and determiner. However, the researcher limits his explanation only in open classes which are divided into four groups, namely: nouns, verbs, adjective, and adverb, even though this research only limits in using noun and verb.

Ruth (2005: 8) states noun is a word that names something, a thing or a person, or a place, or even a feeling or a state of mind. For the example; man, conference, book, work, coffee, Saturday, Jessica, office, girl, boy, bed, etc. Noun can be divided into four kinds of noun, such as common noun, proper noun, collective noun, and count noun. First, common noun is the names of ordinary things than can we see or touch, for the example: house, chicken, people, stone, book, table, eraser, pillow, banana, boy, girl, etc. Second is proper noun, it is the name of particular or special things or person or place or capitalized, for the example: Indonesia, Malaysia, Australia, etc. Third is collective noun that refers to a group of person or things that is generally thought of as one unit, for example: class, gang, bunch, family, animal, group, plan **e**tc. And the last is count noun that refers to name of person, things, places, or ideas that can be counted, for example: books, two tables, boys, etc.

Verb is a word that expresses action, events, process activities, etc. DeCapua (2008:121) states that verb express what the subject does or describes something about the

state or condition of the subject. Verb is seriously important; it caused by there is no way to have a sentence without them. There are several kinds of verbs, such as transitive verb, intransitive verb and auxiliary verb. First, transitive verb is a verb that followed by object, for example: I borrow a book. Second, intransitive verb is a verb that does not need followed by object, for example: I am cry. The last is auxiliary verb is a verb that helps another verb or the principle verb to express action or condition or state being. For example: is, am, are, do, does, have.

Huddleston &Pullum (2005:112) state that adjective is a word typically denotes property of object, person, places, etc. An Adjective can be divided into three types based on their meaning, such as physical qualities of color or shape (small, green, black, white, oval), psychological qualities of emotion (angry, sad, happy, worry, brave), evaluating qualities (good, bad, excellent, lucky, ugly). Vago (2010:103) state that adverb provide extra information about the action in a sentence, adjective and about other adverb. For example: I live here. There are some types of adverb as follows: (1) adverb of manner, (2) adverb of place, (3) adverb of direction, (4) adverb of time, (5) adverb of duration, (6) adverb of frequency, and (7) adverb of degree.

C. Concept of Teaching Vocabulary

Vocabulary is the basic components in learning language; therefore, vocabulary plays the most important role in learning English. There would not be possible if someone communicate with other people and have some diversity in sounds, pronunciation or in grammar because we can accept what the vocabulary that is being used. Mastering more vocabulary items can help us to know more meanings of words that he or she used to communicate. One of the main purposes of learning a foreign language is in order to be able to use it in communication. Therefore, learners firstly has to recognize, understand the meaning and master the vocabulary of the target language. Vocabulary items carried out

different meanings where language learners can communicate their messages and meaning more effectively to the others. So, they can communicate and share idea to the other more easily.

Generally, vocabulary has a main function are to support the four major skills namely listening, speaking, reading and writing. Pikulski and Templeton (2004: 1) state that the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement. It means that by studying reading people can increase their vocabulary mastery which can be used in their daily life.

Vocabulary has often been viewed as a basic element in language teaching. It is considered to be the most important aspect because it can widen the students' intellectual development. In learning a foreign language the students have to know what words mean. To get the meaning of words, the students should learn vocabulary. Thornbury (2002:13) states that without vocabulary nothing can be conveyed. Most improvement in language will be seen by learning more words. Almost anything can be expressed with words. In addition, the more vocabulary (words) a person masters the more ideas can be expressed. Besides that, it will also be easier to understand other people's ideas. In order to be able to speak, read, listen and write well, the mastery of vocabulary is absolutely needed.

Moreover, Hiebert and Kamil (2005:2) state that vocabulary holds a special place among the language components. Vocabulary is not a developmental skill or one that can be seen as fully mastered. The expansion and elaboration of vocabulary is something that extends across a lifetime. Meanwhile, Daller et al (2007:1) write that vocabulary is now considered to just about every aspect of language knowledge. Moreover, it plays an important role in the lives of all language users, since it is one of the major predictors of school performance, and successful learning. The use of new vocabulary is also key to membership of many social and professional roles.

D. Concept of Kim's Game

Games are used as methods or techniques to involve students in learning. Well-chosen and designed games are invaluable as they give students a break and at the same time allow learners to practise language skills. The benefits of games range from cognitive aspect of language learning to more co-operative group dynamics and as a result games are highly motivating since they are amusing and at the same time challenging. Huyen (2003) identifies the advantages of using games to learn vocabulary in the classroom: a) Games add relaxation and fun, so the learners retain words more easily. b) Games involve friendly competition, so it keeps learners interested and motivated. c) Vocabulary games bring real world context to the classroom. Mei (2000) emphasizes similar points by saying that it encourages active learning, as well as collaboration and interactivity. Interactive learning techniques also hold memory, performance and social benefits. According to I-Jung (2005) the benefits of using games in language-learning include that games are learner centered, encourages creative and spontaneous use of language and foster participatory attitudes of the learners.

Kim (1995) states more general advantages of using games in the classroom and they include:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

Students learn through experimenting, discovering and interacting with their environment. Students need variation to increase their motivation. By using games students already have a context in which the use of the target language is immediately useful. This learning situation is similar to how mother tongue speakers would learn without being aware they are studying.

In Kim's book (1995), Kim's Game is a simple (and classic) game which can be played to help memorize a group of objects. As such it's a good game to help students learn vocabulary, especially objects. First off, collect together a group of items in the same semantic field, for example kitchen utensils, office equipment, fruit and so on. The items should be familiar to your class and of a suitable level for the class. Before the class arrives, arrange the items on a desk and cover them with a cloth. Don't let the students see what's beneath the cloth and so when they arrive, they will immediately be intrigued by what's being hidden. You can use this as a starter for the activity: a brief discussion with the class on what might be under the cloth based on the shape and size of what they can see, etc.

In playing the game, kim (1995) explained that the teacher arranges the class into small groups. Make sure that all desks are cleared and no student has pen or paper to write anything down. Then, He Explains that under the cloth there are a number of items. You will show them to the silent class for 60 seconds. After that each group must write down the name of as many objects as they can remember. After that, he lets the students to gather the class around the desk and then remove the cloth and show them the items for exactly 60 seconds before replace the cloth. Back in their groups, the students try to remember what they have just seen. If you prefer you can organize some kind of points system, perhaps a point for a correct guess and another for a correct spelling and so on depending on the level of the class. After 4 minutes cover the objects again and students must write down what they saw. They can do this individually or in small groups.

E. Teaching Vocabulary Through Kim's Game

Vocabulary is supported by their four skills that are listening, speaking, reading and writing but the existence of mastering vocabulary is very crucial in learning English. Thornbury (2002) Students that have a low ability in mastering vocabulary cannot

communicate using English well, effect of those is they cannot express their ideas or infer any information transmitted to them. Hence, it is important for the students to master vocabulary accurately, so that they will surely be success in learning English. In mastering English vocabulary, some strategies are used by the teachers to approach the subject to the students. The teachers should be able to select the most appropriate way and tool to ensure the improvement of the student's ability. In addition, strategy is a tool that is used to encourage student's confidence and motivation. Using a strategy can help the students to learn something. Moreover, it is concern in action that conducts to the students' ability to be better. In the classroom a teacher always tries the best strategy or method to motivate the students in mastering the subject. There are many strategies and questions that must be answered and prepared by the teachers before they come into the class to teach vocabulary.

According to August (2005: 51), knowing a word implies knowing many things about the word its literal meaning, its various connotations, the sorts of syntactic constructions into which it enters, the morphological options it offers and a rich array of semantic associates such as synonyms and antonyms. We would make the students aware about that and it is important to build up their knowledge about word (vocabulary). Beside of statement above, we should also encourage students to look at learning the various meanings of an item of vocabulary as a gradual, incremental process, and show them how they can come back to a word they have previously "learned" to add more information about it, such as other meanings, or how to create an opposite meaning using a prefix.

In the other hand, McCarten (2007:19) states that there is a lot to learn about vocabulary in terms of its range, the sheer number of words and phrases to learn, and the depth of knowledge students need to know about each vocabulary item. Materials can help students in two broad areas: First, they need to present and practice in natural contexts the vocabulary that is frequent, current, and appropriate to learners' needs. Second, materials

should help students become better learners of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classroom.

The acquisition of vocabulary is arguably the most critical component of successful language learning (Mc Carten, 2007: 26). In addition; vocabulary as one aspect of foreign language components is considered to the big problem in learning English as a foreign language. There are several ways in improving vocabulary. The first step is to focus on vocabulary. McCarten (2007:20) states that give vocabulary is a high profile in the syllabus and the classroom so that students can see its importance and be able to understand that learning a language is not just about learning grammar. One of the first vocabulary learning strategies for any classroom is how to ask for words you do not know in English and the meaning of English words that you do not understand, as the students' progress.

Teachers can help learners get into the habit of noticing by making clear in classroom instruction and homework assignments: which items should be learned and for what purpose (active use or passive recognition). Materials can help teachers in this in the following ways: providing clearly marked vocabulary lessons, making the target vocabulary set stand out, including focused practice and regular review, giving lists of vocabulary to be learned for the lesson structured vocabulary notebook exercises which are designed to make students focus on a particular vocabulary set or feature are a good way of developing this noticing strategy. Learned and for what purpose (active use or passive recognition). Materials can help teachers in this in the following ways: providing clearly marked vocabulary lessons, making the target vocabulary set stand out, including focused practice and regular review, giving lists of vocabulary to be learned for the lesson structured vocabulary notebook exercises which are designed to make students focus on a particular vocabulary set or feature are a good way of developing this noticing strategy. The second part is offer variety. McCarteen (2007:20)

suggest that a number of principles for developing successful materials, teachers can use different ways to present vocabulary including pictures, sounds, and different text types.

Using those ways, learners would be more interested in learning process. Topics should be relevant to students' interests. Similarly, practice activities should vary and engage students at different levels. These should range from simple listen and repeat type of practice through controlled practice of opportunities to use the vocabulary in meaningful, personalized ways. The third is repeating and recycling. Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them (McCarten, 2007 : 21). Repetition is an important aid to learning and that having to actively recall or "retrieve" a word is a more effective way of learning than simple exposure or just seeing a word over. Seen about that, repetition would be helping the learners in remembering a word that has been the learned in studying English as a foreign language.

Another area of research is how long students can remember the words after first learning them, and again researchers agree that forgetting mostly occurs immediately after we first learn something, and that the rate of forgetting slows down afterward. The implications for the vocabulary classroom are self evident: review vocabulary as often as possible in activities that have students actively recall words and produce them rather than merely see or hear them. Provide opportunity to organize vocabulary is the next way in improving vocabulary. McCarteen (2007:21) states that organizing vocabulary in meaningful ways makes it easier to learn. Textbooks often present new vocabulary in thematic sets as an aid to memory, but there are other types of organization and these can be described under three broad headings: real-world groups, language-based groups, and personalized groups. There are many different ways of practicing newly presented vocabulary in class, from repeating the words, controlled practice, or reacting to the content in some way, to using the vocabulary to

say true things about oneself. Students often write translations above new words in their textbook and these can be spread around the page an organizing activity. The next step is make vocabulary learning personal.

The materials should provide opportunities for students to use the vocabulary meaningfully, to say and write true things about themselves and their lives (McCarten, 2007: 23). Students should be encouraged to add vocabulary that they want to learn and the experience of learning is also enjoyable, so much the better in learning process. Then, use strategic vocabulary in class**.** McCarteen (2007:23) also states that since the classroom may be the main or only place that students hear or use English, it is important to include in lessons the strategic vocabulary. As it makes up so much of spoken vocabulary, if the textbook does not include this as part of the syllabus or contain presentation and practice activities, it will be up to the teacher as the most experienced user of English to find the ways to introduce this type of vocabulary in class.

Helping students become independent learners in and out of class is the other way in improving vocabulary. McCarteen (2007:25) states that a lot of vocabularies learning research points to the relative success of learners, who are independent, devote time to self-study, use a variety of learning strategies, and keep good vocabulary notes. We can help students be better learners and acquire good learning habits by setting structured learning tasks that can be done out of class. The last step is everyday usage, McCarteen (2007:25) states that materials can also provide students with ideas to activate and practice vocabulary in their everyday life, which is especially useful for students who live in non-English-speaking environments. Activities might include labeling items of furniture in English in a room, or trying to remember the English name for all the items they see in a clothing store. As mentioned earlier, the act of retrieving vocabulary seems to be an effective way of

learning, and such activities can take place at any point in the day not just at times designated for studying English.

F. Hyphotesis

According to Nunan (1991) ''Teaching vocabulary regains an important place in the language classroom, the issues, principles and practice reviewed will become increasingly useful and significant. There are many kinds of teaching technique, such as: Story Telling, Games, Song, Mind Map, Word Mapping. Among those alternative technique in teaching, the writer is interested to employ Kim's game in teaching vocabulary. The writer proposes an alternative way in teaching vocabulary that is by using Kim's game. Based on the background of problem, the theoretical review of the technique and the examples, the writer would like to formulate problem in this paper to be "how is the effectiveness of Kim's game to improve student's vocabulary?" In this paper, the writer focused the study on the effectiveness of the Kim's game in teaching learning activity to widen students vocabulary.

Therefore, the hypothesis can be formulated that: H0 :There is an improvement on students' vocabulary mastery after being taught by using Kim's game. H0 :There is an effective way in teaching vocabulary through Kim's Game.

III. RESEARCH METHODOLOGY

A. Research Design

This research is a quantitative study which employs experimental design. Nunan (1992) stated that quantitative research is obtrusive and controlled, objective, generalisable; outcome oriented, and assumes the existence of facts which are somehow external to and independent of the observer or researcher. Based on this statement, most the data is analyzed using numbers, but it can be described comprehensively.

Quasi experimental research design is applied in this study. Campbell and Stanley (1966) stated that quasi –experiment is a kind of research to get the data from pre-test to post test by applying the experimental group and control group. So, the researcher chooses it because this design had a purpose to find out the differences between before and after being taught by using Kim's game. According to Burgin (2005), experimental research is research to know the possibility influence caused and effect by applying one to one or more experimental group. The data will be made up from pre-test, treatment (observation) and post-test in the class. The writer will observe the process to students directly and invite another English teacher as a second observer. The design can be seen on the table below;

Table 3.1 Research Design

Sample	Pre-Test	Treatment	Post-Test
Experimental group	T1	X1	T1
Control Group	T1	X2	T1

(Arikunto, 2010:125)

B. Research Population and Sample

The population of this research is the first of General English level at Language Laboratory of Bandar Lampung University in the academic year of 2016/2017. The total number of population is 20 students.

a. Research Variable

The research consists of two variables: they are dependent variable and independent variable. Sugiyono (2010:61) states that variable are various phenomenon which become the object of the research. Dependent variable is the variable which the researcher observes and measures to determine the effect of the independent variable. Independent variable is the variable which is selected, manipulated and measured by the research. Refer to the explanation above, the independent and the dependent variable of this research are as follows

a. The independent variable used Kim's Game (X)

b. The dependent variable is English Vocabulary mastery (Y)

C. Research Instrument

The instrument used to collect the data is vocabulary test. The content of vocabulary test is part of the speech including of noun, verb, adjective and adverb (content words) with multiple choices. The test consists of 40 items and each item consists of four arternatives (a, b, c, d) for each question. The score is 1 of each item test for true and 0 for wrong item. The distribution of the item test as follows:

Table 3.4: The Distribution of the Item Test

No	Aspects	Indicator	The Item Number	Total
1	Part of speech	▪ Noun	1,2,3,4,5,6,7,8,9,10	10
		▪ Verb	11,12,13,14,15,16,17,18,19,20	10
		▪ Adjective	21,22,23,24,25,26,27,28,29,30	10
		▪ Adverb	31,32,33,34,35,36,37,38,39,40	10
Total				40

a. Validity of instrument

According to Suharsimi (2010: 211) states that validity means that the measurement that show level of validity of an instrument. A valid instrument has the high validity, while in valid instrument has low validity. It means that the valid instrument can state the data from the variable that will be researched accurately. Then, Sugiyono (2010: 352-353) states that there are three kinds of validity; they are contruct validity, content validity, and external validity. Based on the statement, researcher uses two validity;

a. Content validity is validity to measure mastery of specific skill toward particular course. Content validity can be conducted with compare content of instrument among course material.

b. Construct Validity

Construct validity is the validity of test which is got from the content standard, those are test performance, form, items number, ordering items, and so on.

The formula of test validity by using product moment is follows;

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x\,2)\,(\sum y\,2)}}$$

Note :
x = X -- $\bar{X}$
y = Y -- $\bar{Y}$
X = the mean score of average from X
Y = the mean score of average from Y

(Arikunto, 2010:213)

It can also be used the formula below;

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\left\{N \sum X^2 - (\sum X)^2\right\}\left\{N \sum Y^2 - (\sum Y)^2\right\}}}$$

Note:
r_{xy} = Co-effecient correlation
$\sum X$ = Number of items
$\sum Y$ = Total score
N = Total sample

b. Reliability of Instrument

Realibility was conducted to know which the item test that consistent and what is the score accurate or not. Suharsimi (2013:221) states that reliability refers to the extent to which the test is consistent in its score and gives an indication of how accurate the test score are. And to measure coefficient of the realiability, the writer uses KR-21 formula.

$$r_{i=\frac{k}{(k-1)}\left\{1-\frac{M\ (k-M)}{k\ s_t^2}\right\}}$$

Where: k : total number of items
M   : mean of total score
s_i^2 : Total variants

(Sugiyono, 2010:132)

D. Data Collecting Technique

To collect the data the researcher used same tests. The test was taken by try out, pre test , and post test:

1) Try out

The try out test was conducted before pretest. It was multiple choice test. The number of the test item were 40 question with four options for each question (A, B, C, D). The aim of try out was to measure the quality of the test that used as the intruments of the research, and determine which item should be rivised. It also used to measure the level of difficulty and discriminition power and to find out the validity and reliability.

2) Pretest

After conducted try out test the researcher given pre test before the reseacher conduct the treatments using kim's game to improve the students vocabulary mastery in part of the speech includes Noun, Verb, Adjective and Adverb. The form of this test is multiple choice, it consist of 30 items and each item consists of 4 alternatives (a, b, c, and d). This test was conduct after the researcher got valid and invalid items from try out.

3) Post test

The post test was conducted after the researcher conducts the treatments. It was to know how far the students had mastered the English Vocabulary Mastery after giving the treatment by Kim's Game. Same as a pre test, post test consists of 30 items and each item consists of 4 alternatives (a, b, c, and d). The question were the same as the pretest, but the researcher changed the number of the question randomly. So, the students would not only memorize or

remember the answer of each questions but they can really understand the questions. In scoring, the system was the same as pre- test.

1. Normality Test

It was used to know the distribution was normal or not of the responses in the instrument. The normality of the data is calculated by using Chi-Square formula. If the X^2_0 (the chi-square) is lower than the X^2_t (the chi table), it can be stated the scores have a normal distribution. The formula can be seen as follows.

$$X^2 = \sum \frac{(fo - fh)^2}{fh}$$

Notes :
X^2 = Chi-Square score
fo = the sample observation frequency
fh = the expected frequency

(sugiyono, 2006: 79)

2. Test of homogeneity

Homogeneity test is used to analyze the sample variance is homogenous or whether the two groups are in the same condition. The test uses *F*-test. The F- test formula as follows;

$$F = \frac{S^2(TheHighestVariance)}{S^2(TheLowestVariance)}$$

Where :
F= The homogeneity of variance
S= Standard deviation

The hypotheses are:
H_0: The variances of the data are homogeneous
Ha: The variances of the data are not homogeneous
H_0 is accepted if f-cal < f-tab$_{1/2\alpha(v1.v2)}$

(Sugiyono 2010:140)

E. Hypothesis Testing

In hypothesis testing, the writer will be used t-test. Before using it, the writer determines the average rates (x) and varianS_2.

The average rate (x_1) is calculated by formula as follow:Type equation here.

$$t = \frac{\overline{X1} - \overline{X2}}{\sqrt{\dfrac{s1^2}{n1} + \dfrac{s2^2}{n2}}}$$

Where:

$\overline{x_1}$	= The average score of experimental class
$\overline{x_2}$	= The average score of control class
n_1	= The total of students of experimental class
n_2	= The total of students of control class
S_1^2	= The deviation score of experimental class
S_2^2	= The deviation score of control class

(Sugiyono, 2010: i38)

IV. FINDING AND DISCUSSION

In this chapter, the researcher is going to describe the process of teaching vocabulary through Kim's game and analyze the increasing of Kim's game in teaching vocabulary through pre-test, treatment (four meetings) and post-test..

A. English Language Teaching Materials

a. The Objective of English Teaching Learning

Before selecting materials, the researcher found out the objectives of English language teaching learning. It is to prepare the students to learn English vocabulary mastery. The students are expected to get more the vocabularies of everything about noun, verb, adjective and adverb accurately.

b. The Teaching Material

Teaching materials had been selected, planned, and organized in asyllabus. They are more emphasized on the developing vocabulary of daily things. The syllabus is all of the materials of vocavbulary related with the topic. In teaching vocabulary, the researcher

focused on noun, ver, adjective and adverb. During observation, the teacher used pictures as media to help student undewrstand some words related to the topic . In Noun, the teacher uses a picture which the content is occupation. In Verb, the teacher uses a picture which the content is a daily activity. In Adjective, the teacher uses a picture which the content is characters and adjective words. And in Adverb, the teacher uses a picture which the content is public places.

B. Analysis of the Pre-Test

The pre-test was conducted at the beginning of the research. The purpose of this test was to check to what extent the students were familiar with the words that would be learnt. The pre-test was conducted on March 2017. The number of students who followed the test were 20 students. The number of items in the test was 40 items. The test model was multiple choices which had four options (a,b,c,d). The items consisted of words of Noun, Verb,Adjective and Adverb.The standarized score is 60 points.The test would be effective if students who passed the test consisted of 70% students based on standard criterion. The result of the pre-test can be seen in the table below.

Table 1. Result of Pre-Test

No.	Nama Peserta	Kelas	Skor	Nilai	Ketuntasan
1	Afta Yunanda	L2	13	33	tdk tuntas
2	Andi Saputra	L2	14	35	tdk tuntas
3	Daril Adi Nugraha	L2	18	45	tdk tuntas
4	Deni Kurniawan	L2	18	45	tdk tuntas
5	Habibi	L2	14	35	tdk tuntas
6	Ibnu Fahya Ali	L2	18	45	tdk tuntas
7	Iqbal Pamungkas	L2	16	40	tdk tuntas
8	Khoirul Mukmin	L2	25	63	Tuntas
9	Nanik	L2	16	40	tdk tuntas
10	Nazril Ilham	L2	29	73	Tuntas
11	Nurkholis	L2	16	40	tdk tuntas
12	Pujnaha Astuti	L2	16	40	tdk tuntas
13	Putri Asmiyana	L2	26	65	Tuntas
14	Raditiya	L2	13	33	tdk tuntas
15	Ridho Hidayat	L2	16	40	tdk tuntas
16	Rohimin	L2	26	65	Tuntas

17	Rohmansyah	L2	26	65	Tuntas
18	Suhana	L2	12	30	tdk tuntas
19	Syaifullah	L2	12	30	tdk tuntas
20	Wasilah Maulida	L2	26	65	Tuntas

The result of pre-test showed that the number of students who passed the test were 6 students. The average of students' result in the pre-test was 30%. The lowest score is 30 and the highest score is 73. This result is much lower than the criterion of test.. According to this result, the writer concludes that the students are not familiar with the words. Therefore, treatments is important to improve the students' result.

Based on the analysis of test item by Spearman-Brown formula, it can be showed that the deviation standard of test is 29.75, then the co-effeciency of correlation between X and Y factor is 0.494, and the test reliability is 0.662. It means the result of test items is high. In test validity, the program shows that the sum of valid item is 18 items and the sum of unvalid item is 22. The item analysis in detail can beseen in appendices.

C. The Process of Teaching Vocabulary

1) Pre Activity

In this step, the teacher greeted the students first. Then, she introduced new materials to the students by asking some questions related to the material that will be explained. Besides that, the teacher explained the method of teaching by giving instruction for students' activities. The teacher also used pictures to attract students' attention in learning.

2) Whilst Activity

a. Input Phase

The teacher told the students what they were going to do. She explained the procedures of activity. Then, the circle or group was formed. Group consisted of four students. The teacher hd prepared a picture and shared it for each group. Students in group should see and understand for a while in their mind.

b. Internalization Phase

Each students should initiated words based on the pictures then they can produce it by good pronunciation. If a student got difficult to produce a word or mis-pronunciation, another student in a group can help and revise it. Even, if the group got difficult with the content of picture, they can invite the teacher to help and revise their task in a group. After they produced all the words of picture, they can write it all in a paper.

c. Application Phase

Teacher then invited each group to read all words that they had in a group. The teacher chose words to be written on blackboard. After that the teacher explained all words including its meaning and correct pronunciation.

3) Post Activity

For giving feedback of learning, the teacher evaluated the students' learning by asking to all students about some words that had already been explained. The teacher also accepted the questions from the students if they still had not understood yet.

D. **Analysis of the Post-Test**

The post-test was conducted after treatment. The purpose of this test was to check the students' vocabulary achievement.. The post-test was conducted on 04 June 2017. The number of students who followed the test were 20 students. The number of items in the test was 40 items. The test model was multiple choices which had four options (a,b,c,d). The items consisted of words of Noun, Verb,Adjective and Adverb.The standarized score is 60 points.The test would be effective if students who passed the test consisted of 70% students based on standard criterion. The result of the post-test can be seen in the table below.

Table 2. Result of Post-test

| No.	Nama Peserta	Kelas	Skor	Nilai	Ketuntasan
1	Afta Yunanda	L2	34	85	Tuntas
2	Andi Saputra	L2	24	60	tdk tuntas
3	Daril Adi Nugraha	L2	30	75	Tuntas
4	Deni Kurniawan	L2	33	83	Tuntas
5	Habibi	L2	35	88	Tuntas
6	Ibnu Fahya Ali	L2	36	90	Tuntas
7	Iqbal Pamungkas	L2	23	58	tdk tuntas
8	Khoirul Mukmin	L2	26	65	Tuntas
9	Nanik	L2	34	85	Tuntas
10	Nazril Ilham	L2	34	85	Tuntas
11	Nurkholis	L2	28	70	Tuntas
12	Pujnaha Astuti	L2	24	60	tdk tuntas
13	Putri Asmiyana	L2	23	58	tdk tuntas
14	Raditiya	L2	35	88	Tuntas
15	Ridho Hidayat	L2	22	55	tdk tuntas
16	Rohimin	L2	36	90	Tuntas
17	Rohmansyah	L2	32	80	Tuntas
18	Suhana	L2	32	80	Tuntas
19	Syaifullah	L2	32	80	Tuntas
20	Wasilah Maulida	L2	35	88	Tuntas

The result of pre-test showed that the number of students who passed the test were 15 students. The average of students' result in the pre-test was 75%. The lowest score is 55 and the highest score is 90. According to this result, the writer concludes that there is an improvement of students' vocabulary mastery. The improvement is about 45% from pre-test to post-test.

Based on the analysis of test item by Spearman-Brown formula, it can be showed that the deviation standard of test is 23,34, and the test reliability is 0.762. It means the result of test items is high. In test validity, the program shows that the sum of valid item is 25 items and the sum of unvalid item is 15. The item analysis in detail can beseen in appendices.

E. The Improvement of Students's Vocabulary Mastery

In this chapter, the writer would like to analyze each of the data gathered from the pre-test, treatment and post test. To find the degree of the students' achievement in pre-test to post test; the score of each student was counted by using evaluation program of simpel pas (*sistem pengelolaan program analisis soal*). In Pre-test, the number of students who passed the test was 6 students or 30%, then the number of students who passed the test in post-test was 15 students or 75%. The improvement can be shown in the grafix below;

Grafix I. The Improvement of Students' Vocabulary Mastery
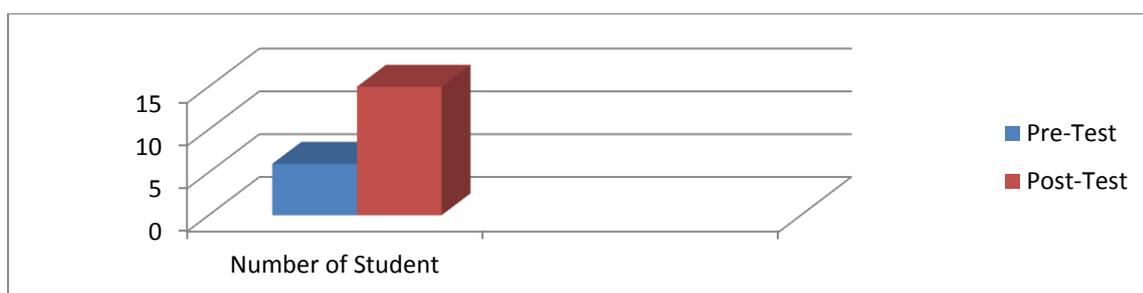
V. Conclusion

There are some conclusions that could be drawn from this research, those are:

1. The process of teaching learning vocabulary through Kim's game is effective. This game can combine the strategy of teaching by using picture as media and group-work. Students felt

secure in the teaching learning process because the teacher can be involved in the process of learning English vocabulary.

2. Based on the analysis of pre-test and post-test, there is an improvement of students' vocabulary mastery. It shows that this method can help students to improve their English vocabulary.

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