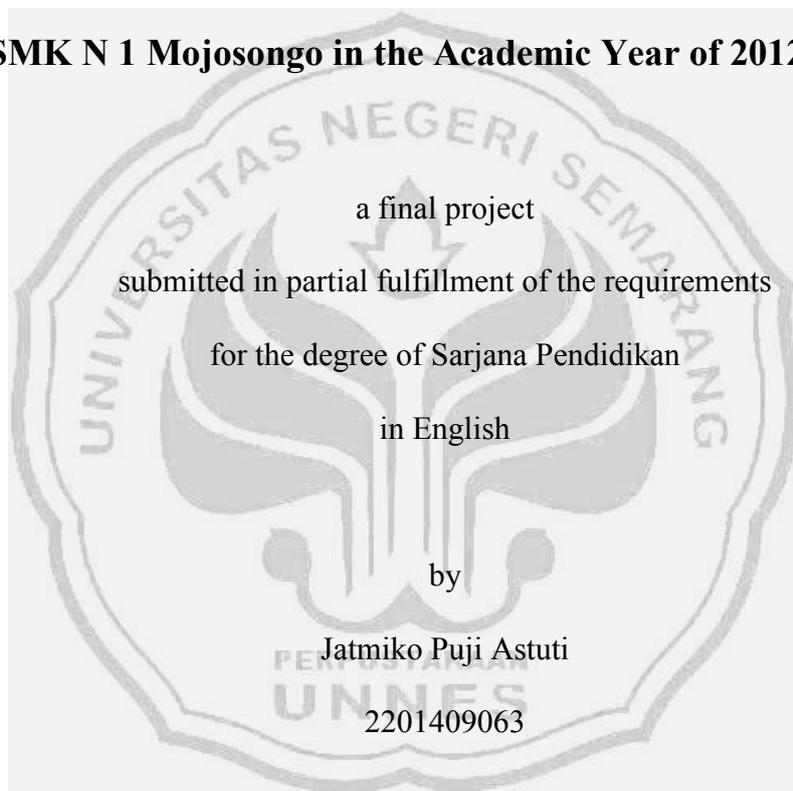




**THE USE OF COOKING ACADEMY GAME TO ENRICH
VOCATIONAL STUDENTS' ENGLISH VOCABULARY
(A Classroom Action Research at the Tenth Grade Students of
SMK N 1 Mojosongo in the Academic Year of 2012/2013)**



**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY**

2014

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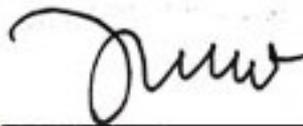


Jatmiko Puji Astuti

APPROVAL

This final project entitled *The Use of Cooking Academy Game to Enrich Vocational Students' English Vocabulary (A Classroom Action Research at the Tenth Grade Students of SMK N 1 Mojosongo in the Academic Year of 2012/2013)* has been approved by the board of examiners and officially verified by the Dean of the Faculty of Languages and Arts on January 20th, 2014.

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MOTTO AND DEDICATION

Appreciate all what you have before it becomes what you had.

Do your best and let Allah do the rest (Siti Maesaroh, 2013).



To my beloved Mom and Dad

To my beloved Sisters and Brother

To my friends

To the readers

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ABSTRACT

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Key words: Cooking Academy, enrich, vocational students, vocabulary.

This is a classroom action research aiming at finding out to what extent Cooking Academy, a cooking simulation game created by Fugazo, Inc., enriches vocational students' vocabulary dealing with cooking. I found that the students of *Teknologi Pengolahan Hasil Pertanian (TPHP)* or Technology of Processing Agriculture Produce class' main problem in mastering and using English was vocabulary. Thus, I expected that Cooking Academy game might enrich their vocabulary.

The participants of the research were 32 tenth graders majoring in TPHP of SMK N 1 Mojosongo in the academic year of 2012/2013. The method of collecting data in this research was mixed-method using qualitative data and supported by quantitative data. The participants were given materials dealing with vocabulary used in cooking activities.

There was one cycle in this research which was conducted in six meetings of 7 x 45 minutes including pre-test, activity 1, activity 2, quiz 1, quiz 2, post-test, and questionnaire. The instruments used were field note, questionnaire, and tests including quizzes, pre-test and post-test. Quizzes were used to find out new vocabulary the students acquired. While pre-test and post-test were used to find out to what extent Cooking Academy game enriched the students' vocabulary.

According to the analyses, the pre-test mean was 42.30, while the post-test mean was 78.95. Between pre-test and post-test, they were given two quizzes, quiz 1 and 2 with the mean of 84.84 and 86.09 respectively. The students' participation and attitude during the treatment showed that they appreciated the Cooking Academy game I used in the teaching and learning process.

Based on the results, it could be concluded that there was an improvement of the students' score at 86.6%. So, the Cooking Academy game enriched the vocational students' vocabulary dealing with cooking.

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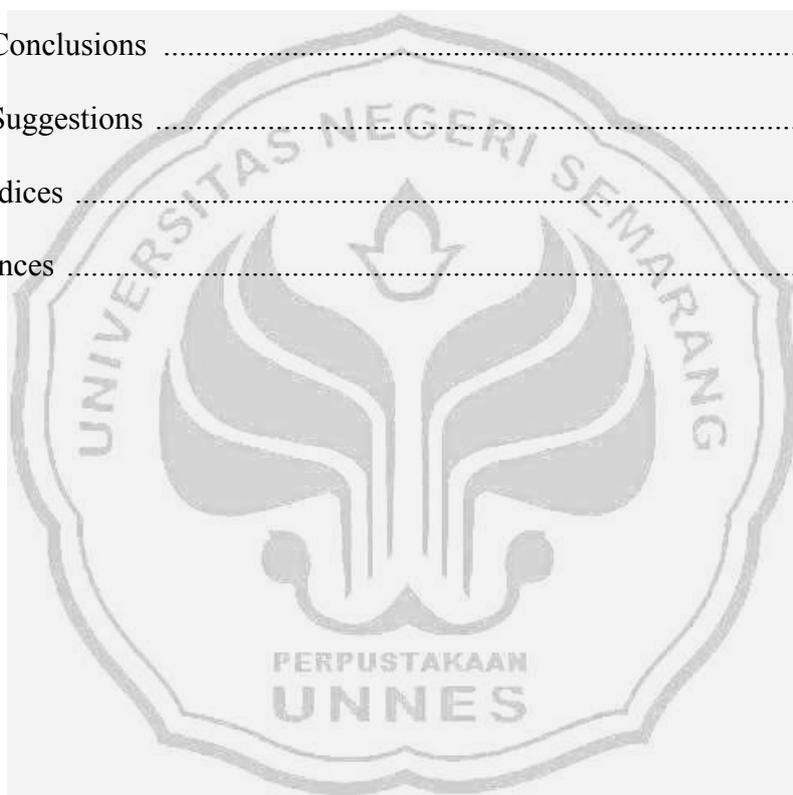
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CHAPTER I

INTRODUCTION

In this chapter, I present background of the study, reason for choosing the topic, research problem, objective of the study, significance of the study, definition of terms, limitation of the study, and outline of the report.

1.1 Background of the Topic

Vocabulary is one of the most important aspects students need to master in learning English. McCarthy (2003: viii) stated that no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. However, English vocabulary consists of several hundred thousand words. Therefore, teachers and students are challenged to unveil as many of them.

Vocabulary contains sorts of elements that must be understood, such as word-formation, idiom, collocation, etc. Word-formation refers to understanding morphemes of a word; at least a word consists of one freestanding morpheme (McCarthy, 2003: 6). For example, the word 'eating' consists of a freestanding element 'eat' and a non freestanding element '-ing'. Then, when talking about one familiar type of fixed form, it is called as idiom. The example is 'to bite the dust' means 'to die'. It is fixed, like a fossilized chunk of language, insomuch as what the speaker can do with it is limited. He also stated while collocation is a marriage

contract between words, and some words are more firmly married to each other than others. For example, 'she has a beige car' but not 'she has beige hair'; and 'she has blond hair' but not 'she has a blond car'. So the word 'beige' collocates with 'car' and 'blond' collocates with 'hair'.

Students need to learn about elements of vocabulary. However, the more important thing is that students must learn English vocabulary appropriate to their needs and so teachers must understand what students' needs are. Allen (1983: 90) in McCarthy (2003: 87) said that predicting what learners will need in the way of vocabulary is important in selecting what to teach; equally important is 'creating a sense of need for a word'.

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

Thus, I conducted a preliminary study to the tenth grade students of SMK N 1 Mojosongo, Boyolali to find out the problems frequently occur to the students dealing with vocabulary. I gave a questionnaire to 32 students of Teknologi Pengolahan Hasil Pertanian (TPHP) program. It was then figured out that most of the students encountered difficulties in mastering English vocabulary of their field. They said that they had difficulty in understanding and using vocabulary.

The students said that their English teacher used a conventional way in delivering learning materials. He often used Grammar Translation Method, the classic one. According to Chastain in Larsen-Freeman (2000: 11) Grammar-Translation Method is also called the Classical Method since it was first used in the teaching of the classical languages, Latin and Greek. In teaching and learning, this method asks students to directly translate the target language to their language, word by word they read. Students should not translate idioms and the like literally, but rather in a way that shows that they understand their meaning (Larsen and Freeman, 2000: 19). So, they need dictionary to help them translate in their learning English reading, instead of stimulus. Joining such kind of class, students sometimes are not enthusiastic, even are bored.

Meanwhile, teachers can make their class more attractive and effective by using media in delivering materials. The National Reading Panel (2000) in Hiebert and Kamil (2005: 7) stated that computer technology can be used effectively as a medium to help teaching vocabulary. According to that issue, one of media using computer technology is a computer game and teachers can make use of computer game to teach vocabulary.

Therefore, in this research, I would like to use such kind of computer game – Cooking Academy game – which is attractive and interesting as a medium to learn English vocabulary, especially in cooking field.

Cooking Academy game is a portable computer game which places players in the kitchen of a prestigious culinary school. The game uses English for all of its instructions which is provided in reading form. Players will easily play

the game because there are attractive pictures and they just need to follow the instruction. So, besides playing the game, students can also learn English vocabulary, especially in a cooking field.

The instructions available in each picture of the game are in imperative form. All of them are presented in written form. The form is just take words' infinitive form (without 'to' infinitive indicator) usually in the beginning of a sentence. For example: (1) Grate the ginger!; (2) Knead the dough!; (3) Bake the cake!; etc.

Previously, I asked my friend from Engineering Department of Semarang State University about English vocabulary. He did not know what the Indonesian of "dice the tomato" is. Later, I asked him to play the Cooking Academy game which stated "Dice the tomato!" followed by the picture and the instruction, then he played it. From that activity, then I asked him about the instruction. Surprisingly, he could answer it correctly, which is dice the tomato means "*potong (dadu) tomat itu*" in Indonesian. It had been my thought that this game would help students learn English vocabulary without using dictionary.

As has been stated in the previous section that Indonesia has so many vocational schools which have to provide students' English vocabulary needs in their own field, I would also like to conduct a research to help them enrich their vocabulary. Although the most activities of the tenth grade students of TPHP program are cooking, most of them do not know much about vocabulary in cooking. So that, I thought that the game would be appropriate to the needs. That is what I intended to do a research in this scope.

1.2 Reason for Choosing the Topic

Based on the vocational school education curriculum in Indonesia, there are three levels in learning English – novice, elementary and intermediate level. Stated in the intermediate level, students are able to understand a monolog text in a particular field. It is implied that students have to know and understand about vocabulary in their own field so that they can recognize English passages in their field.

Furthermore, there are still so many English teachers in vocational schools who do not understand English vocabulary well dealing with students' needs. The materials given are not the specific ones. In addition, teachers need to give such kind of attractive teaching and learning process so their students can enjoy enriching new vocabulary. One of the resolutions was by using Cooking Academy game to enrich students' vocabulary in cooking field.

1.3 Research Problem

The problem in this research is:

To what extent does Cooking Academy game enrich vocational students' vocabulary dealing with cooking?

1.4 Objective of the Study

The objective of this research is:

To find out to what extent Cooking Academy game enriches vocational students' vocabulary dealing with cooking.

1.5 Significance of the Study

By doing the study, I hope that:

- a. the findings of this study can be used to develop further research of better or more effective game as a medium to enrich vocational students' vocabulary dealing with cooking;
- b. it can give English teacher an overview in teaching vocabulary using a game as a teaching medium;
- c. it can give empirical evidence of to what extent Cooking Academy game enriches vocational students' vocabulary dealing with cooking.

1.6 Definition of Terms

The key terms in this study are Cooking Academy game, vocational students, enrich and vocabulary.

The first term is Cooking Academy game. It is a portable computer game created by Fugazo, Inc. which places the players in the kitchen of a prestigious culinary school. All of the instruction is in a reading form.

The next term is vocational students. Vocational students are students who studying in vocational schools. They are prepared for employment in jobs that do not require a bachelor's degree (Felder and Glavin, 1995: 4).

The third is enrich. According to Walter (2008) enrich means to improve the quality of something by adding something else.

The last is vocabulary. According to Hornby (2005) vocabulary is all the words that a person knows or uses; all the words in a particular language; the words that people used when they are talking about a particular subject.

1.7 Limitation of the Study

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

1.8 Outline of the Report

This final project consists of five chapters and each chapter presents different problem in line with the topic.

Chapter I is introduction which consists of background of the study, reasons for choosing the topic, research problem, objective of the research, significance of the research, definition of terms, limitation of the study, and outline of the report.

Chapter II presents review of related literature. It contains review of previous studies and theoretical framework.

Chapter III presents methods of investigation which covers research design, participants of the study, research variables and hypothesis, types of data,

instruments for collecting data, methods of collecting data, and methods of analysing data.

Chapter IV presents results of the study which deals with general description, finding and analyses, and discussion.

Chapter V presents the conclusions and the suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

There are three parts that are presented in this session. They are review of previous studies, review of theoretical studies, and theoretical framework.

2.1 Review of Previous Studies

There are many studies done by undergraduate students of English Education Program of Semarang State University. Unfortunately, I did not find any study focuses on English vocabulary for vocational students. However, I found some studies about English vocabulary learning for students using media.

First, a study done by Saputro (2008) about the effectiveness of using motion pictures in VCD “I can speak English” as a medium for teaching vocabulary at elementary school. He found that the students’ achievement in vocabulary improved after watching the video. So, motion pictures in the VCD were very effective media for teaching English vocabulary at elementary school.

Another study done by Kurniasih (2008) that aimed to find out whether the use of “English & Me” video as an audiovisual medium could improve the fourth grade students’ vocabulary mastery in SD Negeri Randusari Doro-Pekalongan. She found that the teaching and learning activities by using the media showed a positive effect on the students’ achievement in English vocabulary and the kinds of activity were very necessary for the students and they expected that the program to be regularly and continually given.

The last is a study done by Manikam (2009) about the use of Flash game as a medium to improve students' vocabulary; she found that the vocabulary mastery achieved by the year seventh students of SMP N 1 Kaliwungu was improved after they were taught using Flash game as teaching aid.

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

2.2 Review of Theoretical Studies

The following section, I would like to present some theoretical studies which support the research. They are mentioned as follows:

2.2.1 Reading

This research deals with vocabulary acquisition using Cooking Academy game which includes a reading activity; therefore the explanation about reading will be discussed in this section.

2.2.1.1 Definition of Reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (Nunan, 2003: 68). A reader must have his own interpretation of such kind of texts based on his background knowledge.

Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension (Pang, et al, 2003). Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. While comprehension is the process of making sense of words, sentences, and connected text.

Ruddell (2005: 30) also gave a definition of reading that it is the act of constructing meaning while transacting with text. A reader does not try to get meaning from the author, but rather to make his own inference from his knowledge and previous experiences.

In line with those statements, Freire (1983) stated that reading is not exhausted merely by decoding the written word or written language, but rather anticipated and by extending into knowledge of the world.

2.2.1.2 The Importance of Reading

Based on Mikulecky and Jeffries (2004) in the book *More Reading Power*, they stated about the importance of reading that it helps readers learn to think in English, enlarge their English vocabulary, help readers improve their writing, be a good way to practice English when living in a non-English-speaking country, can help readers prepare for study in an English-speaking country, and it is a good way to find out about new ideas, facts, and experiences.

By reading, readers can get a lot of information from the text. Reading is also important since it can enlarge students' English vocabulary. In the other word, by doing many reading comprehension, they can enrich many new vocabularies.

Pang, et al (2003) also explained that the ability to read opens up new worlds and opportunities. It enables the readers to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps, and so on.

2.2.2 Vocabulary

In this part, I would like to present some explanation about definition of vocabulary, elements of vocabulary, teaching vocabulary, and the importance of mastering English vocabulary.

2.2.2.1 Definition of Vocabulary

In everyday conversation, people speak of vocabulary in the singular; they speak of a person's vocabulary (Pikulski and Templeton, 2004). Vocabulary is generically defined as the knowledge of words and word meaning (Butler, et al, 2010).

According to *The American Heritage Dictionary* in Pikulski and Templeton (2004), vocabulary is “the sum of words used by, understood by, or at the command of a particular person or group.”

Another definition of vocabulary given by Hornby (2005), that vocabulary is all the words that a person knows or uses; all the words in a particular language; the words that people used when they are talking about a particular subject. Walter (2008) listed two definitions of vocabulary which are all the words known and used by a particular person and all the words which exist in a particular language or subject.

2.2.2.2 Elements of Vocabulary

In learning and understanding vocabulary more deeply, it is necessary to understand elements of vocabulary. They are presented in the following explanation.

1) Word-formation

According to McCarthy (2003: 3), when people speak of the vocabulary of a language they are speaking primarily, but not exclusively, of the *words* of that language. Thinking of words as freestanding items of language that have meaning is most convenient here. An English word ‘cooking’ is freestanding itself. Within that word, it has another potentially freestanding element ‘cook’ which is independently meaningful. The second element ‘-ing’ is also meaningful but *bound*, not freestanding. There is an English word ‘cook’, but there is no English word ‘-ing’. The two meaningful parts of ‘cooking’ are called morphemes; therefore it can be said that a word must consist of at least one potentially freestanding morpheme.

2) Idiom

There are three types of unit in the vocabulary of a language like English: basic roots (e.g.: plate), derived words (e.g.: defrost), and compounds (e.g.: eggroll). However, when looking at written and spoken texts in English, there are a large number of recurring fixed forms. They consist of more than one word yet which are not syntactically the same as compound (McCarthy, 2003: 6). One familiar type of fixed form is the *idiom*. For example: an idiom ‘to see the light’ has a meaning ‘to understand’, ‘it goes without saying’ means ‘suddenly’, etc.

3) Collocation

Another binding force between the words of a language which is distinct from the fixed syntax of idioms and other phrases is called *collocation* (McCarthy, 2003: 12). As has been stated in Chapter 1, the example of it is a word 'beige' collocates with 'car', and a word 'blond' collocates with 'hair'. According to McCarthy (2003: 12) the relationship of collocation is fundamental in the study of vocabulary. It is a marriage contract between words, and some words are more firmly married to each other than others. English is full of *strong* collocational pairs; the relationship between 'blond' and 'hair' is the example (given the word 'blond', people will only consider to the word 'hair'). However, there is also a *weak* relationship. It happens when there is an English word which may combine with a large number of other words. A word 'brown' for instance, it can be collocated with 'hair', 'car', 'skirt', etc.

4) Cognate

Cognates are words in two languages that have a similar spelling and pronunciation, and have a similar meaning or sometimes different. OED Online in Jordan (2012) stated that cognate words are those that [come] naturally from the same root, or [represent] the same original word, with differences due to subsequent separate phonetic development. They are undoubtedly encountered by learners from many L1 backgrounds during their study of English. There are many English words cognates Indonesian words. For example: a word 'picnic' in English means an occasion when people take a meal with them to eat outside in an informal way, or the food itself; while in Indonesian, there is '*piknik*' which

means a trip to a place or some places for enjoying when someone is not working or free.

2.2.2.3 Teaching Vocabulary

Vocabulary is an important thing in learning English. It is the experience of most language teachers that single, biggest component of any language course is vocabulary (McCarthy, 2003).

Nowadays, it is widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis (Moras, 2001). It seems that the teachers' task to arrange such kind of lesson plan based on the current syllabus in order to help students master English vocabulary. It must be taught in an English class since it becomes the core of reading comprehension.

Students could learn vocabulary both implicitly and explicitly. Teachers can teach students of some new words directly, such as pre-teaching vocabulary words, repeated exposure to words, keyword method, words map, root analysis and restructuring reading materials (Brummitt-Yale, 2008). He also mentioned the other way students in mastering new English vocabulary is by incidental learning and context skills.

In teaching vocabulary, Nation (1997) listed six principles that teachers must have, they are:

- 1) keeping the teaching simple and clear. Teachers are not allowed to give complicated explanations;
- 2) relating the present teaching to past knowledge by showing a pattern or analogies;

- 3) using both oral and written presentation – writing it on the blackboard as well as explaining;
- 4) giving most attention to words that are already partly known;
- 5) telling the learners if it is a high frequency word that is worth noting for future attention;
- 6) not bringing in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.

Considering the six principles, teachers can give an effective teaching vocabulary to students. Moreover, students can understand well the instructions given by teachers in learning vocabulary.

2.2.2.4 The Importance of Mastering English Vocabulary

Since vocabulary is very important, Ediger (1999) explained reasons for teachers guiding learners to possess a rich vocabulary:

- 1) subject matter and ideas are expressed with more clarity and accuracy;
- 2) proficiency in the work place might well depend upon individuals having a quality vocabulary;
- 3) individuals seemingly have more prestige if their listening, speaking, reading, and writing vocabularies are adequately developed;
- 4) greater enjoyment of reading is in the offing if a person has a rich functional vocabulary;
- 5) vocabulary development is salient in problem solving;
- 6) conversations carried on with other persons require a rich vocabulary.

Mastering English vocabulary can lead students to be succeeded in mastering English. The more students master vocabulary, the easier they get or catch any idea. Having much memory of vocabulary, it makes them effectively choose words to share their ideas.

2.2.3 Imperative Sentence

Nordquist (2013) in about.com defined imperative sentence is a type of sentence that gives advice or instructions or that expresses a request or command. (Compare with sentences that make a statement, ask a question, or express an exclamation.)

All of imperative sentences are presented in written form. The form is just taking words' infinitive form (without 'to' infinitive indicator) usually in the beginning of a sentence. For example: (1) Grate the ginger!; (2) Knead the dough!; (3) Bake the cake!; etc.

The imperative form can also be used to make a request; it is by adding "please" to the imperative sentence. It can be also added "Would you" instead or in addition to "please" (which can be a question or a polite order). For example: (1) Please, dice the tomato.; (2) Would you mind to dice the tomato?; etc.

2.2.4 Vocational School

In the same degree with high school, vocational school in Indonesia has its own curriculum in teaching and learning English. Therefore, the following section discusses more about it.

2.2.4.1 Definition of Vocational School

According to Felder and Glavin (1995: 4), vocational school also called vocational education (or Vocational Education and Training (VET)) prepares the students for an increasingly demanding labor market through an organized sequence of courses. The courses are directly related to preparing students for employment in jobs that do not require a bachelor's degree.

Students of vocational schools are taught and trained some skills that are appropriate to their needs. Vocational schools treat the students as well so they can pursue their future jobs. There are many skills that are taught in vocational school, such as technical skill, cooking skill, accounting skill, beauty skill, etc.

Students complete the study in a vocational school in three or four years. It depends on the study program needs. The teaching and learning process is divided into three major activities. They are classroom teaching and learning, practice in school, and working practice in real labor/industry. Those have been set on Government Regulation Number 19 Year 2005 about Content Standard of Elementary and Secondary Education.

In this case, I conducted the research at SMK N 1 Mojosongo-Boyolali. It was founded in 1979 and named "SMT Pertanian Boyolali". It has fully applied the Quality Management System of ISO 9001-2000 and based on the National decree of the Board Director of SMK number 2835/C5.4/MN/2006. There are five departments in this school. They are Plant Cultivation, Animal Husbandry, Agriculture Produce Technology, Agriculture Mechanization, and Machine Technology. The TPHP program which the students I taught is included in

Agriculture Produce Technology. It focuses on the technology of handling and processing agriculture produce, packing techniques of processed produces and storing. The teachers encourage the students to cook, pack, and storing the agriculture produce during the study. The students are taught and trained in class, laboratories, workshops, and field.

2.2.4.2 Teaching Reading in Vocational School

Since English is included into vocational school curriculum, reading also is an important skill that must be taught to students. Teaching in a vocational school must be different from teaching in a general school. A teacher must have a specific qualification; at least he/she understands what students' needs. Moreover, as stated on http://education-portal.com/teaching_vocational_education.html, that vocational education teachers must complete a certificate or degree program to gain experience in classroom instruction and course development. Vocational education careers can be found in secondary and postsecondary schools, as well as in industry-based programs.

It is expected that the reading materials given in a vocational school are also related to each program students mastered. For example, in a cooking program, there would be an English passage about how to make a strawberry cake instead of how to make a kite, etc.

2.2.4.3 Teaching Vocabulary in Vocational School

It is indeed that students of vocational school have different English vocabulary needs from students of general high school. Allen in McCarthy (2003: 88) offered

four questions that need to be answered in order to understand students' vocabulary needs, they were:

- 1) which words must students know in order to talk about people, things, and events in the place where they study and live? (When such words are learnt, the new language can immediately be put to use.);
- 2) which words must the students know in order to respond to routine directions and commands? (The vocabulary for 'open your books' and 'write these sentences' and other routine instructions should be learnt early, so that such frequently repeated directions can always be given in English.);
- 3) which words are required for certain classroom experiences (describing, comparing, and classifying various animals, for example, or having imaginary conversations with speakers of English, or writing letters to pen pals)?;
- 4) which words are needed in connection with the students' particular academic interests? (Those who will specialize in science need vocabulary that is different from those who plan business careers.).

Those four questions must be answered by teachers in predicting students' English vocabulary needs. So, teachers give vocational students appropriate vocabulary in teaching and learning process.

2.2.5 Computer Games

The Cooking Academy game used in this research is a portable computer game. Therefore, computer games in vocabulary learning and Cooking Academy game itself would be discussed in this section.

2.2.5.1 Computer Games in Vocabulary Learning

Computer games engage the users. They are seductive, deploying rich visual and spatial aesthetics that draw players into fantasy worlds that seem very real on their own terms, exciting awe and pleasure (Poole in Mitchell and Savill-Smith, 2004).

Ediger (1999) recommended pupils learn to spell relevant words contained in computer packages in vocabulary development. There are drill and practice activities, tutorial, gaming and games, simulation, and diagnostic/remedial packages. One of the computer packages mentioned above is gaming and games. It can help students learn new words.

Games give some stimulus for players through their visual even their audio. Wright, et al (1983: 1) stated that games can help the teachers create contexts in which the language is useful and meaningful. The learners want to take a part; and in order to do so, they must understand what others are saying or have written. The learners must also speak or write in order to express their own point of view or give information.

Through games, students can create context based on what they see and hear. Moreover, games can give students positive stimulus that makes them enjoy playing the games while learning new vocabulary. So, the students are more interesting in learning.

2.2.5.2 Cooking Academy Game

Cooking Academy game is a portable computer game which places the players in the kitchen of a prestigious culinary school. English is the language used in this game. The players must be patient to follow every instruction given in each menu.

All of the instructions are in reading form. The players have to understand it to play the game. They learn from how to crack an egg, add some ingredients, bake a cake, etc.

Cooking Academy game is created by Fugazo, Inc. which is located in Seattle, Washington. The game's file size is about 50 MB. Here is the system requirements based on <http://www.fugazo.com/games/time/ca>: (1) windows 2000/XP/Vista; (2) 800 MHz CPU; (3) RAM (MB): 256 MB; (4) hard disk space needed: 40 MB; (5) graphic card: 32 MB Video RAM; and (6) DirectX Version: 7.0.

There are more than fifty recipes from *eggrolls* to *pancakes*, from *ravioli* to *crème brulee*. In this game, the player can choose which recipe they want to play, from menu for breakfast, lunch or dinner. It also provides many kinds of appetizer, main menu (breakfast, lunch, and dinner), and also dessert. On <http://www.rainbowdressup.com/game/cooking-academy/>, it is mentioned that in the Cooking Academy game, when the players play it, they see there are exams to be passed and cooking professors that share all the world's culinary secrets. There, the players are guided, step by step through the whole cooking process, from the slicing of an onion or more difficult steps. In this super fun game, the players find all the necessary help to become a professional cook. All the players have to do is following the instructions and bringing a little bit of enthusiasm to this activity, so they must put some passion when cooking the meals.

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

2.2.6 Classroom Action Research

In this part, I would like to present about definition and principles of classroom action research.

2.2.6.1 Definition of Classroom Action Research

Action research is an approach to improving education through change, by encouraging teachers to be aware of their own practice, to be critical of that practice, and to be prepared to change it (McNiff, 1997: 4).

An action research can also be done by undergraduate students. As Phillips and Carr (2010: 2) stated that by doing an action research project, students would become a teacher more equipped to thrive in a professional environment. Phillips and Carr (2010: 17) defined action research for preservice teachers (students who become teachers) is a process of learning with community to think and act critically to recognize and negotiate political systems, and to focus passing growing in one's identity as a teacher.

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

2.2.6.2 Classroom Action Research for Preservice Teacher

In the previous session, I have stated about the definition of classroom action research for preservice teacher. Phillips and Carr (2010: 2) said that many preservice teacher education programs include an inquiry project, capstone project, teaching improvement project, or some other experience could be framed as *action research*. By doing classroom action research, preservice teachers would become a teacher more equipped to thrive in a professional environment where sometimes teachers may be undervalued, underpowered, and at times even silenced by the culture of schooling.

A classroom action research done by preservice teachers is a powerful way of being a teacher. Phillips and Car (2010: 17) stated that the result of that action research is the beginning of a journey in becoming a teacher living the teaching/research life to simultaneously improve teaching practice, students outcomes, and system of schooling to be more just and equitable for all children and adolescents.

While the term classroom action research is closely associated with integrating practice and research, there are other forms of school based methodologies that support the same goal of improving one's teaching practice. The most appropriate framework for my action research according to the objective is integrated action. The following table by Phillips and Carr (2010: 34) explains the detail of integrated action:

Table 2.1

Integrated Action by Phillips and Carr (2010: 34)

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

2.2.6.3 Stages in Classroom Action Research

According to Phillips and Carr (2010: 42) action research typically involves three broad phases in a cycle of research. Teaching and research are viewed as involving a continuous cycle or spiral of planning, implementing, and reflecting. The phases in doing a classroom action research are presented in the following figure:

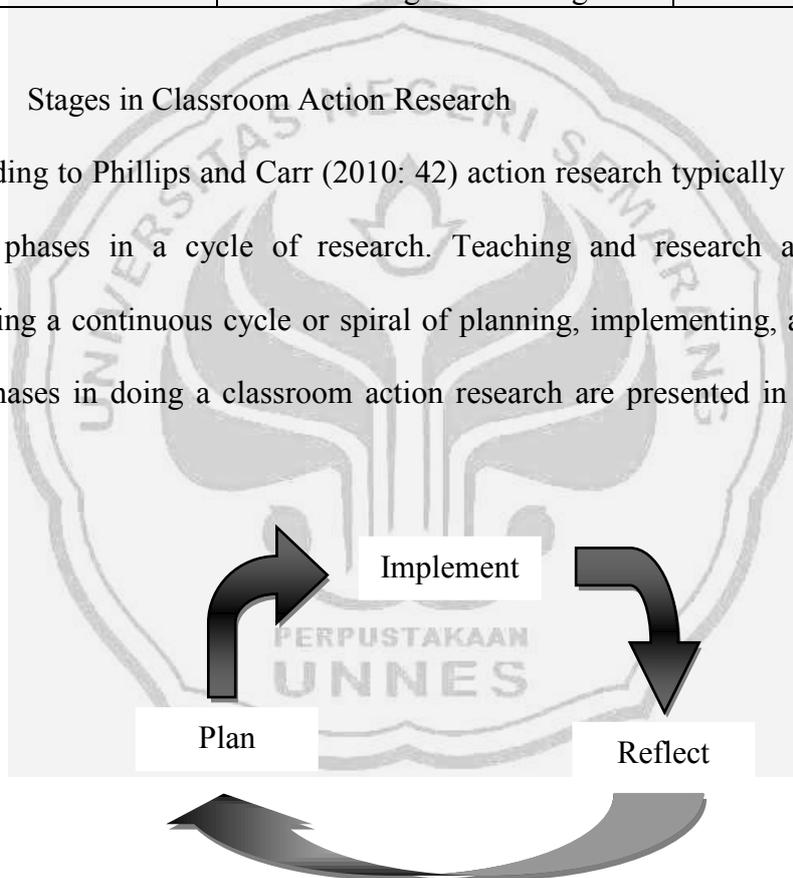


Figure 2.1

Cycle of Action Research by Phillips and Carr (2010: 42)

Since Phillips and Carr did not give a clear explanation of the three phases, so I take the explanation from Burns (2010: 8) as follows:

1) plan

In this phase, a researcher identifies a problem or issue and develops a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where a researcher considers: i) what kind of investigation is possible within realities and constraints of teaching situation; and ii) what potential improvements he/she thinks are possible.

2) implement

Implement includes putting the plan into action and observing the results of the plan. The plan is a carefully considered one which involves some deliberate interventions into teaching situation that a researcher puts into action over an agreed period of time. A researcher also observes systematically the effects of the action and documenting the context, actions, and opinion of those who involved. It is a data-collection phase where a researcher uses 'open-eyed' and 'open-minded' tools to collect information about what is happening.

3) reflect

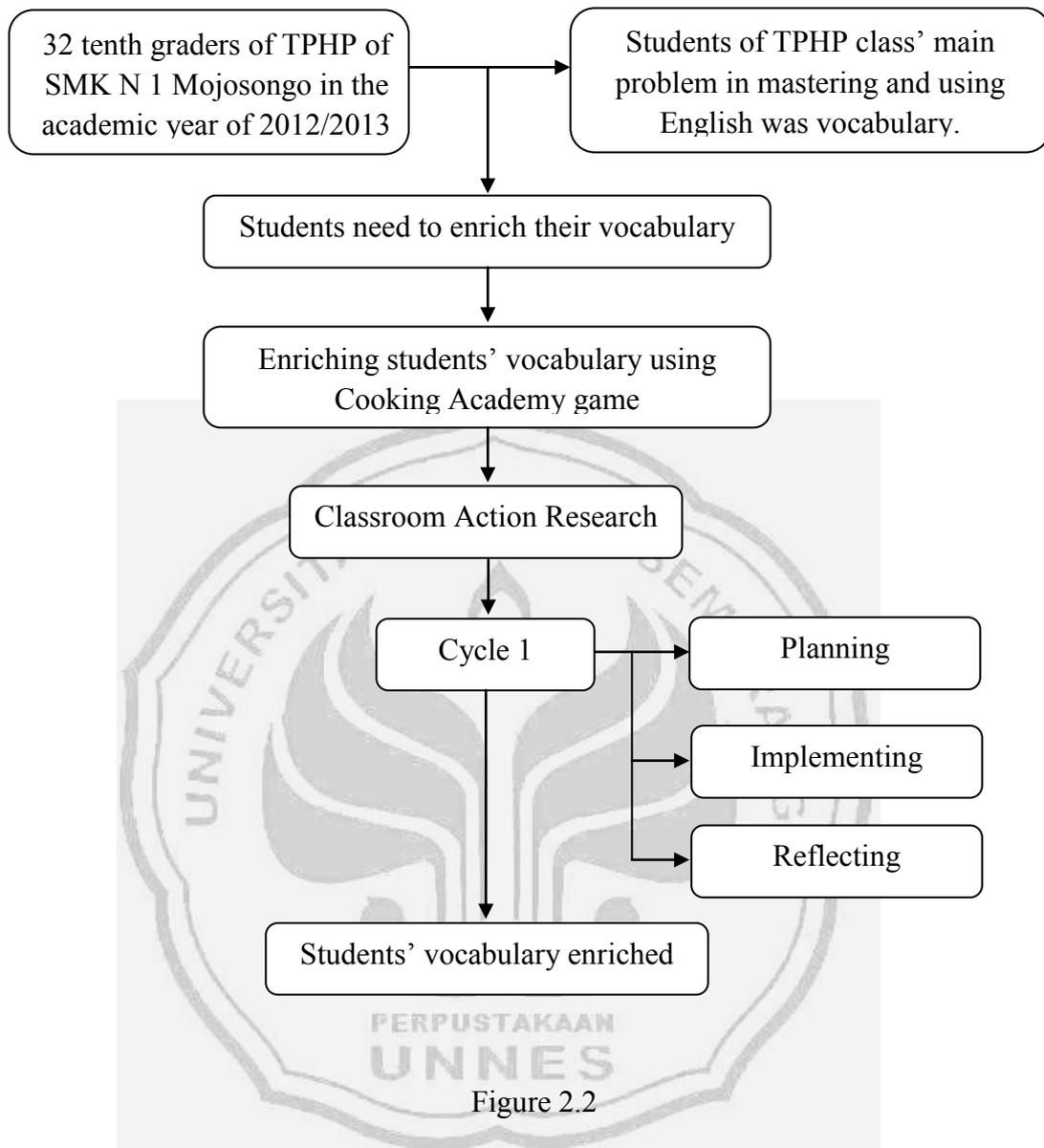
At this point, a researcher reflects on, evaluates and describes the effects of the action in order to make sense of what has happened and to understand the issue he/she has explored more clearly. A researcher may decide to do further cycles of action research to improve the situation even more, or to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

2.3 Theoretical Framework

The theoretical framework begun from the idea that vocabulary is one of the most important aspects students need to master in learning English. Mastering vocabulary can lead students to be succeeded in mastering English. McCarthy (2003: viii) stated that no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.

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

Thus, I conducted a classroom action research. Since the participant of the research was tenth grade students of SMK N 1 Mojosongo majoring in TPHP class, the game I used to teach the students was Cooking Academy. The research was to find out to what extent the Cooking Academy game enriches vocational students' vocabulary dealing with cooking. The theoretical framework of this study can be illustrated in a following figure.



The Scheme of the Theoretical Framework

CHAPTER III

METHODS OF INVESTIGATION

This session deals with all of the methods of investigation. There are research design, participants of the study, role of the researcher, type of data, procedures of collecting data, and procedures of analyzing data.

3.1 Research Design

A method used in this research was a classroom action research. The research framework was integrated action adapted from Phillips and Carr (2010: 34). As a preservice teacher, I conducted a research by doing teaching and learning process in a classroom. According to my preliminary study, I determined the problem passed by the students in learning English, which was the difficulty in mastering English vocabulary of their field. Thus, in this case, the research purpose was to enrich the vocational students' vocabulary dealing with cooking.

Carmen in Burns (2010: 5) stated that action research is a reflective process that aims to solve a particular teaching-learning problem that has been identified. In this research, I used a research design by Phillips and Carr (2010). According to Phillips and Carr (2010: 42), action research typically involves three broad phases in a cycle of research. Teaching and research are viewed as involving a continuous cycle or spiral of planning, implementing, and reflecting (see figure 2.1).

This classroom action research was conducted in one cycle. All of the activities were set up according to the research design; there were planning,

implementing, and reflecting. The procedures of this study were described in the following explanation:

3.1.1 Planning

In planning, issue or problem was identified. Here, I determined what investigation would be used and what potential improvements would be achieved.

In the first phase of the research, I did the following steps:

- 1) firstly, I did a preliminary study in SMK N 1 Mojosongo, Boyolali to observe what problems the students faced in learning English,
- 2) after finding that vocabulary was the problem they most encountered, I designed the research,
- 3) then, I decided to use Cooking Academy game to enrich vocational students' vocabulary,
- 4) in this research, I conducted one cycle.

3.1.2 Implementing

Implementing includes putting the plan into action and observing the results of the plan. In a period of time, I took a part in a real teaching and learning process in order to apply the expectations as I planned before.

The observation was done during all of the activities of the research. I recorded important thing that might be useful using field note which were students' attitude, behavior, and participation during the research. Meanwhile, the action was done in classrooms. As has been stated in the previous session, there was only one cycle in this research, in which two activities and two quizzes were conducted. I decided to organize one cycle because the second activity was the

continuance of the first activity. In the other words, there was no significant difference between both activities. Here is the elaboration of the teaching and learning I held:

1) pre-test

A pre-test conducted in the beginning of the research. The purpose of this test was to check the students' knowledge about several vocabularies. I asked the students to provide an appropriate caption of the given pictures.

2) first activity and quiz

In this session, I arranged the activities as follows:

- a) the students were asked to discuss some vocabularies dealing with cooking. By doing the discussion, it was easier to bring up the students to the materials given,
- b) the students were introduced the Cooking Academy game. Each student had one computer which the game installed in front of her/his,
- c) they were given a demonstration how to play the game,
- d) they were also explained about the caption of each picture that they must understand,
- e) each student was asked to play the game and try to understand the available caption of each picture,
- f) the students were asked to play eight recipes of appetizer in the game.

After doing the first activity, the students were given the first quiz in order to measure the vocabularies they achieved.

3) second activity and quiz

In the second activity, I did the following steps:

- a) the students and I reviewed and discussed what the students had in the previous meeting,
- b) I also gave another explanation of other recipes available in the game,
- c) I asked the students to work in pair. Each group had to discuss the six recipes of the breakfast menu available in the game,
- d) I asked the students to give their opinion about the vocabularies and solve the problem they faced together.

In the end of this activity, the students were given the second quiz in order to measure the vocabularies they achieved.

4) post-test

After having all of the activities, I conducted post-test that would be compared with the pre-test to see whether there was an improvement.

3.1.3 Reflecting

In this phase, I reflected on, evaluated, and described the effects on the action in order to make sense of what happened and to understand the issue that explored more clearly.

According to my observation in the first and second activity, I evaluated and reflected the teaching and learning process included the students' behavior. There was no serious problem during the activities. Since most of the students found no difficulty in learning vocabulary using the game, I was encouraged to do

one-cycle-research. Moreover, the results of both quizzes I gave to the students were good.

3.2 Participants of the Study

I conducted a classroom action research in a vocational school, SMK N 1 Mojosongo. It is located in Tegalwire, Mojosongo, Boyolali. The participants of the study were 32 tenth graders majoring in *Teknologi Pengolahan Hasil Pertanian* (TPHP) or Technology of Processing Agriculture Produce class. The students were in the second semester of the academic year 2012/2013.

I chose the tenth grade students instead other grades as the participants of the study because:

- 1) I considered that it was better to give students stimulus in learning vocabulary earlier, so that they would have a lot of practicing;
- 2) according to the teacher of the TPHP class, the students were lack of vocabulary. Moreover, they often used dictionary instead any strategies to find out the Indonesian meaning of vocabulary;
- 3) the result of the questionnaire I gave in the preliminary study showed that most of the students of TPHP class said that they had difficulties in mastering and using vocabulary;
- 4) this study was conducted to enrich vocational students' vocabulary dealing with cooking that was appropriate to the students of TPHP class needs.

3.3 Role of the Researcher

In this research, I had three roles, which were as a student-teacher-researcher, a data collector, and a data analyst.

According Phillips and Carr (2010: 35), a student-teacher-researcher is a guest in a school and classroom. It is an undergraduate student of education program who is engaged in a professional teacher's class in order to conduct a research in a classroom. In this case, I was an undergraduate student of English Education Program conducted a classroom action research in a class of SMK N 1 Mojosongo. In doing the research, I was assisted by an observer. The observer was Mr. Haryadi, the English teacher of TPHP class.

Besides, I also took role as the data collector and the data analyst in this research. I collected all the data needed for this research from the beginning until the end, such as students' worksheets, questionnaire, and field note. Then, I analyzed the data collected to meet the objective of the research.

3.4 Type of Data

Phillips and Carr (2010: 32) stated that "action research is often categorized as a qualitative methodology, even though quantitative data may be included. In this case, action research often mixes method." In line with Phillips' and Carr's theory, Burns (2010: 104) also argued that in fact, reflecting on a researcher's data in combination (qualitative and quantitative) with doing the action research is essential in action research.

The following explanation is the elaboration of the method, using qualitative and quantitative data. Both types of data are designed to meet the research's objective.

3.4.1 *Qualitative Data*

Hyman (2000) stated that most of the data collected in an action research project is qualitative, which means that the researcher must use his or her intellect to analyze and interpret the collected information. Qualitative data are those that are analyzed without using numbers (Burns, 2010: 106). The qualitative data in this research were done by giving students questionnaire and having a field note then would be analyzed and interpreted.

3.4.2 *Quantitative Data*

Quantitative data are data relate to number which can be measured. Burns (2010: 118) stated that “quantitative data analysis means presenting your data in numerical form ... quantitative data can have a very important place in the way we discover things and present our findings.” The quantitative data of this research were the results of doing some tests which were pre-test, quizzes, and post-test.

3.5 Procedures of Collecting Data

Phillips and Carr (2010: 77) stated that in classroom action research, data is collected via three methods: observation, interview, and artifact. A complete data set contains data from each of these three categories. Based on Phillips and Carr (2010), I collected data through:

1) observation

In observation, as a student-teacher-researcher, I critically and deliberately watched as a participant in the classroom. By observing, I recognized that 'live action' provided powerful insights. In this step, I noted the students' participation and attitude during the teaching and learning process.

2) interview

The interview was to inquire, to ask questions of the students, and to listen to colleagues, supervisors, mentor-teachers, and others connected with the research in order to hear another side, version, or angle of the teaching and learning process I did. This method was done by giving the students a questionnaire.

3) artifact

The artifact I got in this research was any kind of physical documentation that gave additional light on the research question and topic. They were students' works, test scores, and attendance records.

The activities in the classroom were listed in the following tables including the research schedule and the research outline:

Table 3.1

Research Schedule

No.	Activities	January 14th, 2013	May 7 th , 2013	May 11 th , 2013	May 14 th , 2013	May 18 th , 2013	May 21 st , 2013	May 25 th , 2013
1.	Preliminary Study							
2.	Pre-test							
3.	Activity and Quiz 1							
4.	Activity and Quiz 2							

5.	Post-test							
6.	Questionnaire							

Table 3.2

Research Outline

Activities	Date	Details	Time Allotment
Preliminary Study	14 January 2013	<ul style="list-style-type: none"> - I joined X TPHP English class. - I observed the situation during the class, included the students' attitude and behavior. - I asked the students about English lesson. - I also asked their difficulties in studying English. 	1 x 45 minutes
Pre-test	May 7 th , 2013	<ul style="list-style-type: none"> - Students were given a pre-test and did it in the given time. 	1 x 45 minutes
Activity 1	May 11 th , 2013	<ul style="list-style-type: none"> - In the computer laboratory, each student had one computer in front of her/his. - Students were given an explanation about Cooking Academy game. - The game was demonstrated using a LCD. - Students were asked to play the game individually (4 menus of appetizer) and learn new words in the game. - Students and teacher reviewed some words that students learned. 	1 x 45 minutes
	May 14 th , 2013	<ul style="list-style-type: none"> - Students were asked to continue to play the game individually and learn the words. - In the last fifteen minutes, students were asked to do a quiz (quiz 1). 	1 x 45 minutes
Activity 2	May 18 th , 2013	<ul style="list-style-type: none"> - Students and teacher reviewed some words that students 	1 x 45 minutes

		learned. - Students were asked to play 3 menus of breakfast in pair. - Students discussed new words in pair.	
	May 21 st , 2013	- Students were asked to continue to play the game in pair and learn the words. - Students and teacher reviewed some words that students learned. - In the last fifteen minutes, students were asked to do a quiz (quiz 2).	1 x 45 minutes
Post-test	May 25 th , 2013	- Students were given a post-test and did it in the given time.	1 x 45 minutes
Questionnaire	May 25 th , 2013	- Each student was asked to answer 5 questions of questionnaire.	1 x 45 minutes

3.5.1 Instruments for Collecting Data

The instruments which used in this research were field note, questionnaire, and tests including quizzes, pre-test, and post-test.

1) Field Note

McNiff (1997: 76) claimed that teacher needs to systematically keep notes of the class situation. It could be done while the lesson is in progress or immediately afterwards. During the class, I kept noting the situation of the teaching and learning process. Students' attitude and participation during the research were also included in the field note. They were noted in a note book.

2) Questionnaire

In the last part of my observation in a class, I gave the students questionnaire. It was about the teaching and learning process done. It was a feedback from the students after getting the treatment. The questionnaire was open-ended items.

According to Burns (2010: 85), these are items that look for free-form response. The responses usually are short, but they give researcher information that may not be easily captured numerically.

3) Tests

In this research, I constructed some kinds of test. They were pre-test, quizzes, and post-test. The first test was pre-test which were given to the students in the beginning of collecting data. Since the participants of the study were the thirty two of vocational students in TPHP program, the pre-test was to measure how far students understand the English vocabulary in their field. The test conducted in a class that students were not allowed to use any dictionary nor ask their friends.

The second test given was quizzes which aimed to measure how many vocabularies the students achieved. There were two quizzes given to the students. Each quiz contained one part which the students were asked to mention the Indonesian meaning of given words.

After doing a teaching and learning process which included a treatment given to students, which was using the Cooking Academy game in enriching vocational students' vocabulary, students were given a post-test. It was given in order to find whether there was an improvement in their achievement on English vocabulary or not after given the treatment.

3.6 Procedures of Analyzing Data

The data obtained during this research were analyzed. Phillips and Carr (2010: 101) mentioned that the data collected should be organized and then to be

engaged in data interpretation to bring them into a confluence of learning and transformation.

After gathering the data, I analyzed them qualitatively and quantitatively. According to Phillips and Carr (2010: 118), one of some ways in organizing and analyzing qualitative data is by creating a chart; while the quantitative data is by calculating numerical measures of central tendency such as mean, median, and mode. It is critical that the data are analyzed and interpreted in a way that aligns with the nature of teacher research. In other words, all of the numerical forms supported the qualitative one. The qualitative data of this research were from field note and questionnaire; while the quantitative data were from pre-test, quizzes, and post-test.

3.6.1 *Field Note Analysis*

All of the important things in the field note I got were analyzed. The observation was done since the preliminary study up to the research done. Furthermore, they were also interpreted to find out students' participant and attitude during the research. The students' participant and attitude were assessed using scale (see appendix 16).

3.6.2 *Pre-test and Post-test Analysis*

The process of doing the pre-test and post-test was analyzed. There were 20 items in each test. I analyzed how many of the verb and the noun the students' understand. The easiest and the most difficult item the students found were also interpreted. The analysis was supported by the students' answer sheets. Since the students were asked to provide an appropriate caption of the given pictures, there

was proximity accuracy in giving score. Each item of the test was counted using the following rubric:

Table 3.3
Assessment Rubric for Pre-test and Post-test

Criteria	Correct	Almost correct	Incorrect
Vocabulary			
1. Verb	2	1	0
2. Noun	2	1	0

According to the rubric, the score was calculated as follows:

$$\text{score} : \frac{\text{score per item} \times 20 \text{ items}}{8} \times 10$$

$$\text{maximum score} : \frac{4 \times 20 \text{ items}}{8} \times 10 = 100$$

3.6.3 Cycle Analysis

As has been stated in the subchapter 3.1.2, there was one cycle in this research which contains two main activities and two quizzes. In this phase, I described and analyzed them separately, first activity and quiz, and second activity and quiz. Since each quiz in this research was the students had to mention the Indonesian of given vocabulary, the assessment rubric is presented as follows:

Table 3.4
Assessment Rubric for Quiz

No.	Criteria	Point
1.	Correct answer	1
2.	Almost correct	0,5
3.	Incorrect answer	0

Then the score was counted using this following way:

$$\text{score} : \text{correct answer} \times 10$$

$$\text{maximum score} : 10 \times 10 = 100$$

3.6.4 *Questionnaire Analysis*

There were five questions included in the questionnaire. Type of the items was an open-ended. According to Burns (2010: 85), open-ended items are items that look for a free-form response. Although the responses are fairly short, but they give useful information that may not be easily captured numerically.

I analyzed the questionnaire per item by inferring all of the students' answers. It was helpful that their responses could give me information of their ideas about the method I used and also the game I gave in enriching vocabulary.

3.6.5 *Enrichment of the Students' Vocabulary*

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

$$\text{Percentage} = \frac{\bar{X}_2 - \bar{X}_1}{\bar{X}_1} \times 100\%$$

\bar{X}_1 = mean of pre-test score

\bar{X}_2 = mean of post-test score

According to the result and the observation, I analyzed and interpreted how the students enriched their vocabulary using the Cooking Academy game.

CHAPTER IV

DATA ANALYSES, FINDINGS AND DISCUSSION

This chapter presents the general description, data analyses, research findings, and discussion. The data collected would be analyzed and interpreted to figure out the research problem. General description presents the research schedule and outline. Data analyses and findings explain the analyses of data per instrument and the interpretation of them. Then, in discussion, I would discuss and infer to what extent a Cooking Academy game enriched students' vocabulary dealing with cooking.

4.1 General Description

The participant of the research was the tenth grade students of SMK N 1 Mojosongo majoring *Teknologi Pengolahan Hasil Pertanian* (TPHP) or Technology of Processing Agriculture Produce. There were 32 students taught using a Cooking Academy game as medium in learning English cooking vocabulary. The method used was a classroom action research. It was conducted to enrich the vocational students' vocabulary dealing with cooking. There was only one cycle in this research. The research was conducted in six meetings which were divided into pre-test, first activity and quiz, second activity and quiz, post-test, and questionnaire.

4.2 Data Analyses and Findings

The data in the research were analysed qualitatively and quantitatively. The data were from field note, pre-test, quizzes, post-test, and questionnaire.

4.2.1 Field Note Analysis

The field note in this research was written down based on the observation in all activities during the treatment. However, the process of the preliminary study was also noted and analyzed. I observed classroom activity and recorded important things that may be useful for the development of the research. Students' attitude and participation during the research were included in the field note.

The preliminary study was done on January 14th, 2013. I came to SMK N 1 Mojosoongo to find the appropriate class that I would use for my research and to figure out what I had to do later on. Therefore, I joined and took a part in the tenth grade of TPHP class. Almost all of the students gave their attention to me. They welcomed me very well and looked interested in activity I purposed. There, I interviewed and gave the students a questionnaire to find out their problems in learning English. Then, I analyzed the questionnaire and found that their main problem in mastering and using English was vocabulary.

Therefore, I designed the research to help them enrich vocabulary dealing with cooking. I noted all of the important things during the research. First, I held pre-test in the classroom. The students were very noisy getting the question and answer sheets. Most of them were confused to give the appropriate answers. Since I was unable to handle them, I asked them to do the test individually and answered it as good as they could. However, I found some students cheated and asked the other for the correct answer. Someone said that she did not know the English of 'parut'. Many of the students knew what the pictures in the test items about; however, they could not give the correct answers.

In the first meeting, I introduced Cooking Academy game and asked them to play the game. I found that the students' participation was poor. Only few students paid attention to the lesson. They thought that the meeting would be as boring as the one when their teacher taught them. The students showed a rather bad attitude during the lesson in the first meeting. Most of them were irresponsive when I delivered the material at the first time. However, when I asked them to play the game, they looked happy. Sometimes, there was a student laughed at his/her friend when he/she did a mistake in playing the game.

Their attention was better in the second meeting, and they enjoyed my class. Many students actively showed a good interaction between them. Many students were enthusiastically during the lesson. They paid attention to my instructions. They were also interested playing the game while learning the vocabulary. Although they were asked to play the game individually, I found some students disturbed the others. They took notes some words that they had not known yet on their books. Sometimes, they asked me whether their notes were correct or not. I also conducted a quiz in this meeting. There were some of students who cheated to their notes and asked their friends for the answers.

In the third meeting, their attention to the lesson was good. Many of them actively participated in the activities. Their good participation was shown until the last meeting. Their attitude was also better than before. Almost all of the students enthusiastically joined the lesson. They often asked me politely. They were also responsive toward my instruction. However, there were some students looked

bored. Then, I asked those students to play the game in front of class one by one using my computer.

The situation of the fourth meeting was similar from the previous meeting. Since they were asked to work in pair, I found that they discussed the unknown words together. Each pair played the game in turns. They helped each other when they had a difficulty. Sometimes they laughed at the one in front of the class when he/she failed playing a particular menu of the game. I still found some students cheated in doing the second quiz. Overall, they were attractive to join the class until the end of the meeting.

Then, I conducted a post-test in the classroom. The situation of the class was not too noisy. Most of the students did the test individually. Only some of them asked the other for the answers. The test was done only in 30 minutes. It looked like they did not have a serious problem doing the test. The students recognized well the provided pictures. In last 15 minutes, I asked the students to give their responses in a form of questionnaire. They also gave their responses enthusiastically. In the end, they thanked me of being their teacher during my research.

The students' participation and students' attitude during the research were assessed using scales. The detailed field notes can be seen on appendix 16. The following displays the students' attitude and students' participation in the first meeting up to the fourth meeting during the treatment:

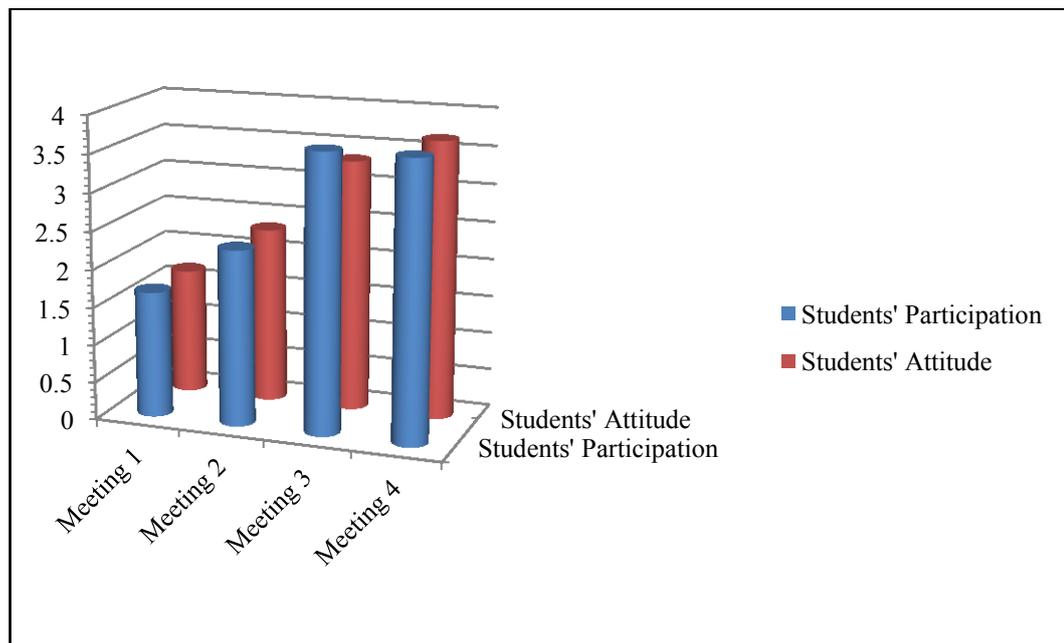


Figure 4.1

Students' Participation and Attitude during the Research

The scale to rate them was 1 up to 4 points. Based on the data and the chart above, the students' participation from Meeting 1 up to 4 is orderly listed as follows: 1.67, 2.33, 3.67, and 3.67. Meanwhile, their attitude rates during the Meeting 1, 2, 3, and 4 were 1.67, 2.33, 3.33, and 3.67.

4.2.2 Pre-test Analysis

The pre-test of this study was conducted on May 7th, 2013. There were 32 students who did the pre-test. It was to check the students' knowledge about several vocabularies in cooking field. There were 20 items which the instruction was the students had to provide an appropriate caption of the given pictures.

The most difficult word in the pre-test based on the students' answer sheet was the item number 6. The correct answer was 'Fold the eggrolls!'. However, all of the students could not write the appropriate caption of the picture

(0%). Some of them only wrote 'lumpia' in their answer sheet, some of them wrote 'I don't know', while the rest just left it blank. Based on my observation, I thought that the word 'fold' used in cooking and the word 'eggroll' were unfamiliar for them.

However, there was also the easiest one for them to answer, which was the item number 5. There were 81.25% of the participants could write the appropriate caption of the picture, which was 'Bake the cake!'. It was because the students were familiar and accustomed to use those words in their daily cooking activities.

The analysis in the previous session was based on the students' worksheets. Then, the score that the students achieved in the pre-test can be seen in appendix 19. Furthermore, the score was calculated based on *Table 3.1 Assessment Rubric for Pre-test and Post-test*. According to the result, the pretest mean was 42.3. The highest score was 52.5 achieved by three students; they were S.11, S.14, and S.24, while the lowest score was 26.25 obtained by S.3.

In the pre-test, the students were given 20 verbs and they averagely gave the answer correct of 3.47 verbs (17.35%), almost correct answered 8.69 verbs (43.45%), and incorrect answered 7.88 verbs (39.4%). While the noun, they averagely answered correctly 6.63 nouns (33.15%), almost correct answered 4.97 nouns (24.85%), and 8.56 nouns (42.8%) they answered incorrectly. It is shown that only few words (17.35% of verbs and 33.15% of nouns) that the students knew well (see appendix 21).

4.2.3 Cycle Analysis

There was one cycle in this research. The cycle contained two activities that would be analysed in the following elaboration, including the reflection of the cycle:

4.2.3.1 First Activity and Quiz Analysis

The first activity was conducted on May 11th and 14th, 2013. All of the students joined the teaching and learning process. The activity was organized in the computer laboratory. Before the class began, I copied Cooking Academy game in all of the computers. In the first meeting, the students were given an explanation about the game. Then, I demonstrated it using a LCD. To make sure that the students understood how to play the game, I asked some of them to try playing some menus of the game in front of the class.

After that, each student was set to face one computer. They were asked to play 4 menus of appetizer in the game individually. They were onion rings, *bruschetta*, guacamole, and spinach triangle. While playing the game, the students were also asked to learn new words they found. They could take a note if it was needed. For example, based on their playing, they found a new word 'grate' in Indonesian is '*parut*', the word 'ginger' means '*jahe*', etc.

In the next meeting of activity 1, the students were also asked to play another 4 menus of appetizer. They were egg rolls, devilled egg, sushi, and cheese fondue. Later on, the students and I reviewed some words that students learned in the end of each meeting.

In the end of the first activity, I conducted a quiz. The purpose was to measure how many new words that the students mastered. The items of the quiz were 10. The students were asked to write down the Indonesian meaning of the given words.

Based on the students' answer sheets, in quiz 1, there were two items that the students answered it correctly (100%). They are item number 5 (dough= *adonan*) and number 9 (egg yolks= *kuning telur*). It happened because most of them had a note about those words. Moreover, they answered correctly my questions about the Indonesian meaning of those words in the end of the first meeting. So, they kept the words in mind and understood them well. While the most difficult word to be answered was item number 10 (squeeze= *menekan, memeras, memencet*), only 63% (20 students) could answer it correctly. The cause that made the students went wrong answering it was they wrote the Indonesian meaning of the word 'squeeze' as *menuangkan, meratakan, bentuk (ukuran), or makanan khas Swiss*.

The result of the students' answer was good. The quiz 1 mean was 84.84. The highest score was 100 obtained by seven students (S.1, S.4, S.9, S.10, S.30, S.31, and S.32), while the lowest score was 60 obtained by one student (S.2). The analysis of quiz 1 per item can be seen in appendix 17.

4.2.3.2 Second Activity and Quiz Analysis

The second activity was conducted on May 18th and 21st, 2013. There were 32 students joined the class. Since the students did the previous activity individually, in this session, they were set to work in pair – two students faced one computer.

In the first meeting of activity 2, the students and I reviewed some words in the previous quiz. Then, I asked them to continue to play the Cooking Academy game. The students played three menus of breakfast in pair. The menus were pancakes, sunny side up egg, and biscuits. Using this method, they were expected to discuss new words with his/her partner.

In the next meeting, I also asked the students to play another three menus of breakfast, which were blueberry muffins, *omelette*, and French toast. They were still set to work in pair. In the end of the meeting, the students and I reviewed some words that they learned. Then, in the last fifteen minutes, I conducted the second quiz. The items were similar to the quiz 1, the students were asked to write down the Indonesian meaning of 10 words.

In quiz 2, there were two items that the students answered it correctly (100%). They were item number 1 (crack= *pecahkan*) and number 7 (stir= *aduk*). Besides having a note about the words 'crack' and 'stir', the students understood well the simulation given in the game. While the most difficult word to be answered was item number 9 (batter= *adonan cair*), only 50% (16 students) could answer it correctly. The students wrote the Indonesian meaning of the word 'batter' as *margarin*. They were deceived by the word 'butter' which is *mentega* or *margarin* in Indonesian.

The second quiz mean was better than the previous one, which was 86.09. The highest score was 100 obtained by two students (S.5 and S.12), while the lowest score was 70 obtained by one student (S.30). The analysis quiz 2 per

item can also be seen in appendix 18. The results of both quizzes can be seen in the following chart:

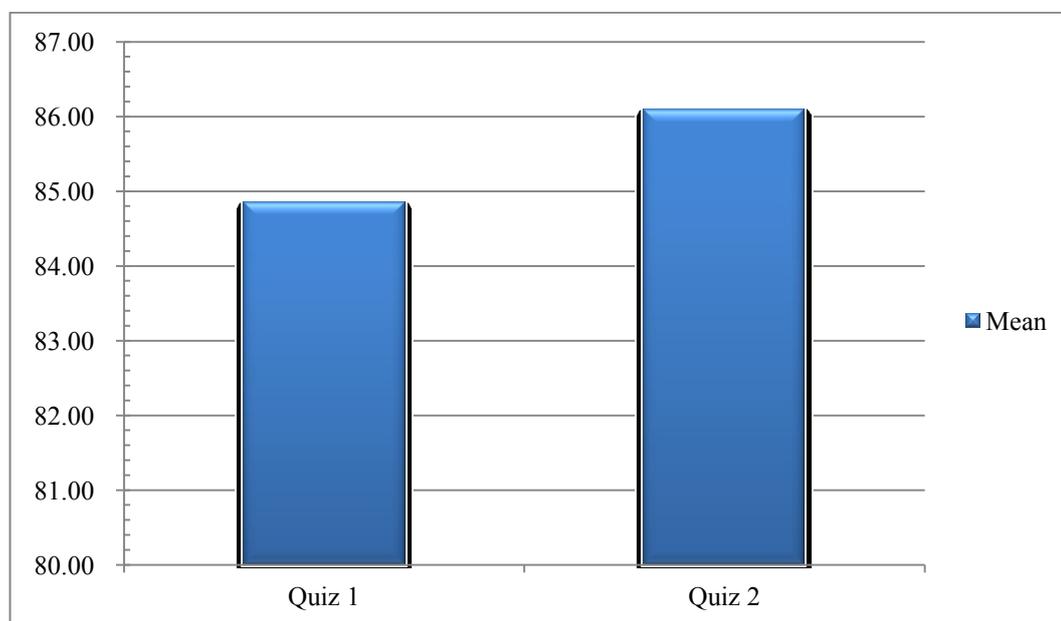


Figure 4.2

Chart of Mean of Quiz 1 and Quiz 2

4.2.3.3 Reflection of the Cycle

According to the cycle analysis and findings, the students had a better understanding of new words after given the treatment. They understood well the simulation provided in the game. They also could infer the Indonesian meaning of the words in each caption. It was seen by the 84.84% of the first quiz items and 86.09% of the second quiz items were answered correctly by the students.

Therefore, I could infer that the students had an improvement in understanding the vocabulary meaning after being treated using Cooking Academy game. It was proven by the amount of words that the students mastered. Since the participants had been practiced in two activities I held, and they showed

an improvement in each practice, I was encouraged to do a post-test to see to what extent the treatment help the participants enrich their vocabulary.

4.2.4 Post-test Analysis

The post-test was conducted on May 25th, 2013. There were also 32 participants joined the test. All of the items of the test were designed as in the pre-test. The difference was the pictures in pre-test taken from a real life, whereas the ones in the post-test taken from the Cooking Academy game (see appendix 8 and 10).

The most difficult word they found in post-test was item number 20. The appropriate caption for the picture was ‘Cut out the dough shape!’. However, only 42.97% of students could provide the correct caption. For this test item, both verb and noun, which were usually in a form of single verbs and nouns, were in a form of prepositional verb (‘cut out’) and noun phrase (‘dough shape’). Based on the data, the students did not have a good understanding of prepositional verbs and noun phrase, though they actually understood what the picture was about. Most of the students answered the item by ‘Cut the dough!’, missing the prepositional ‘out’ and the word ‘shape’.

The analysis in the previous session was based on the students’ worksheets. Then, the score that the students achieved in the post-test can be seen in appendix 20. Furthermore, the score was calculated based on *Table 3.1 Assessment Rubric for Pre-test and Post-test*. The post-test mean was 78.95. The highest score was 88.75 achieved by S.4, while the lowest score was 70 obtained by S.24.

In the post-test, the students were also given 20 verbs and 20 nouns. They averagely gave the answer correct of 14.47 verbs (72.35%), almost correct answered 4.28 verbs (21.4%), and incorrect answered only 1.25 verbs (6.25%). While the nouns, they averagely answered correctly 12.91 nouns (64.55%), almost correct answered 4.13 nouns (20.65%), and only 2.97 nouns (14.856%) they answered incorrectly. I could infer that many students understand the vocabulary after given the treatment (see appendix 22).

4.2.5 Questionnaire Analysis

The last part in the research was all of the participants given a questionnaire (see appendix 23). It was held on May 25th, 2013. There were 5 questions which needed to be answered individually. All of them were written in Indonesian in order to help the students understand and answer the questions well.

For the question number 1 which was *Apakah Anda menyukai permainan Cooking Academy yang diberikan?*, 100% of the participants (32 students) stated that they liked the Cooking Academy game. According to their answer, they like the game because:

- 1) it was very fun and interesting,
- 2) it was useful,
- 3) they could learn English and played the game at the same time.

The question number 2 was *Apakah kosa kata yang diajarkan sering Anda gunakan dalam kegiatan memasak sehari-hari?* For this question:

- 1) 43.75% of the participants (14 students) said that the vocabulary given is often to be used in daily cooking activities,

- 2) 50% of the participants (16 students) gave their opinion that the vocabulary is sometimes to be used in daily cooking activities,
- 3) only 3.125% of the participants (1 student) was rare using the vocabulary given in daily cooking activities. She said that she usually used Indonesian,
- 4) only 3.125% of the participants (1 student) was never using the vocabulary in daily cooking activities.

For the question number 3 which was *Apa manfaat dari permainan tersebut terhadap pembelajaran kosa kata memasak Anda?*, all the participants stated that the game introduced them new cooking vocabulary and helped them remember it. However, some of them also gave more opinions such as:

- 1) the game gave them knowledge in cooking, such as new recipes and cooking techniques,
- 2) the game introduced them English vocabulary which frequently used in daily activities.

The question number 4 was *Apakah metode ini dapat menambah kesukaan Anda dalam belajar bahasa Inggris? Berikan penjelasan!* All participants agreed that the method motivated them to learn English. Their explanations dealing with this statement were:

- 1) it was fun and interesting that made them enjoyed learning English,
- 2) it was easier to derive the words' meaning using the visual aids provided in the game,
- 3) they could remember and understand new vocabulary easily by playing the game.

For the last question, question number 5 was *Adakah kelemahan dari metode yang diberikan tersebut? Jelaskan!*, 50% of the participants stated that there were not any weakness in the method, while the other 50% that there were. The weaknesses they mentioned were:

- 1) once they played the game, they really enjoyed it so that they did not pay attention on the vocabulary very well,
- 2) they enjoyed playing the game too much,
- 3) they had to follow the instructions and bring a little bit of enthusiasm, so they must put some passion when cooking the meals in every level,
- 4) not every student has the access to play the game at home.

4.3 Discussion

In this session, the enrichment of the students' vocabulary, the way Cooking Academy game enriched the vocational students' vocabulary dealing with cooking, the strengths and weaknesses of the treatment would be discussed.

4.3.1 The Enrichment of the Students' Vocabulary

The purpose of the pre-test have been stated in the previous session which was to see how far the students' knowledge of cooking vocabulary was, while the post-test was to find out the students' knowledge of the vocabulary after being treated.

Based on the analyses of the previous section, I would like to measure whether there was an improvement from pre-test to post-test in order to find out to what extent the Cooking Academy game enriched the vocational students' vocabulary dealing with cooking.

According to the analysis of the students' worksheets, before given a treatment, the pre-test mean was 42.30. However, after being treated by Cooking Academy game, the post-test mean was 78.95. The students' vocabulary was averagely improved by 36.65 points. I calculated the percentage of the improvement from the pre-test to the post-test by:

$$\text{Percentage} = \frac{78.95-42.3}{42.3} \times 100\%$$

$$= 86.6\%$$

The following chart illustrated the enrichment of the students' vocabulary based on the students' mean score of pre-test and post-test:

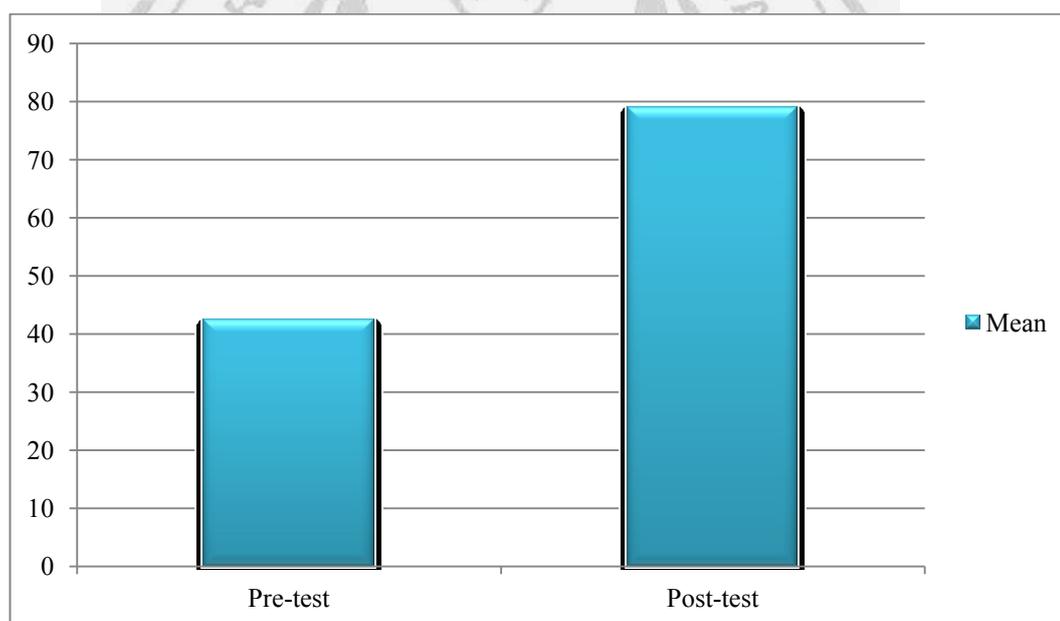
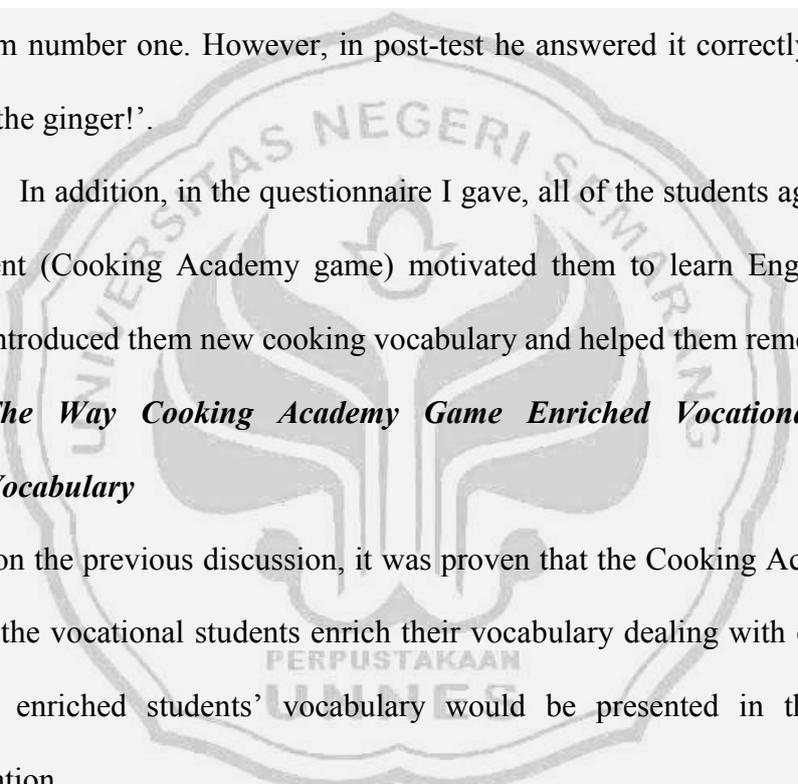


Figure 4.3

Chart of Mean of Pre-test and Post-test

According to the result and the chart, the students' vocabulary was enriched about 86.6% after given the treatment. In the pretest, before given the treatment, the participants did not know some cooking vocabulary presented in the

test item. However, after being treated with the game, in the post-test, the participants recognized some cooking vocabulary which they previously did not know in the pretest. The detailed result per test item can be seen on the appendix 19 and 20. One of the examples, before given a treatment, the S.1 could only answer 4 verbs and 7 nouns correctly. Then, after given the treatment, he could answer 15 verbs and 13 nouns. For instance, in pre-test he could not answer the test item number one. However, in post-test he answered it correctly, which was 'Grate the ginger!'.


In addition, in the questionnaire I gave, all of the students agreed that the treatment (Cooking Academy game) motivated them to learn English, and the game introduced them new cooking vocabulary and helped them remember it.

4.3.2 The Way Cooking Academy Game Enriched Vocational Students' Vocabulary

Based on the previous discussion, it was proven that the Cooking Academy game helped the vocational students enrich their vocabulary dealing with cooking. The way it enriched students' vocabulary would be presented in the following explanation.

By playing the game, the students could understand and remember new vocabulary easily. Cooking Academy game was a portable computer game containing drill and practice activities, tutorial, gaming and games, simulation, and diagnostic/remedial packages. Ediger (1999) recommended pupils learn to spell relevant words contained in computer packages to develop their vocabulary. It could help students learn new words. As in the Cooking Academy game, there

were more than fifty recipes that students could play over and over. The players must follow every instruction given in each menu. Consequently, the students had to understand it to play the game. So, by playing many menus offered in the game, the students were drilled to learn new words.

Cooking Academy game provides a good visual that could attract the players. As Poole in Mitchell and Savill-Smith (2004) computer games are seductive, deploying rich visual and spatial aesthetics that draw players into fantasy worlds that seem very real on their own terms, exciting awe and pleasure. Most of the students stated that playing the game while learning English cooking vocabulary was fun and interesting. It is implied that they enjoyed and pleased during the lesson. They also argued that the treatment was helpful. They could learn new vocabulary stimulated by visual pictures and played cooking the menus step by step, following every instruction provided. Moreover, Wright, et.al (1983: 1) stated that games can help the teachers create contexts in which the language is useful and meaningful.

4.3.3 Strengths and Weaknesses of the Treatment

According to the students' answer of the questionnaire and my field note, I could infer some strengths and weaknesses of the treatment. The explanation is presented as follows.

4.3.3.1 Strengths of the Treatment

The strengths of the students treated using Cooking Academy game in enriching students' vocabulary were:

- 1) the students could remember and understand new vocabulary easily by playing the game. They derived the words' meaning easier using the visual aids provided in the game;
- 2) the game introduced them vocabulary which frequently used in daily activities, because there were a lot of new vocabulary they found in more than fifty recipes of the game;
- 3) the game gave the students knowledge in cooking, such as new recipes and cooking techniques. It made them understand how to make a plate of sushi well, for instance;
- 4) it was fun and interesting that made them enjoyed learning English. They used to be bored when learn English; however, being treated using Cooking Academy game, it gave them such motivation to learn English.

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

4.3.3.2 Weaknesses of the Treatment

The weaknesses of the students treated using Cooking Academy game in enriching their vocabulary were:

- 1) although Cooking Academy game was interesting, once the students played the game, they would enjoy it so that they did not pay attention on the vocabulary very well;
- 2) since playing the game was fun, they enjoyed playing the game too much. It made them played the game again and again as they want;

- 3) the students had to follow the instructions and bring a little bit of enthusiasm, so they must put some passion when cooking the meals in every level;
- 4) since Cooking Academy game was a kind of computer game, not every student had a computer to get access to play the game at home.

The weaknesses using the game in teaching vocabulary could be contemplated in order to organize a better further research.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

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

5.1 Conclusions

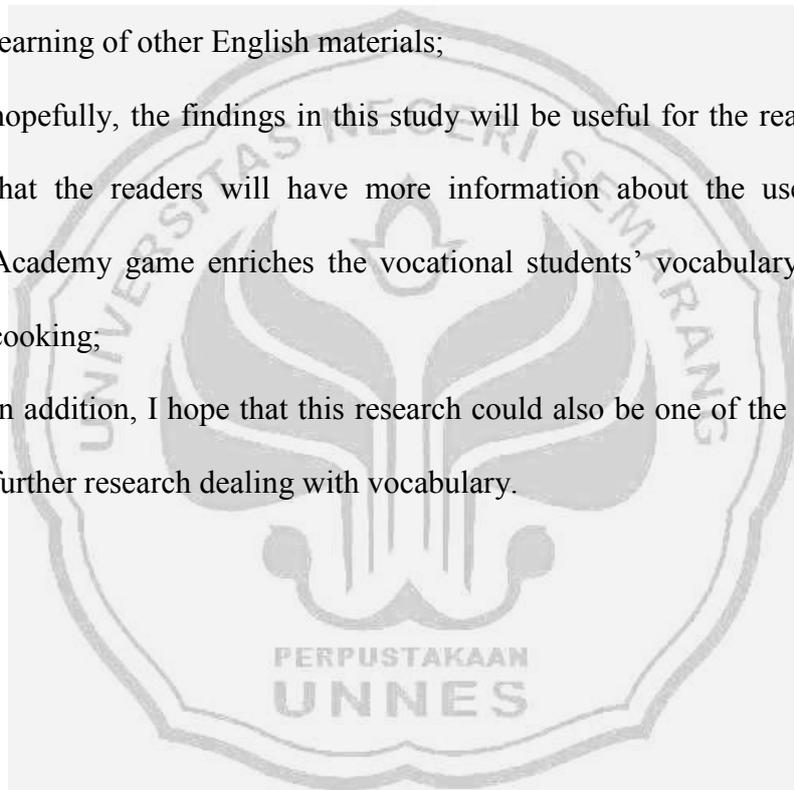
After conducting the research, there were two points which could be taken as the conclusions, they were:

- 1) according to the data analyses, I found that before given a treatment, the pre-test mean was 42.30. However, after being treated using Cooking Academy game, the mean of the post-test was 78.95. Later on, I calculated whether there was an improvement or not. The result showed that there was an improvement of the students' score at 86.6%. So, it could be concluded that there was an improvement in the vocational students' vocabulary that were taught using Cooking Academy game;
- 2) the Cooking Academy game enriched the vocational students' vocabulary dealing with cooking. By playing the game, the students could understand and remember new vocabulary easily. They could play the game while learning vocabulary. It was helpful, fun and interesting. They could also learn new vocabulary stimulated by visual pictures and play cooking the menus step by step, following every instruction provided.

5.2 Suggestions

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

- 1) Cooking Academy game is recommended to be applied as one of media to teach vocabulary for vocational students majoring in cooking. However, it will be better if it is practiced once in a week. So, it will not disrupt the learning of other English materials;
- 2) hopefully, the findings in this study will be useful for the readers. I expect that the readers will have more information about the use of Cooking Academy game enriches the vocational students' vocabulary dealing with cooking;
- 3) in addition, I hope that this research could also be one of the references for further research dealing with vocabulary.



APPENDICES



Appendix 1



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
 UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
 Gedung B, Kampus Sekaran, Gunungpati, Semarang 50229
 Telepon/Fax : (024) 8508010, email : fbs@unnes.ac.id
 Laman : http://fbs.unnes.ac.id

Nomor : 1296/UN37.1.2/LT/2013

2 Mei 2013

Lamp. :-

Hal : **Permohonan Izin Penelitian**

Yth. Kepala SMK N 1 Mojosongo
 Kabupaten Boyolali

Dengan hormat kami sampaikan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama : Jatmiko Puji Astuti
 nim : 2201409063
 jurusan : Bahasa dan Sastra Inggris
 jenjang program : S1
 tahun akademik : 2012-2013
 judul : **THE USE OF COOKING ACADEMY GAME TO ENRICH
 STUDENTS VOCABULARY**

akan mengadakan penelitian di: Lembaga / Instansi yang Saudara pimpin.

Waktu pelaksanaan : bulan Mei 2013 s.d. Selesai.

Kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan yang dimaksud.

Atas perhatian dan kerjasama Saudara kami sampaikan terima kasih.



Prof. Dr. Agus Nuryatin, M.Hum
 NIP. 1960080319890011001

Tembusan Yth.:

1. Ketjur. Bahasa dan Sastra Inggris
2. Ybs.

Appendix 2



PEMERINTAH KABUPATEN BOYOLALI
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMK NEGERI 1 MOJOSONGO

Alamat : Jl. Raya Boyolali-Solo KM.02, Tegalwire, Mojosongo, Kotak Pos 102
Telp. (0276) 321031, Fax.(0276) 322695, Boyolali – 57301

E-Mail : smkn_mojosongo@yahoo.com

http : //www.smkn1-mjs.sch.id



Form 1 IK : 4.2.3.b

SURAT KETERANGAN

Nomor : 421.5 / 815 / 80 / 2013

Yang bertandatangan di bawah ini :

Nama : Drs. Jasmanto
NIP : 19600917 198603 1 011
Pangkat / Golongan : Pembina / IV a
Jabatan : Kepala Sekolah
Unit Kerja : SMK Negeri 1 Mojosongo, Boyolali

Menerangkan bahwa :

Nama : Jatmiko Puji Astuti
NIM : 2201409063
Jurusan : Bahasa dan Sastra Inggris
Universitas : Universitas Negeri Semarang (UNNES)

Yang bersangkutan tersebut telah melaksanakan penelitian di SMK Negeri 1 Mojosongo, Boyolali mulai tanggal 04 sd 30 Mei 2013, dalam rangka penyusunan skripsi dengan judul "THE USE OF COOKING ACADEMY GAME TO ENRICH STUDENTS VOCABULARY".

Demikian Surat ini dibuat, agar dapat digunakan sebagaimana mestinya.

Boyolali, 18 Juni 2013
Kepala SMKN 1 Mojosongo



Drs. Jasmanto
NIP. 19600917 198603 1 011

Appendix 3

List of Participants and Their Attendance

Student Code	Name	Attendance					
		May 7 th	May 11 th	May 14 th	May 18 th	May 21 st	May 25 th
S.1	Anggit Pribadi	√	√	√	√	√	√
S.2	Anita Pratiwi	√	√	√	√	√	√
2.3	Choirun Musyawati	√	√	√	√	√	√
S.4	Desna Anisah P	√	√	√	√	√	√
S.5	Dessy Sri Wulandari	√	√	√	√	√	√
S.6	Erlita Octaviani Y	√	√	√	√	√	√
S.7	Etik Rohaeti Ekasari	√	√	√	√	√	√
S.8	Fathun Dwi Utami	√	√	√	√	√	√
S.9	Fia Atmaya	√	√	√	√	√	√
S.10	Fitri Fajaria Fatimah	√	√	√	√	√	√
S.11	Franikha Fajrin A	√	√	√	√	√	√
S.12	Kiki Krisnawati	√	√	√	√	√	√
S.13	Kurnia Putri S	√	√	√	√	√	√
S.14	Lasmini	√	√	√	√	√	√
S.15	Lilik Kuncorowati	√	√	√	√	√	√
S.16	Maretha Mekar P	√	√	√	√	√	√
S.17	Mei Pratiwi	√	√	√	√	√	√
S.18	Muh Rifai Setyo N	√	√	√	√	√	√
S.19	Nadia Eka Saputri	√	√	√	√	√	√
S.20	Rahmat Fajar	√	√	√	√	√	√
S.21	Ratih Dwi Hastuti	√	√	√	√	√	√
S.22	Restu Novika Sari	√	√	√	√	√	√
S.23	Risdana Agung P	√	√	√	√	√	√
S.24	Rusmiyati	√	√	√	√	√	√
S.25	Shintya Septi N	√	√	√	√	√	√
S.26	Siti Umi Saidah	√	√	√	√	√	√
S.27	Slamet Sariyanti	√	√	√	√	√	√
S.28	Timbul Wahyuni	√	√	√	√	√	√
S.29	Titik Tri Hapsari	√	√	√	√	√	√
S.30	Trias Prihatiningsih	√	√	√	√	√	√
S.31	Yessy Ayu A	√	√	√	√	√	√
S.32	Yuli Kristanti	√	√	√	√	√	√
Total		32	32	32	32	32	32

Appendix 4

QUESTIONNAIRE FOR PRELIMINARY STUDY

Nama :
Kelas :
Sekolah :

1. Mata pelajaran apa yang paling kamu sukai?

Jawab:

.....

.....

2. Apakah kamu menyukai mata pelajaran Bahasa Inggris? Mengapa?

Jawab:

.....

.....

3. Dalam pembelajaran Bahasa Inggris, materi apakah yang kamu anggap paling sulit? Berikan alasanmu!

Jawab:

.....

.....

4. Dalam pembelajaran Bahasa Inggris, materi apakah yang kamu anggap paling mudah? Berikan alasanmu!

Jawab:

.....

.....

5. Dalam pembendaharaan kosa kata bahasa Inggris, apakah kamu memahami kosa kata khusus dalam bidangmu, yaitu Teknologi Pengolahan Hasil Pertanian (TPHP)?

Jawab:

.....

.....

Appendix 5

LESSON PLAN

School : SMK N 1 Mojosongo
 Subject : English
 Class/Semester : X TPHP / 2
 Time : 2 x 45 minutes
 Skill : Reading

Competence Standard

3. *Berkomunikasi dengan bahasa Inggris setara Level Intermediate*

Basic Competence

3.1 *Memahami monolog yang muncul pada situasi kerja tertentu*

Indicators

1. Students are able to identify cooking English words dealing with preparing.
2. Students are able to identify cooking English words dealing with processing.
3. Students are able to identify cooking English words dealing with serving.

Objectivity

85% of the students are able to:

1. identify cooking English words dealing with preparing.
2. identify cooking English words dealing with processing.
3. identify cooking English words dealing with serving.

Materials

1. English cooking vocabulary in Cooking Academy game
2. The menu should the students read are:
 - First meeting:
Onion rings, bruschetta, guacamole, spinach triangle.

- Second meeting:
Egg rolls, devilled egg, sushi, cheese fondue

Learning Method

1. Question and answer
2. Explanation
3. Discussion
4. Exercise

Activities in Teaching and Learning Process

First Meeting (1 x 45 minutes)

*** BkoF**

1. Students are greeted by teacher.
2. Students' attendance is checked.
3. Students listen and pay attention to the introduction of the material given by teacher.

*** MoT**

4. Students are introduced about Cooking Academy game.
5. Students are explained how to play the game.
6. Students are given a demonstration to play the game.

*** ICoT**

7. Students are asked to play the game individually (cook four appetizers).
8. Students are also asked to understand each of the captions.
9. Students are asked to identify new vocabularies individually.
10. Students are asked to guess the meaning of the words based on the pictures.

Second meeting (1 x 45 minutes)

*** MoT**

1. Students and teacher discuss about the last game they played.
2. Students and teacher review about the words they have studied.

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

* **ICoT**

- Students are asked to play the game individually (cook another four appetizers).
- Students are also asked to understand each of the captions.
- Students are asked to identify new vocabularies individually.
- Students are asked to guess the meaning of the words based on the pictures.
- Students are given a quiz to measure their understanding of the new vocabularies.

Source and Media of Study

- Computers
- Cooking Academy game
- Laptop and LCD
- Note book

Assessment

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

	words dealing with serving.			caption.
--	-----------------------------	--	--	----------

Assessment Rubric

1. Quiz

No.	Criteria	Point
1.	Correct answer	1
2.	Incorrect answer	0

Evaluation

1. Quiz

Score : correct answer x 10

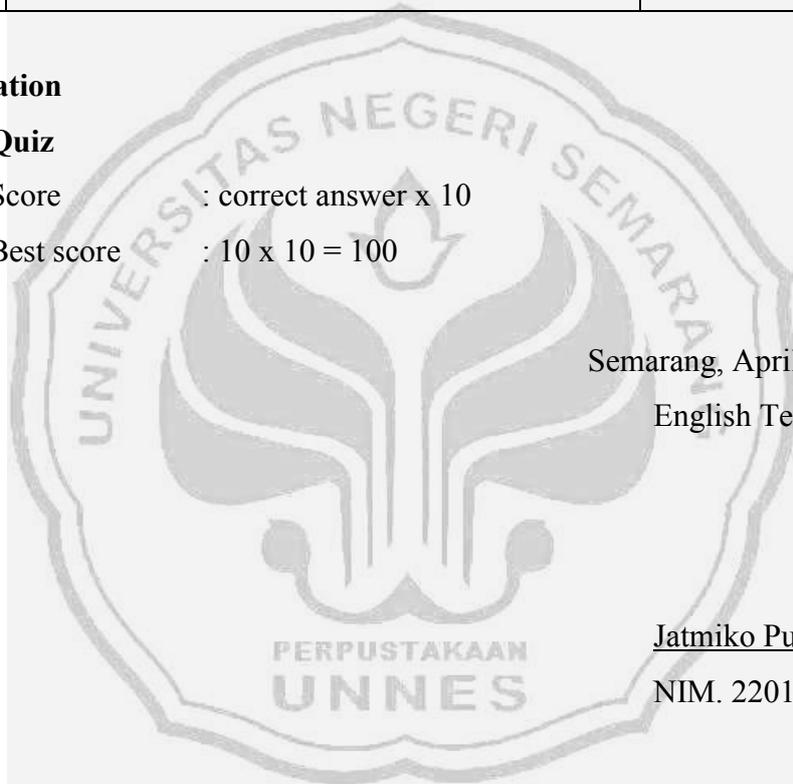
Best score : $10 \times 10 = 100$

Semarang, April 18th, 2013

English Teacher

Jatmiko Puji Astuti

NIM. 2201409063



Appendix 6

LESSON PLAN

School : SMK N 1 Mojosongo
 Subject : English
 Class/Semester : X TPHP / 2
 Time : 2 x 45 minutes
 Skill : Reading

Competence Standard

3. *Berkomunikasi dengan bahasa Inggris setara Level Intermediate*

Basic Competence

3.1 *Memahami monolog yang muncul pada situasi kerja tertentu*

Indicators

1. Students are able to identify cooking English words dealing with preparing.
2. Students are able to identify cooking English words dealing with processing.
3. Students are able to identify cooking English words dealing with serving.

Objectivity

85% of the students are able to:

1. identify cooking English words dealing with preparing.
2. identify cooking English words dealing with processing.
3. identify cooking English words dealing with serving.

Materials

1. English cooking vocabulary in Cooking Academy game
2. The menu should the students read are:
 - First meeting:
 - Pancakes, sunny side up egg, biscuits

- Second meeting:
Blueberry muffins, omelette, French toast

Learning Method

1. Question and answer
2. Explanation
3. Discussion
4. Exercise

Activities in Teaching and Learning Process

First Meeting (1 x 45 minutes)

* **BkoF**

1. Students are greeted by teacher.
2. Students' attendance is checked.

* **MoT**

3. Students and teacher discuss about the last game they played.
4. Students and teacher review about the words they have studied.
5. Students are given an opportunity to ask about everything related to the material given before continuing to the next materials.

* **JCoT**

6. Students are asked to play the game in pair (cook three menus of breakfast).
7. Students are also asked to understand each of the captions.
8. Students are asked to identify new vocabularies in pair.
9. Students are asked to guess the meaning of the words based on the pictures.

Second meeting (1 x 45 minutes)

* **MoT**

1. Students and teacher discuss about the last game they played.
2. Students and teacher review about the words they have studied.

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

* **JCoT**

4. Students are asked to play the game in pair (cook another three menus of breakfast).
5. Students are also asked to understand each of the captions.
6. Students are asked to identify new vocabularies in pair.
7. Students are asked to guess the meaning of the words based on the pictures.
8. Students are given a quiz to measure their understanding of the new vocabularies.

Source and Media of Study

1. Computers
2. Cooking Academy game
3. Laptop and LCD
4. Note book

Assessment

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

	words dealing with serving.			caption.
--	-----------------------------	--	--	----------

Assessment Rubric

1. Quiz

No.	Criteria	Point
1.	Correct answer	1
2.	Incorrect answer	0

Evaluation

1. Quiz

Score : correct answer x 10

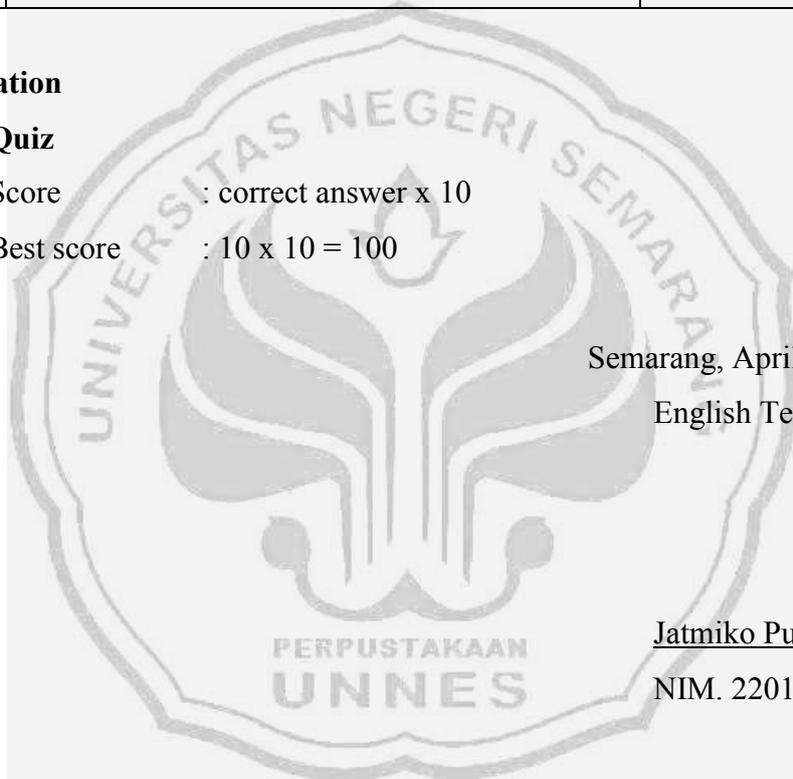
Best score : $10 \times 10 = 100$

Semarang, April 18th, 2013

English Teacher

Jatmiko Puji Astuti

NIM. 2201409063



Appendix 7

Screenshot Examples of Cooking Academy Game



(Taken from Cooking Academy game)



(Taken from Cooking Academy game)

Appendix 8

PRE-TEST

Provide an appropriate caption of the following pictures.

For example:



Answer: **Add**

rice into the pan!

Name :

Class :



1. Answer:



2. Answer:



3. Answer:



4. Answer:



5. Answer:



6. Answer:



7. Answer:



8. Answer:



9. Answer:



10. Answer:



11. Answer:



12. Answer:



13. Answer:



14. Answer:



15. Answer:



16. Answer:



17. Answer:



18. Answer:



19. Answer:



20. Answer:

Appendix 9

$$\frac{32}{8} \times 10 = 40$$

PRE-TEST

Provide an appropriate caption of the following pictures.

For example:



Answer: Add rice into the pan!

Name : Fathun Dwi Utami
Class : X.1pnp



1. Answer: ginger
✓
2



2. Answer: turn the meat!
3



3. Answer: modification of egg!
1



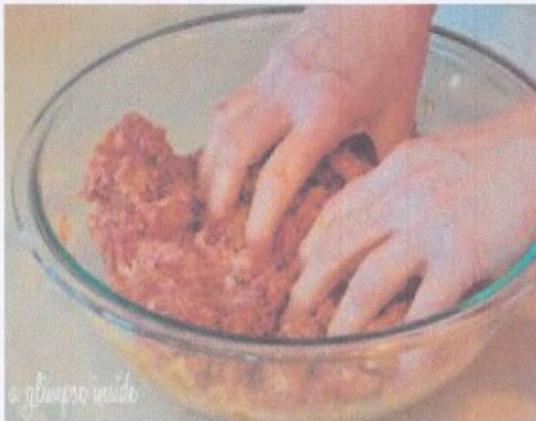
4. Answer: stir please!
✓₂



5. Answer: cup cake
✓₂



6. Answer: Lumpita
00



7. Answer: meat
✓₂



8. Answer: mix honey and powder to the bowl!
17



9. Answer: slice of vegetable
20



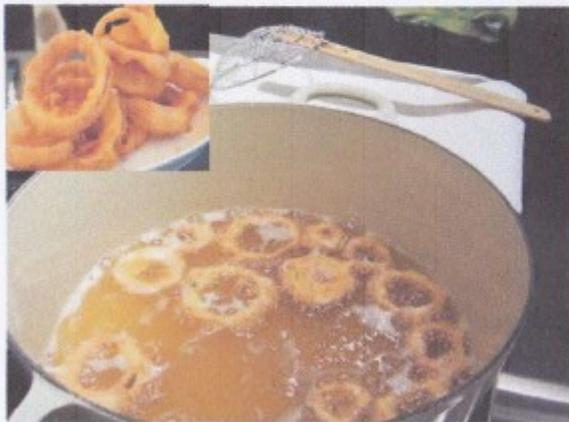
10. Answer: omlate
0



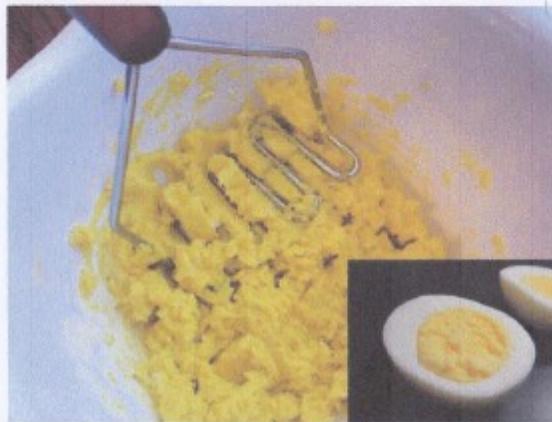
11. Answer: cut the tomato!
3



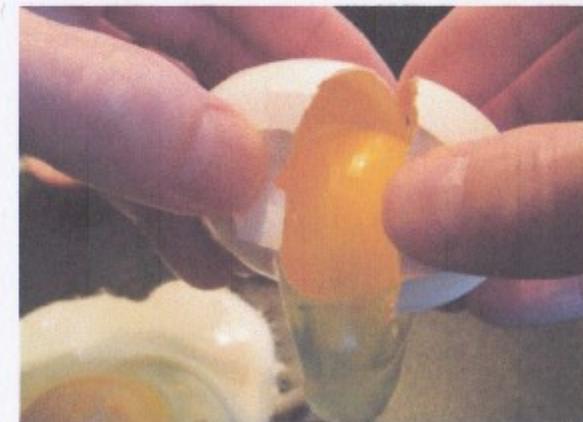
12. Answer: add rice and seaweed
3 to how porri!



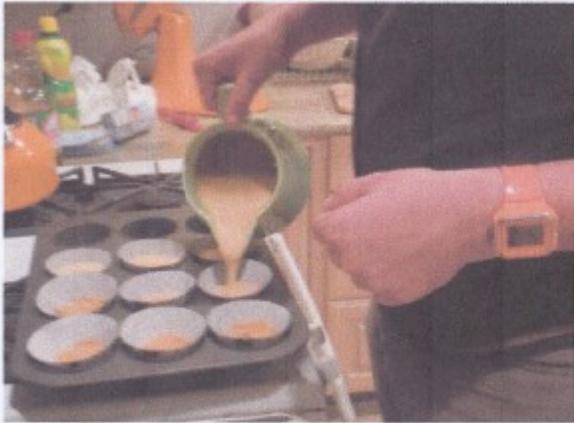
13. Answer: fried bombay
2 onion into the pan!



14. Answer: yellow egg
1



15. Answer: java egg
1



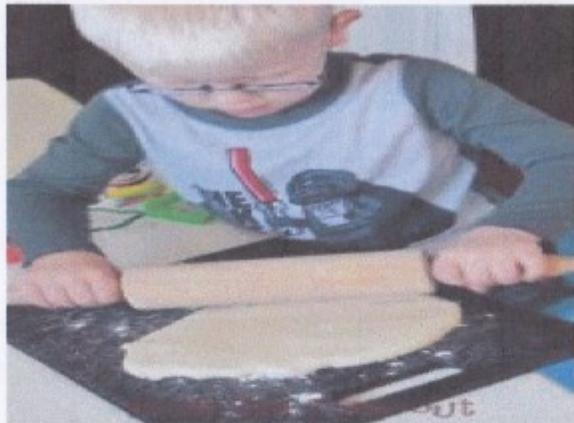
16. Answer: pour the milk
2 into small bowl!



17. Answer: fasti sushi
2 ✓



18. Answer: a slice bread
3 2



19. Answer: powder after
0 to mix some
ingredient and water!



20. Answer: nastan love
00

Appendix 10

POST-TEST

Fill the blank with the appropriate caption.

For example:



Caption: **Add rice!**

Name : _____

Class : _____



1. Caption:



2. Caption:



3. Caption:



4. Caption:



5. Caption:



6. Caption:



5. Caption:



8. Caption:



9. Caption:



10. Caption:



11. Caption:



12. Caption:



13. Caption:



14. Caption:



15. Caption:



16. Caption:



17. Caption:



18. Caption:



19. Caption:



20. Caption:

Appendix 11

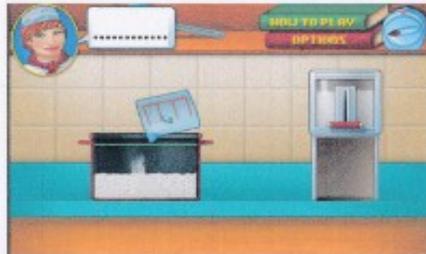
$$\frac{71}{8} \times 10 =$$

88.75

POST-TEST

Fill the blank with the appropriate caption.

For example:

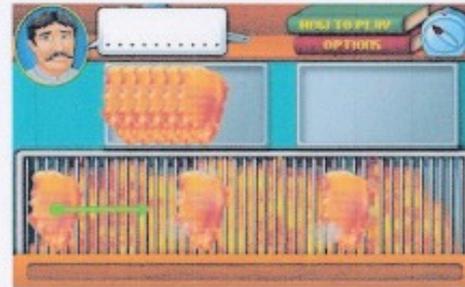


Caption: Add rice!

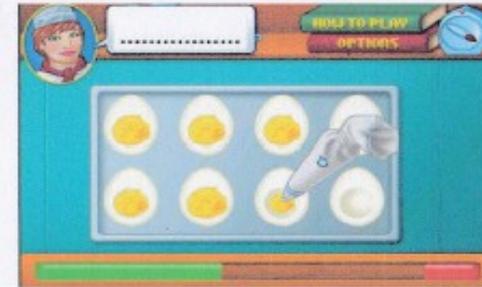
Name :Desma Anisah . R .
Class : X -TPHR / 04



1. Caption: Grate the Ginger!



2. Caption: ~~Grate~~ the meat!
Grill



3. Caption: Squeeze the egg ~~grate~~
filling!



4. Caption: *Get the ingredients!*



5. Caption: *Bake the cake!*



6. Caption: *Fold the egg roll!*



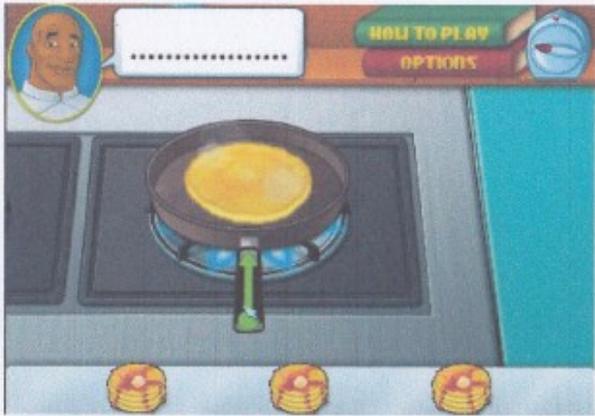
7. Caption: *Knead the ingredients!*



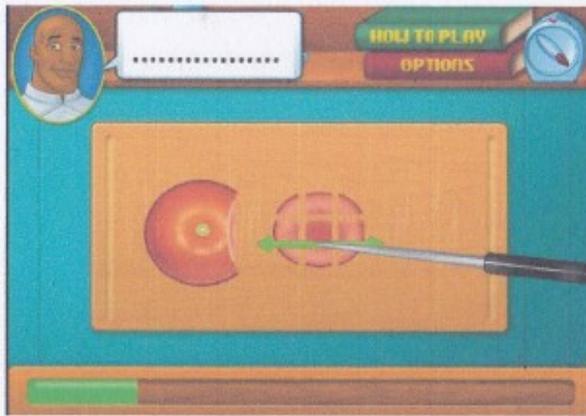
8. Caption: *add the ingredients!*



9. Caption: *Chop the bok choy!*



2 10. Caption: Fry the pancake!



3 11. Caption: slice the tomato!



4 12. Caption: spread the rice!



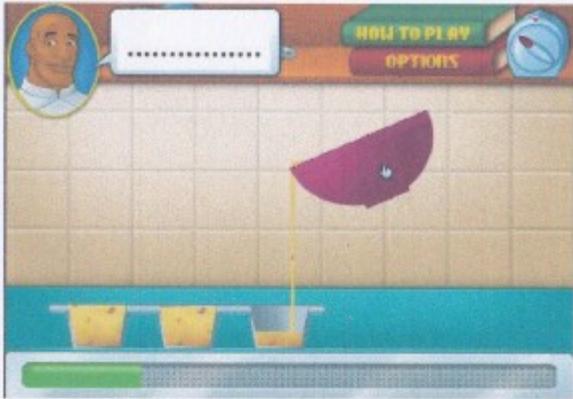
4 13. Caption: deep fry the onion ring!



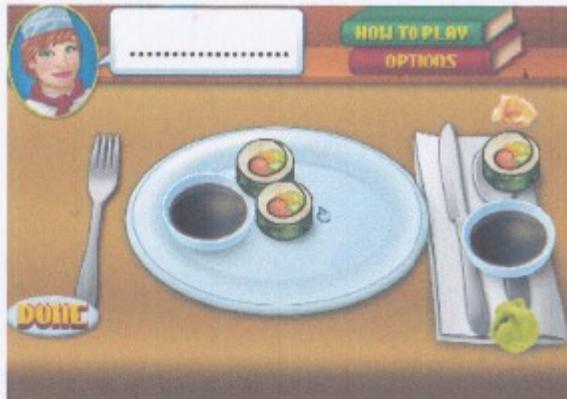
4 14. Caption: mash the egg yolk!



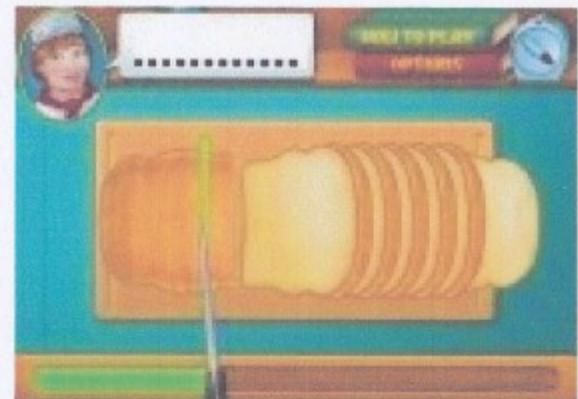
4 15. Caption: crack the egg!



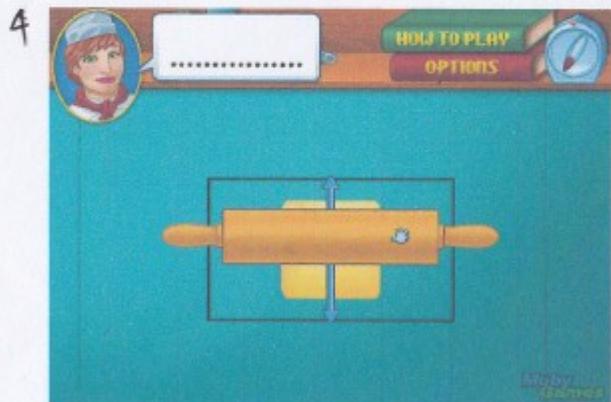
2 16. Caption: ~~Put~~ the batter!



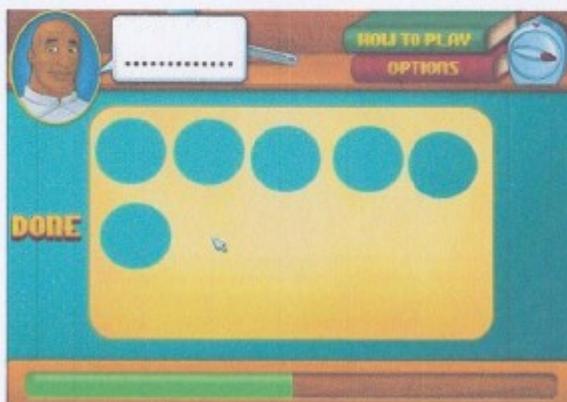
4 17. Caption: arrange the ~~sushi~~ sushi!



4 18. Caption: slice the bread!



4 19. Caption: roll the dough!



2 20. Caption: shape the dough!

Appendix 12

Quiz 1

Name :

Class :

Based on the game you previously played, write the Indonesian meaning of the following words.

Slice =

Ingredients =

Onion =

Mash =

Dough =

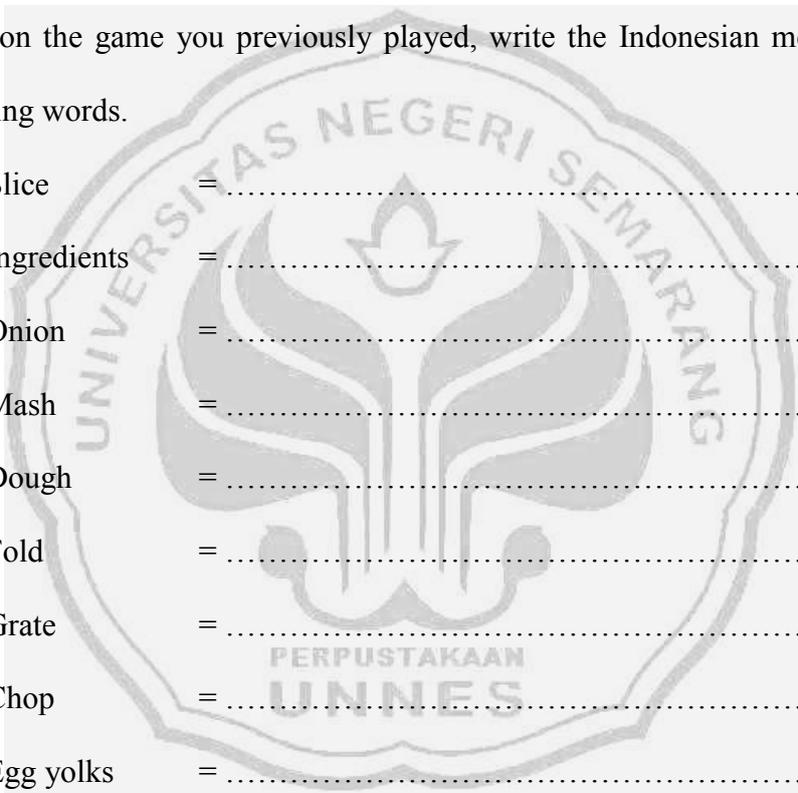
Fold =

Grate =

Chop =

Egg yolks =

Squeeze =



Appendix 13

Quiz 1

Name : Nadia Era SaputriClass : X-TPHP (19)

70

Based on the game you previously played, write the Indonesian meaning of the following words.

1. Slice = Potong X
2. Ingredients = Bahan (Komposisi) ✓
3. Onion = Bawang Putih X
4. Mash = Tumbuk ✓
5. Dough = Adonan ✓
6. Fold = Lipat ✓
7. Grate = Parut ✓
8. Chop = Menacasah ✓
9. Egg yolks = Kuning telur ✓
10. Squeeze = Bentuk (Ukuran) X

Appendix 14

Quiz 2

Name :

Class :

Based on the game you previously played, write the Indonesian meaning of the following words.

1. Crack =
2. Spread =
3. Butter =
4. Flip =
5. Knead =
6. Bake =
7. Stir =
8. Dice =
9. Batter =
10. Pour =

Appendix 15

Quiz 2

Name : *Kiki Krisnawati*Class : *X IPA (12)*

100

Based on the game you previously played, write the Indonesian meaning of the following words.

1. Crack = *pecahkan*
2. Spread = *meratakan*
3. Butter = *adonan padat margarin*
4. Flip = *membalik*
5. Knead = *meremas*
6. Bake = *panggang*
7. Stir = *aduk*
8. Dice = *potong dadu*
9. Batter = *adonan cair*
10. Pour = *tuangkan*

Appendix 16**FIELD NOTE****SCALE FOR CLASS PARTICIPATION**

1= 0%-25% of the students participate in the class form the beginning to the end.

2= 26%-50% of the students participate in the class form the beginning to the end.

3= 51%-75% of the students participate in the class form the beginning to the end.

4= 76%-100% of the students participate in the class form the beginning to the end.

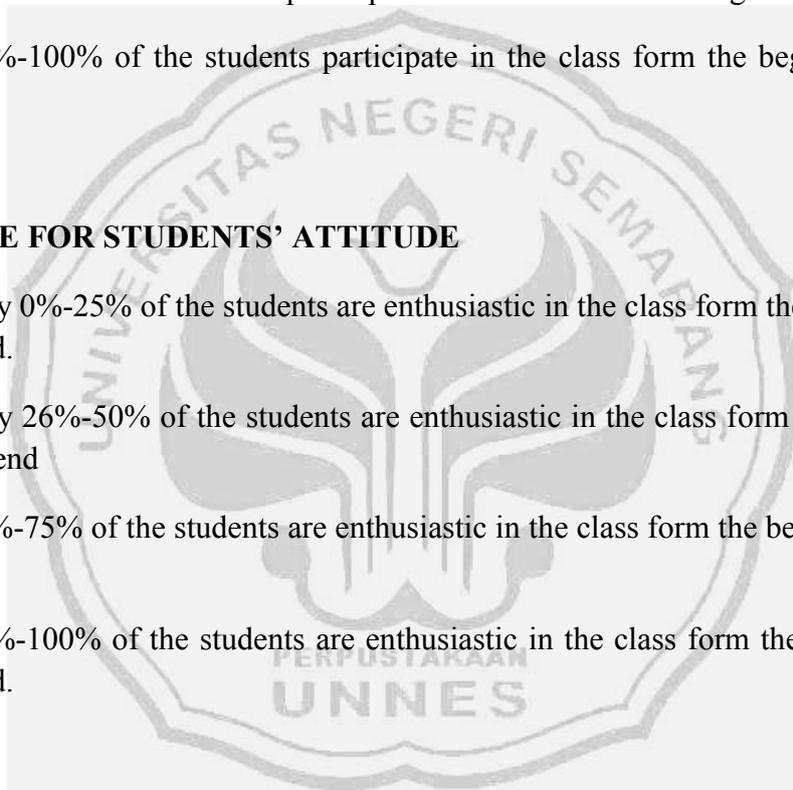
SCALE FOR STUDENTS' ATTITUDE

1= only 0%-25% of the students are enthusiastic in the class form the beginning to the end.

2= only 26%-50% of the students are enthusiastic in the class form the beginning to the end

3= 51%-75% of the students are enthusiastic in the class form the beginning to the end.

4= 76%-100% of the students are enthusiastic in the class form the beginning to the end.



Meeting : 1st meeting

Date : Saturday, May 11th, 2013

No.	Questions	Scale				Comment
		1	2	3	4	
	STUDENTS' PARTICIPATION					
1.	How was the students' attention to the lesson?	√				Only few students paid attention to the lesson.
2.	How was the students' participation during the lesson?		√			Some students actively joined the activities.
3.	How was the interaction between the students and the teacher?		√			Some students actively showed the interaction between students and the teacher.
	STUDENTS' ATTITUDE					
1.	How was the language used between the students and the teacher?	√				The students asked to the teacher using informal language.
2.	How was the students' response toward teacher's instruction?		√			The students sometimes did not pay attention to the teacher' instruction.
3.	How was the students' attitude during the lesson?		√			Some students enthusiastically during the lesson.

Average:

Students' Participation : 1.67

Students' Attitude : 1.67

Observer,



Haryadi, S.Pd

Teacher,



Jatmiko Puji Astuti

Meeting : 2nd meeting

Date : Saturday, May 14th, 2013

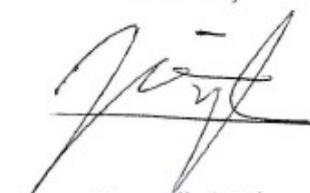
No.	Questions	Scale				Comment
		1	2	3	4	
	STUDENTS' PARTICIPATION					
1.	How was the students' attention to the lesson?		√			Some students paid attention to the lesson.
2.	How was the students' participation during the lesson?		√			Some students actively joined the activities.
3.	How was the interaction between the students and the teacher?			√		Many students actively showed the interaction between students and the teacher.
	STUDENTS' ATTITUDE					
1.	How was the language used between the students and the teacher?		√			The students sometimes asked to the teacher using informal language.
2.	How was the students' response toward teacher's instruction?			√		Many students paid attention to the teacher's instruction.
3.	How was the students' attitude during the lesson?			√		Many students enthusiastically during the lesson.

Average:

Students' Participation : 2.33

Students' Attitude : 2.33

Observer,



Haryadi, S.Pd

Teacher,



Jatmiko Puji Astuti

Meeting : 3rd meeting

Date : Saturday, May 18th, 2013

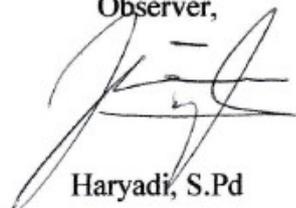
No.	Questions	Scale				Comment
		1	2	3	4	
	STUDENTS' PARTICIPATION					
1.	How was the students' attention to the lesson?			√		Many students paid attention to the lesson.
2.	How was the students' participation during the lesson?				√	Almost all of the students actively joined the activities.
3.	How was the interaction between the students and the teacher?				√	Almost all of the students actively showed the interaction between students and the teacher.
	STUDENTS' ATTITUDE					
1.	How was the language used between the students and the teacher?			√		The students often asked to the teacher politely.
2.	How was the students' response toward teacher's instruction?			√		Many students paid attention to the teacher's instruction.
3.	How was the students' attitude during the lesson?				√	Almost all of the students enthusiastically during the lesson.

Average:

Students' Participation : 3.67

Students' Attitude : 3.33

Observer,



Haryadi, S.Pd

Teacher,



Jatmiko Puji Astuti

Meeting : 4th meeting

Date : Saturday, May 21th, 2013

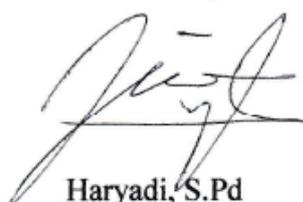
No.	Questions	Scale				Comment
		1	2	3	4	
	STUDENTS' PARTICIPATION					
1.	How was the students' attention to the lesson?				√	Almost all of the students paid attention to the lesson.
2.	How was the students' participation during the lesson?				√	Almost all of the students actively joined the activities.
3.	How was the interaction between the students and the teacher?			√		Many students actively showed the interaction between students and the teacher.
	STUDENTS' ATTITUDE					
1.	How was the language used between the students and the teacher?			√		The students often asked to the teacher politely.
2.	How was the students' response toward teacher's instruction?				√	Almost all of the students paid attention to the teacher's instruction.
3.	How was the students' attitude during the lesson?				√	Almost all of the students enthusiastically during the lesson.

Average:

Students' Participation : 3.67

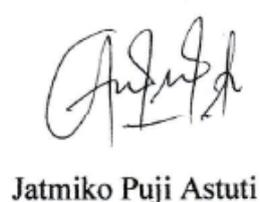
Students' Attitude : 3.67

Observer,



Haryadi, S.Pd

Teacher,



Jatmiko Puji Astuti

Appendix 17

Data of Quiz 1 Score

Name	Item Number										Total
	1	2	3	4	5	6	7	8	9	10	
Anggit Pribadi	1	1	1	1	1	1	1	1	1	1	100
Anita Pratiwi	1	0	1	1	1	0	0	1	1	0	60
Choirun Musyawati	1	1	1	1	1	0	0	1	1	0	70
Desna Anisah P	1	1	1	1	1	1	1	1	1	1	100
Dessy Sri Wulandari	1	1	1	1	1	1	1	1	1	0	90
Erlita Octaviani Y	1	1	1	1	1	0	1	0	1	1	80
Etik Rohaeti Ekasari	0.5	1	1	1	1	0	1	1	1	1	85
Fathun Dwi Utami	0.5	1	1	1	1	0	1	1	1	1	85
Fia Atmaya	1	1	1	1	1	1	1	1	1	1	100
Fitri Fajaria Fatimah	1	1	1	1	1	1	1	1	1	1	100
Franikha Fajrin A	1	1	0	1	1	1	1	1	1	0	80
Kiki Krisnawati	1	1	0	1	1	1	1	1	1	0	80
Kurnia Putri S	0	1	1	1	1	0	1	1	1	1	80
Lasmini	0	1	0	1	1	0	1	1	1	1	70
Lilik Kuncorowati	0	1	1	1	1	0	1	1	1	1	80
Maretha Mekar P	0	1	0	1	1	0	1	1	1	1	70
Mei Pratiwi	1	0	1	0.5	1	1	1	1	1	0	75
Muh Rifai Setyo N	0	1	1	1	1	1	1	1	1	0	80
Nadia Eka Saputri	0	1	0	1	1	1	1	1	1	0	70
Rahmat Fajar	0	0.5	0	1	1	1	1	1	1	1	75
Ratih Dwi Hastuti	1	1	1	1	0	1	1	1	1	0	80
Restu Novika Sari	1	1	1	1	1	1	1	1	1	0	90
Risdana Agung P	1	1	1	1	1	1	1	1	1	0	90
Rusmiyati	1	1	1	1	1	1	1	1	1	0	90
Shintya Septi N	1	1	0	1	1	1	1	1	1	1	90
Siti Umi Saidah	1	1	0	1	1	1	1	1	1	1	90
Slamet Sariyanti	0	1	0	1	1	1	1	1	1	1	80
Timbul Wahyuni	1	1	0	1	1	0.5	1	1	1	1	85
Titik Tri Hapsari	1	0	1	1	1	1	1	1	1	1	90
Trias Prihatiningsih	1	1	1	1	1	1	1	1	1	1	100
Yessy Ayu A	1	1	1	1	1	1	1	1	1	1	100
Yuli Kristanti	1	1	1	1	1	1	1	1	1	1	100
Total											2715
Mean	0.72	0.89	0.69	0.98	1	0.7	0.94	0.97	1	0.63	84.84

Appendix 18

Data of Quiz 2 Score

Name	Item Number										Total
	1	2	3	4	5	6	7	8	9	10	
Anggit Pribadi	1	1	1	1	0	1	1	1	1	0	80
Anita Pratiwi	1	1	0.5	1	0	1	1	1	1	0	75
Choirun Musyawati	1	1	1	1	0	1	1	1	0	1	80
Desna Anisah P	1	1	1	1	1	1	1	1	0	1	90
Dessy Sri Wulandari	1	1	1	1	1	1	1	1	1	1	100
Erlita Octaviani Y	1	1	0	1	1	1	1	1	1	1	90
Etik Rohaeti Ekasari	1	1	1	1	1	1	1	1	1	0	90
Fathun Dwi Utami	1	1	1	1	1	1	1	1	1	0	90
Fia Atmaya	1	1	0	1	1	1	1	1	1	1	90
Fitri Fajaria Fatimah	1	1	0	1	1	1	1	1	1	1	90
Franikha Fajrin A	1	1	0	1	1	1	1	1	1	1	90
Kiki Krisnawati	1	1	1	1	1	1	1	1	1	1	100
Kurnia Putri S	1	1	0	1	1	1	1	1	1	1	90
Lasmini	1	1	0	1	1	1	1	1	1	1	90
Lilik Kuncorowati	1	1	0	1	1	1	1	1	1	1	90
Maretha Mekar P	1	1	0	1	1	1	1	1	0	1	80
Mei Pratiwi	1	1	1	0.5	1	1	1	1	0	1	85
Muh Rifai Setyo N	1	0	1	0.5	1	1	1	1	0	1	75
Nadia Eka Saputri	1	1	1	1	1	1	1	1	0	1	90
Rahmat Fajar	1	1	1	1	1	1	1	1	0	1	90
Ratih Dwi Hastuti	1	1	1	1	1	1	1	0	0	1	80
Restu Novika Sari	1	1	1	1	1	1	1	0	0	1	80
Risdana Agung P	1	1	1	1	1	1	1	1	0	1	90
Rusmiyati	1	1	1	1	1	1	1	1	0	1	90
Shintya Septi N	1	1	1	0.5	1	1	1	1	0	1	85
Siti Umi Saidah	1	1	1	0.5	1	1	1	1	0	1	85
Slamet Sariyanti	1	1	1	1	1	0	1	1	1	1	90
Timbul Wahyuni	1	1	1	1	1	1	1	1	0	1	90
Titik Tri Hapsari	1	1	0	1	1	1	1	1	0	1	80
Trias Prihatiningsih	1	1	0	1	1	0	1	1	0	1	70
Yessy Ayu A	1	0	1	0	1	1	1	0.5	1	1	75
Yuli Kristanti	1	0	1	1	1	1	1	0.5	1	1	85
Total											2755
Mean	1	0.91	0.67	0.91	0.9	0.94	1	0.91	0.5	0.88	86.09

Appendix 19

Data Pre-test Score

Student Code	Item Number																				Total Score	Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
S.1	0	3	0	2	4	0	3	4	2	1	2	3	2	2	1	3	3	3	0	0	38	47.5
S.2	0	2	0	1	3	0	2	3	2	0	2	0	2	1	0	3	0	4	0	0	25	31.25
S.3	0	2	1	2	4	0	2	0	0	0	3	3	0	0	0	0	0	4	0	0	21	26.25
S.4	0	3	2	3	2	0	3	2	2	0	3	3	2	2	3	3	2	4	0	0	39	48.75
S.5	2	3	2	4	4	0	3	4	1	0	3	3	2	1	0	2	3	4	0	0	41	51.25
S.6	0	3	2	4	3	0	3	1	2	0	3	3	1	2	3	2	0	3	0	0	35	43.75
S.7	0	3	2	3	3	0	3	3	2	0	1	3	2	2	3	1	3	4	0	0	38	47.5
S.8	2	3	1	2	2	0	2	1	2	0	3	3	2	1	1	2	2	3	0	0	32	40
S.9	0	3	0	0	1	0	1	0	0	0	3	2	1	2	3	4	0	4	3	1	28	35
S.10	0	2	2	4	3	0	2	1	2	0	3	3	1	2	3	2	0	3	0	0	33	41.25
S.11	1	3	2	4	2	0	3	4	2	0	3	3	2	2	3	1	3	4	0	0	42	52.5
S.12	0	3	2	3	4	0	1	3	2	0	3	3	1	2	3	2	3	4	0	0	39	48.75
S.13	0	2	2	3	3	0	1	3	2	0	3	3	2	2	2	2	1	4	0	0	35	43.75
S.14	2	2	2	4	2	0	3	4	2	0	3	3	2	1	3	3	2	4	0	0	42	52.5
S.15	0	3	2	1	4	0	1	2	2	0	3	2	1	2	3	2	1	4	0	0	33	41.25
S.16	0	3	0	0	2	0	1	0	1	0	2	0	1	2	3	4	0	3	3	1	26	32.5
S.17	0	3	0	3	3	0	3	3	2	0	3	2	2	2	3	2	0	3	0	0	34	42.5

S.18	2	1	2	3	3	0	3	3	2	0	2	3	2	2	3	2	2	3	0	0	38	47.5
S.19	0	3	2	3	3	0	3	2	1	0	3	3	1	2	2	2	0	2	0	0	32	40
S.20	0	2	2	2	4	0	0	3	1	0	3	0	2	2	0	2	0	4	0	0	27	33.75
S.21	2	2	1	2	4	0	2	0	2	0	3	3	0	0	0	2	2	4	0	0	29	36.25
S.22	3	2	2	1	4	0	1	3	2	0	3	2	2	1	2	2	2	4	0	0	36	45
S.23	0	2	1	3	4	0	1	3	2	0	3	3	2	2	1	2	0	3	0	0	32	40
S.24	2	3	2	3	4	0	3	4	2	0	3	3	2	2	0	2	3	4	0	0	42	52.5
S.25	2	3	2	2	4	0	1	2	1	0	3	2	2	0	2	4	0	4	0	0	34	42.5
S.26	0	3	2	3	4	0	1	3	2	0	3	3	2	2	3	2	2	3	0	0	38	47.5
S.27	0	2	2	3	4	0	1	2	2	0	2	0	2	2	3	2	3	4	0	0	34	42.5
S.28	0	2	2	4	3	0	3	3	2	0	3	3	2	2	3	2	3	4	0	0	41	51.25
S.29	0	3	2	1	4	0	3	2	2	0	2	2	1	1	2	2	0	4	0	0	31	38.75
S.30	0	2	1	4	4	0	3	0	2	0	3	2	1	1	3	2	0	4	0	0	32	40
S.31	0	3	0	0	2	0	1	0	0	0	2	0	1	2	2	4	0	4	2	1	24	30
S.32	2	2	2	2	4	0	1	1	1	0	2	2	2	1	2	4	0	4	0	0	32	40
Mean	0.63	2.53	1.47	2.47	3.25	0	2	2.16	1.63	0.03	2.69	2.28	1.56	1.56	2.03	2.31	1.25	3.66	0.25	0.09		42.30

Appendix 20

Data of Post-test Score

Student Code	Item Number																				Total Score	Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
S.1	0	3	0	2	4	0	3	4	2	1	2	3	2	2	1	3	3	3	0	0	38	47.5
S.2	0	2	0	1	3	0	2	3	2	0	2	0	2	1	0	3	0	4	0	0	25	31.25
S.3	0	2	1	2	4	0	2	0	0	0	3	3	0	0	0	0	0	4	0	0	21	26.25
S.4	0	3	2	3	2	0	3	2	2	0	3	3	2	2	3	3	2	4	0	0	39	48.75
S.5	2	3	2	4	4	0	3	4	1	0	3	3	2	1	0	2	3	4	0	0	41	51.25
S.6	0	3	2	4	3	0	3	1	2	0	3	3	1	2	3	2	0	3	0	0	35	43.75
S.7	0	3	2	3	3	0	3	3	2	0	1	3	2	2	3	1	3	4	0	0	38	47.5
S.8	2	3	1	2	2	0	2	1	2	0	3	3	2	1	1	2	2	3	0	0	32	40
S.9	0	3	0	0	1	0	1	0	0	0	3	2	1	2	3	4	0	4	3	1	28	35
S.10	0	2	2	4	3	0	2	1	2	0	3	3	1	2	3	2	0	3	0	0	33	41.25
S.11	1	3	2	4	2	0	3	4	2	0	3	3	2	2	3	1	3	4	0	0	42	52.5
S.12	0	3	2	3	4	0	1	3	2	0	3	3	1	2	3	2	3	4	0	0	39	48.75
S.13	0	2	2	3	3	0	1	3	2	0	3	3	2	2	2	2	1	4	0	0	35	43.75
S.14	2	2	2	4	2	0	3	4	2	0	3	3	2	1	3	3	2	4	0	0	42	52.5
S.15	0	3	2	1	4	0	1	2	2	0	3	2	1	2	3	2	1	4	0	0	33	41.25
S.16	0	3	0	0	2	0	1	0	1	0	2	0	1	2	3	4	0	3	3	1	26	32.5
S.17	0	3	0	3	3	0	3	3	2	0	3	2	2	2	3	2	0	3	0	0	34	42.5

S.18	2	1	2	3	3	0	3	3	2	0	2	3	2	2	3	2	2	3	0	0	38	47.5
S.19	0	3	2	3	3	0	3	2	1	0	3	3	1	2	2	2	0	2	0	0	32	40
S.20	0	2	2	2	4	0	0	3	1	0	3	0	2	2	0	2	0	4	0	0	27	33.75
S.21	2	2	1	2	4	0	2	0	2	0	3	3	0	0	0	2	2	4	0	0	29	36.25
S.22	3	2	2	1	4	0	1	3	2	0	3	2	2	1	2	2	2	4	0	0	36	45
S.23	0	2	1	3	4	0	1	3	2	0	3	3	2	2	1	2	0	3	0	0	32	40
S.24	2	3	2	3	4	0	3	4	2	0	3	3	2	2	0	2	3	4	0	0	42	52.5
S.25	2	3	2	2	4	0	1	2	1	0	3	2	2	0	2	4	0	4	0	0	34	42.5
S.26	0	3	2	3	4	0	1	3	2	0	3	3	2	2	3	2	2	3	0	0	38	47.5
S.27	0	2	2	3	4	0	1	2	2	0	2	0	2	2	3	2	3	4	0	0	34	42.5
S.28	0	2	2	4	3	0	3	3	2	0	3	3	2	2	3	2	3	4	0	0	41	51.25
S.29	0	3	2	1	4	0	3	2	2	0	2	2	1	1	2	2	0	4	0	0	31	38.75
S.30	0	2	1	4	4	0	3	0	2	0	3	2	1	1	3	2	0	4	0	0	32	40
S.31	0	3	0	0	2	0	1	0	0	0	2	0	1	2	2	4	0	4	2	1	24	30
S.32	2	2	2	2	4	0	1	1	1	0	2	2	2	1	2	4	0	4	0	0	32	40
Mean	0.63	2.53	1.47	2.47	3.25	0	2	2.16	1.63	0.03	2.69	2.28	1.56	1.56	2.03	2.31	1.25	3.66	0.25	0.09		42.30

Appendix 21

Data of Known Words in Pre-test

Student Code	Pre-test						Score
	Verb			noun			
	correct	almost correct	incorrect	correct	almost correct	incorrect	
S.1	4	8	8	7	7	6	46.25
S.2	4	5	11	2	8	10	31.25
S.3	3	5	12	4	2	14	26.25
S.4	3	12	5	6	9	7	48.75
S.5	5	7	8	10	4	6	51.25
S.6	2	11	7	8	4	8	43.75
S.7	3	12	5	7	7	6	48.75
S.8	2	6	12	8	6	6	40
S.9	2	8	10	7	2	11	35
S.10	2	11	7	6	6	8	41.25
S.11	3	11	6	10	5	5	52.5
S.12	4	11	6	8	4	9	48.75
S.13	3	12	5	5	7	8	43.75
S.14	4	9	7	11	3	6	52.5
S.15	3	10	7	6	5	9	41.25
S.16	2	9	9	5	3	12	32.5
S.17	3	9	8	7	5	8	42.5
S.18	4	10	6	6	8	6	47.5
S.19	2	10	8	7	4	9	40
S.20	5	6	9	3	5	12	33.75
S.21	4	5	11	6	4	11	36.25
S.22	4	7	9	8	5	7	45
S.23	4	10	6	4	6	10	40
S.24	4	10	6	10	4	6	52.5
S.25	5	6	9	8	2	10	42.5
S.26	4	11	5	6	7	7	47.5
S.27	5	9	6	4	7	9	42.5
S.28	4	10	6	9	5	7	51.25
S.29	4	9	7	5	4	11	38.75
S.30	4	7	9	7	3	10	40
S.31	2	6	12	5	4	11	30
S.32	4	6	10	7	4	9	40
Mean	3.47	8.69	7.88	6.63	4.97	8.56	42.30

Appendix 22

Data of Known Words in Pre-test

Student Code	Post-test						Score
	Verb			noun			
	correct	almost correct	incorrect	correct	almost correct	incorrect	
S.1	15	3	2	13	4	3	78.75
S.2	15	3	2	12	6	2	78.75
S.3	14	4	2	16	2	2	82.5
S.4	16	2	2	18	1	1	88.75
S.5	18	1	1	13	2	5	81.25
S.6	10	7	3	13	4	3	71.25
S.7	17	2	1	14	4	2	85
S.8	15	4	1	15	3	2	83.75
S.9	13	7	0	10	4	6	71.25
S.10	14	5	1	14	5	1	82.5
S.11	11	8	1	14	5	1	78.75
S.12	11	8	1	13	6	1	77.5
S.13	12	5	3	13	2	5	71.25
S.14	16	3	1	14	2	4	81.25
S.15	16	3	1	11	4	5	76.25
S.16	14	5	1	10	6	4	73.75
S.17	11	7	2	14	5	1	77.5
S.18	13	6	1	15	4	1	82.5
S.19	11	7	2	11	8	1	73.75
S.20	14	6	0	16	3	1	86.25
S.21	17	2	1	11	4	5	77.5
S.22	18	1	1	12	4	4	81.25
S.23	14	5	1	10	5	5	72.5
S.24	11	8	1	11	4	5	70
S.25	17	3	0	14	4	2	86.25
S.26	15	4	1	14	4	2	82.5
S.27	15	4	1	15	4	1	85
S.28	17	3	0	14	3	3	85
S.29	18	1	1	11	5	4	80
S.30	16	2	2	11	5	4	76.25
S.31	14	5	1	10	5	5	72.5
S.32	15	3	2	11	5	4	75
Mean	14.47	4.28	1.25	12.91	4.13	2.97	78.95

Appendix 23

QUESTIONNAIRE

Nama :

Kelas :

1. Apakah Anda menyukai permainan *Cooking Academy* yang diberikan?

Jawab:

2. Apakah kosa kata yang diajarkan sering Anda gunakan dalam kegiatan memasak sehari-hari?

Jawab:

3. Apa manfaat dari permainan tersebut terhadap pembelajaran kosa kata memasak Anda?

Jawab:

4. Apakah metode ini dapat menambah kesukaan Anda dalam belajar bahasa Inggris? Berikan penjelasan!

Jawab:

5. Adakah kelemahan dari metode yang diberikan tersebut? Jelaskan!

Jawab:

Appendix 24

Documentation of the Activities during the Research



The situation of doing the questionnaire for preliminary study



The situation of doing the pre-test



The situation of the first activity



The situation of the second activity



The situation of doing the post-test



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