



FINAL PROJECT

**“THE INCIDENTAL VOCABULARY ACQUISITION
ON VOCABULARY GAME“**

(The Case of Seventh Grade Students of SMP N 7 MAGELANG in The
Academic Year of 2016/2017)

a final project
submitted in partial fulfillment of the requirement
for the degree of Sarjana Pendidikan
in English

by
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2017

APPROVAL

This final project entitled *The Incidental Vocabulary Acquisition on Vocabulary Game (The Case of Seventh Grade Students of SMP N 7 MAGELANG in The Academic Year of 2016/2017)* has been approved by a board of examiners and officially verified by the Dean of The Faculty of Languages Arts of Semarang State University on June, 8th, 2017.

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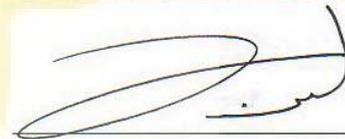
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DECLARATION OF ORIGINALITY

I, Febri Yudha Pangastuti, hereby declare that this final project entitled The Incidental Vocabulary Acquisition on Vocabulary Game (The Case of Seventh Grade Students of SMP N 7 MAGELANG in The Academic Year of 2016/2017) is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledge in the text and a list of references is given in the bibliography.

Semarang, March 2017

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MOTTO AND DEDICATION

Surely with that hardship comes more ease

(Holly Quran 94:6, Al-Inshirah)

Whatever you want to be, you have to be responsible in every step you take

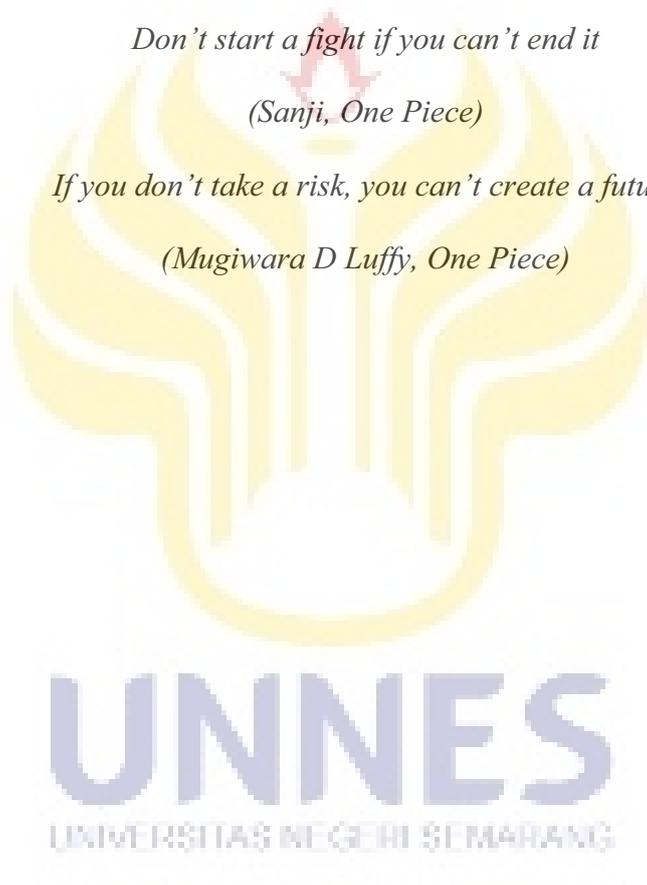
(My Father)

Don't start a fight if you can't end it

(Sanji, One Piece)

If you don't take a risk, you can't create a future

(Mugiwara D Luffy, One Piece)



To My Mother and Father

ACKNOWLEDGEMENTS

First and foremost, I would like to say “Alhamdulillahirobbil’alamin”. All praises be to Allah, the Almighty, the Most Gracious, and the Most Merciful for the blessing and mercy given to me during my study and the completion of this final project.

I am sincerely grateful to Drs. Amir Sisbiyanto, M.Hum. , as my first advisor for his patience in giving me guidance, brilliant ideas and help to finish this final project. I would also like to extend my sincere thanks to Prayudias Margawati, S.Pd., M.Hum., as my second advisor for her time in giving me a guidance to improve my final project for its perfection. Not to mention, I would like to give my deepest thank to Arif Suryo P.,S.Pd.,M.Pd as my examiner for his kindness, advices, and appreciation to my final project.

I would like to say my gratitude, appreciation, and to my beloved parents, Mr. Iskandar and Mrs. Solichatun, who give all their best to me since I was a baby until now. Then, thanks to my brother, Listio Kurniawan and my sister Iprih Covalimawati with their kids, Lita, Ariq and Ucca for the support they gave to me and thanks to my big family in Gunungpati for all their support for me.

Moreover, I would like say thankful to Mr. Budi, S. Pd. as the headmaster of SMP Negeri 7 Magelang, as the place where I conducted my research. Also to Mrs. Pangastuti Linuih, S.Pd. as the English teacher of seventh grader in the school, I thank him for all advice during conduct my research and eighth grader of SMP Negeri 7 Magelang as my subject in my research.

All my friends in English Department year 2012, there are a lot of experiences and activities during these almost 5 years with all of you and keep our friendship until forever.

My beloved friends of Mukri (Muklis Bakery) Kos with all of you I can share anything, and you can give the best advice for me.

Furthermore, for my beloved friends of “Jomblo till halal” that always share their time with me.

Special thanks to my beloved friend, Destriya Rizki Hildawati, S.Pd that always motivate me to be a good person in any situation.

Last, for all the people that I cannot mention one by one. Thank you so much for all the help you gave to me.



Febri Yudha Pangastuti

ABSTRACT

Pangastuti, Febri. 2017. *The Incidental Vocabulary Acquisition on Vocabulary Game (The Case of Seventh Grade Students of SMP N 7 MAGELANG in The Academic Year of 2016/2017)*. Final Project. English Department. Semarang State University. First advisor: Drs. Amir Sisbiyanto, M.Hum. Second advisor: Prayudias Margawati, S.Pd., M.Hum.

Keywords: *incidental vocabulary acquisition, vocabulary game, experimental study.*

Language is an important part of communication. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. This research needs to be carried out because there are still many students with difficulties in learning English vocabulary. Students are often not able to express their ideas because the lack of vocabulary. In teaching and learning process, using game is one of good techniques that could be used in the classes especially for teaching vocabulary. In this study, the writer used vocabulary game as a technique in learning and memorizing new vocabulary. The subject of this study was students of SMP Negeri 7 Magelang in the academic year 2016/2017. The writer determined the subject of the study consisting of the population and the sample.

In this study, the writer used experimental research. Based on the result of pre-test and post-test, the mean scores of the experimental group was improved from 7.03 to 7.90 and that of the control group was from 5.06 to 7.76. Thus, the alternative hypothesis which stated that “vocabulary games influence the student’s vocabulary acquisition” was accepted. During the teaching learning process, the students became active learners. They looked enjoy in learning vocabulary by using vocabulary game. This research proves that there is incidental vocabulary acquisition in vocabulary game. In the statistical analysis of the average of pre-test and post-test scores of both groups showed the improvement of students’ achievement. From the result we can conclude that incidental vocabulary acquisition not only happened in the reading process, but it can be happened in other learning process in this case is vocabulary game. Hopefully, this study can help the next researchers of vocabulary learning as their inspiration and reference to conduct their studies.

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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, reasons for choosing the topic, research problem, purposes of the study, significance of the study, limitation of the study, hypotheses and outline of the study.

1.1 Background of the Study

Language is an important part of communication. All language has words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. The coining of a new words never stop, nor does the acquisition of words. Even in our first language we are continually learning new words, and learning new, meanings for old words (Thornbury, 2002). According to Wororini, as means of communication, language is inseparable from almost every human activity. Ramelan in Wororini says that “members of social group need a means of communication, which is called language”. Language can help us to understand each other in condition by using the same language.

In this era of globalisation many people think that mastering more than one language is profitable. People have had to learn a foreign language, not just pleasing pastime, but often obtaining an education or securing employment (Ellis, 1997: 3). One of the languages that many people want to master is English, because it has important role as one of the international language. Recent years

have been rapid growth in the number of children being taught foreign language at younger age (Cameron: 2001).

For example, in Indonesia learning English is start from preschool, it shows that many parents think that English is very important for their children's future.

In learning language especially foreign language we have to mastering vocabulary, because the first step of learning language is learning vocabulary. Without knowing vocabulary we cannot communicate and understand the language properly. Ellis (1995) stated that vocabulary learning requires attention to both meaning and form. Without knowing the meaning, learner cannot understand the word. Without knowing the form, learner cannot write the word properly and it will change the meaning of word. Because, in order to guess the meanings of unknown words in context, the learner must be able to recognize on sight most of the surrounding word.

There are many factors of students' difficulty in mastering English. One of those main factors is the lack of vocabulary mastery. Teaching English vocabulary is not easy, we have to adjust it, we have to know the students character and how they learn. One of the various problems in teaching vocabulary is memorizing the new words. The problem that faced by the students in learning English vocabulary is they often have difficulties to memorize words they have learned. They didn't realize the meaning and the form. That's why most of the second language learner of English didn't interest in learning English. Teaching vocabulary is not an easy job to do especially teaching vocabulary for young

learners. This is a challenge for the teacher to make the young learner interesting in learning English.

Young learner is an active learner. They love to do an activity in a lesson, but they also get bored quickly when they find that something is not interesting anymore, especially when they feel that the exercise is difficult to do. So, it is important for the teacher to keep them motivated in a lesson. Many teachers apply various techniques in teaching English vocabulary to young learners. One of the various techniques is vocabulary game. They learn language incidentally by gaming. Through the game the learner will learn the vocabulary in passionate way incidentally. So, the student does not get bored in learning vocabulary.

Incidental vocabulary acquisition is generally defined as the “learning of vocabulary learning as the by- product of any activity not explicitly geared to vocabulary learning” and is contrasted with intentional vocabulary learning, defined as “any activity geared at committing lexical information to memory” (Hulstijn in Rieder 2003: 25). It is widely agreed that much second language vocabulary learning occurs incidentally while the learner is engaged in extensive reading. But the writers believe that incidental vocabulary acquisition can occur while the learner is playing a vocabulary game. However, incidental learning of vocabulary is still not fully understood, and many important questions remain unanswered.

1.2 Reasons for Choosing the Topic

There are several reasons why the writer chooses the topic “*The Incidental Vocabulary Acquisition on Vocabulary Game*” (The Case of Seventh grade

Students of SMP N 7 Magelang in The Academic Year they are as of 2016/2017)

follows:

- 1) This research needs to be carried out because there are still many students that had difficulties in learning English vocabulary.
- 2) Students are often not able to express their ideas because the lack of vocabulary.

1.3 Research Problems

Based on the background above, the researcher can formulate the problem in this research as follow:

1. How do the students learn vocabulary from the game?
2. How does the game influence the student's ability in learning vocabulary?

1.4 Objectives of the Study

Based on the problems stated above, the purposes of this study are:

1. To analyze how the students learn vocabulary through the game.
2. To see how the vocabulary games influencing the students ability.

1.5 Research Variables and Hypotheses

Variables:

In this study, the variables are:

1. The independent variable is the vocabulary game as a strategy in mastering English vocabulary accidentally.
2. The dependent variable is the students' achievement in mastering English vocabulary after being taught by using vocabulary game technique.

Hypothesis:

In this study, there are two hypotheses, they are:

Null hypothesis (H_0): the vocabulary game doesn't influence the student's vocabulary acquisition incidentally.

Working hypothesis (H_1): the vocabulary game influent the student's vocabulary acquisition incidentally.

1.6 Significance of the Study

Some advantages which can be gained from this study are:

1) For students

For the students of SMP N 7 Magelang, are expected to enrich their vocabulary. Students who learn English can be more understand the content of the material. Vocabulary acquisition is very important in learning language, therefore it is hoped that the students of SMP N 7 Magelang can enrich their vocabulary mastery.

2) For Teacher

It will ease the job of the teacher to teach vocabulary. The teaching will be effective and fun. The English acquisition teaching process also becomes more balanced and not only grammar-centered. Vocabulary game could help the teachers teach vocabulary easily. Teachers can create fun learning. Therefore, students can understand the material easily and doesn't get bored. The English teachers, particularly at SMP N 7 Magelang, could use new method to teach vocabulary. Hopefully it would make students easier in understanding some questions on their examination.

3) For Other Researcher

The writer hopes that this study can help the next researchers of vocabulary learning as their inspiration and reference to conduct their studies and it could be useful for the readers particularly the students of English department of UNNES .

1.7 Limitation of the Study

Chapter I consists of background of the study, reasons for choosing the topic, research problems, objectives of the study, variables and hypotheses, significance of the study, and outline of the study.

Chapter II presents the review of the related literature. This chapter concerns with review of previous studies and some theories and ideas related to the study.

Chapter III discusses the method of investigation. It includes the research design, population and sample, instrument of the study, method of collecting data, and method of analyzing data.

Chapter IV describes the results of the study based on data analysis and the discussion of research findings.

Chapter V is the conclusion and suggestions. This chapter concludes the study and provides suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter concerns with review of previous studies, review of related literature and figure of the theoretical framework.

2.1 Review of Previous Studies

There are some previous studies related to the topic. Many researchers have been done related to vocabulary mastery. It proves that vocabulary mastery is important in learning English besides grammar.

There are some researchers had conducted a study about vocabulary mastery by using the game. A final project made by Yusuf Akhyar Jauhari entitled *The Use of Bingo Game Technique to Improve Students' Vocabulary Mastery (A case Study of Eighth-Grade Students of SMPN 1 Batealit, Jepara in the Academic Year 2014/2015)*. "Bingo Game Technique" can be used to teach vocabulary by helping students to learn and memorize new vocabulary in an interesting way. "Bingo Game Technique" provides a technique of teaching which enables the students to learn actively and be involved in the whole process of teaching. The competition atmosphere to win the game is a positive factor which is able to make students passionate to be the winner. This indirectly makes students put all their attention and concentration during the learning process.

Second, Hafiah Khairunisa (2016) conducted a study about the use of Kim's game to teach vocabulary in the seventh grade students of SMPN 1 Kandeman in the academic year of 2015/2016. Kim's game is one of games which can be used

for young learners to know about new vocabulary by using some realia around their surroundings. The objectives of the study are; to describe the use of Kim's game applied to teach vocabulary at the seventh grade students of SMPN 1 Kandemanand to find out whether the use of Kim's game is effective to improve the seventh grade students' vocabulary mastery compared to conventional technique. This research showed that most of the students gave positive responses towards the use of Kim's game in their learning.

Another study entitled *The Use of Crossword Puzzle to Improve Young Learners' Vocabulary and Spelling Mastery (An Action Research in the Case of Fifth Grade Elementary School Students of SD Muhammadiyah Nitikan Yogyakarta in the Academic Year 2014/2015)* by Indah Octavina. The final project is about the use of crossword puzzle as an aid for teaching English vocabulary and spelling to the fifth graders of SD Muhammadiyah Nitikan Yogyakarta. In her study group work strategy is really good in implementing crossword puzzle to help students to improve their vocabulary and spelling skill. It means that after the students are taught by using this media and group work strategy, they got a very satisfying result.

There is also a research entitled *The Use of List-Group-Label (LGL) Strategy in Developing Students' Academic Vocabulary Mastery by Rina Ardiyanti in 2015*. The writer concludes that there is a significant difference in the students' achievement of academic vocabulary mastery between the experimental and the control groups after they got the treatment. In addition, the percentage of the students' improvement in mastering academic vocabulary has been determined

which suggests that List-Group-Label strategy is an effective strategy which contributes to the students' academic vocabulary mastery. The treatment which is given to the experimental group affects the students' academic vocabulary mastery. It can be applied easily in the teaching and learning process and make the students participate in the learning activities actively.

According to those previous studies, it can be concluded that teaching vocabulary by using interesting media or technique is important for it is effective to improve the students' vocabulary mastery. Thus, the writer wants to conduct an experiment study using

2.2 Review of the Theoretical Studies

This subchapter discusses some theories which support this study. The writer takes some relevant theories related to the topic from many sources.

2.2.1 Vocabulary

Vocabulary is one of the important part of learning language that should be mastered by English learners. According to Guvendir and Gezgin (2015) vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary addresses single lexical items- words with specific meaning(s)—but it also includes lexical phrases or chunks. Meanwhile, Hanson and Padua (5,), vocabulary refers to words we use to communicate in oral and print language. In addition, Thornburry (2002:4) states that there are two kinds of vocabulary or words. They are grammatical words (or function words) and content words.

Furthermore, Hornby (2006: 1645) defines vocabulary as:

- 1) All the words that a person knows or uses;
- 2) All the words in a particular language;
- 3) The words that people use when they are talking about a particular subject;

Based on the definitions above, it can be inferred that vocabulary is a set of words that has meaning in particular language and it is used to learn , communicate and express our feeling and opinion. Without mastering vocabulary, it is impossible to master English well.

2.2.1.1 Teaching Vocabulary

Teaching English vocabulary is not easy, we have to adjust it, we have to know the students character and how they learn. Many teachers apply various techniques in teaching English vocabulary to the students. So, that the students does not get bored in learning vocabulary. According to Hatch and Brown (in Cameron 2001:84) describe five ‘essential steps’ in vocabulary learning based on research into learners’ strategies:

- 1) Having sources for encountering new words;
- 2) Getting a clear image, whether visual or auditory or both, for the forms of the new words;
- 3) Learning the meaning of the words;
- 4) Making a strong memory connection between the forms and meanings of the word;
- 5) Using the words

Teaching vocabulary has an important role in speaking, reading, writing, and listening. Two key ideas for teaching that have emerged are that the linking of word and meaning in connected networks can be exploited for meaning and memorising, and that recycling previously met words in varied contexts and activities is essential to keep learnt words active. Vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learnt from participating in discourse, and is essential to participating in it. Learning vocabulary is a process that continues, so it needs to happen over and over again, so that we can learn and remember something new. Vocabulary needs to be met and recycled at intervals, in different activities, with new knowledge and new connections developed each time the same words are met again (Cameron, 2001).

2.2.1.2 Game in Teaching Vocabulary

There are many kinds of media that can be used in learning vocabulary. Many teachers apply various techniques in teaching English vocabulary to the learners. One of the various techniques is vocabulary game. They learn language incidentally by gaming. Through the game the learner will learn the vocabulary in a passionate way incidentally. Park (2012), stated that the positive effect of game-based learning already discussed and explored by various researchers, it is said that playing games can promote students' achievement, through special subject education which support by selected games.

According to Sanchez, et al (2007):

Games are used as simple recreational activities most of the time, but they are not always that simple. They have a reason for being. While performing games, there is always competition to win, rules to follow, and enjoyment to experience. These activities help teachers to create a

better a teaching-learning process. They could be presented at different stages of the class at the appropriate moment to create a positive atmosphere while learning without thinking about learning. Teachers should decide carefully when and what kind of games students are going to perform by analysing different factors such as the aim of the game, the students' level of English, and students' age, among others. It would be easy to say that a game is something simple to apply or use. However, there are several factors that make this simple activity a difficult one. Before the application of games, role-plays, drills, and any other kind of activity in class, teacher should have a plan and clear process that will allow them to achieve the aim of the mentioned activities, as this is the key for successful learning.

Based on the theories above, I conclude that game can help the students to learn the vocabulary easily by incidental vocabulary acquisition. It can be very useful to teach some new vocabularies with fun and help the teachers to create a better a teaching-learning process.

2.2.1.3 Incidental Vocabulary Acquisition

Incidental vocabulary acquisition is generally defined as the “learning of vocabulary learning as the by- product of any activity not explicitly geared to vocabulary learning” and is contrasted with intentional vocabulary learning, defined as “any activity geared at committing lexical information to memory” (Hulstijn in Rieder 2003: 25). It is widely agreed that much second language vocabulary learning occurs incidentally while the learner engage in extensive reading after a decade of intensive research, however, the incidental learning of vocabulary is not fully understood, an many questions remains unsettled (Huckin and Coady, 1999). Incidental vocabulary acquisition by gaming can motivate the students to learn a new vocabulary in passionate way. When they are playing the vocabulary game, incidentally they learn some new vocabulary. It can be an

effective way to teach some new vocabulary to the students. They can play and learn in the same time.

According to Ellis in Rieder (2003):

The most comprehensive account of implicit/explicit learning processes in incidental vocabulary acquisition available to date. Ellis develops a theory for L1 as well as L2 vocabulary acquisition in the framework (see diagram 2), and bases his arguments on an extensive body of experimental psycholinguistic research in the fields of vocabulary and intelligence, implicit memory and global amnesia. His resulting claims are that both implicit and explicit learning mechanisms are involved in incidental vocabulary acquisition: while the acquisition of a word's form, collocations and grammatical class information are said to involve implicit processes, acquiring a word's semantic properties and mapping word form to meaning are claimed to result from explicit learning processes.

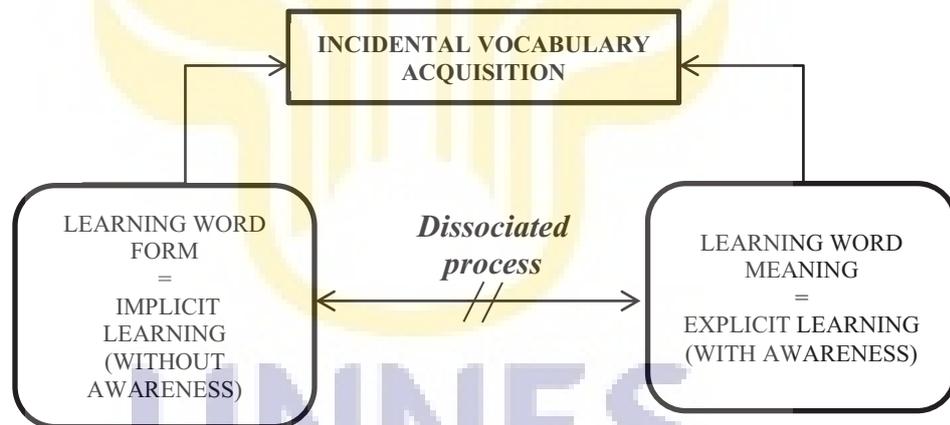


Diagram 1: Ellis's view of implicit/explicit learning in incidental vocabulary acquisition

2.3 Theoretical Framework

In conducting the present study entitled “The Influence of Vocabulary Game on Incidental Vocabulary Acquisition “(The Case of Seventh Grade Students of SMP N 7 Magelangin the Academic Year of 2016/2017)the writer concerns to the

students' vocabulary achievement. In her study, she uses a quasi-experimental design. She divides the subject of the study into two groups, experimental group and control group. In the experimental group, the writers teach the students by using vocabulary game, while in the control group, the writer teaches the students by using conventional technique. When conducting the study, the writer designs vocabulary test as the main instrument to collect the data from both groups and to compare the effectiveness of two techniques in improving students' vocabulary mastery. Besides, to get more additional information on the students' perceptions and interests of the implementation of vocabulary game that could not be noted by the tests, the writer uses questionnaire.

Before the writer gives a treatment, the pre-test is given for both groups to measure students' basic ability on vocabulary mastery. After giving the treatment, she gives post-test in both groups to measure the significant differences of students' vocabulary mastery between experimental group and control group. The questionnaire is given to the experimental group only.

After finding the result of the test, the writer calculates the computation of the mean score using the t-test formula. The mean scores are compared in order to know whether there is a significant difference between the post test of the two groups or not and to know which one is more effective to teach vocabulary. The theoretical framework of the present study visualized below:

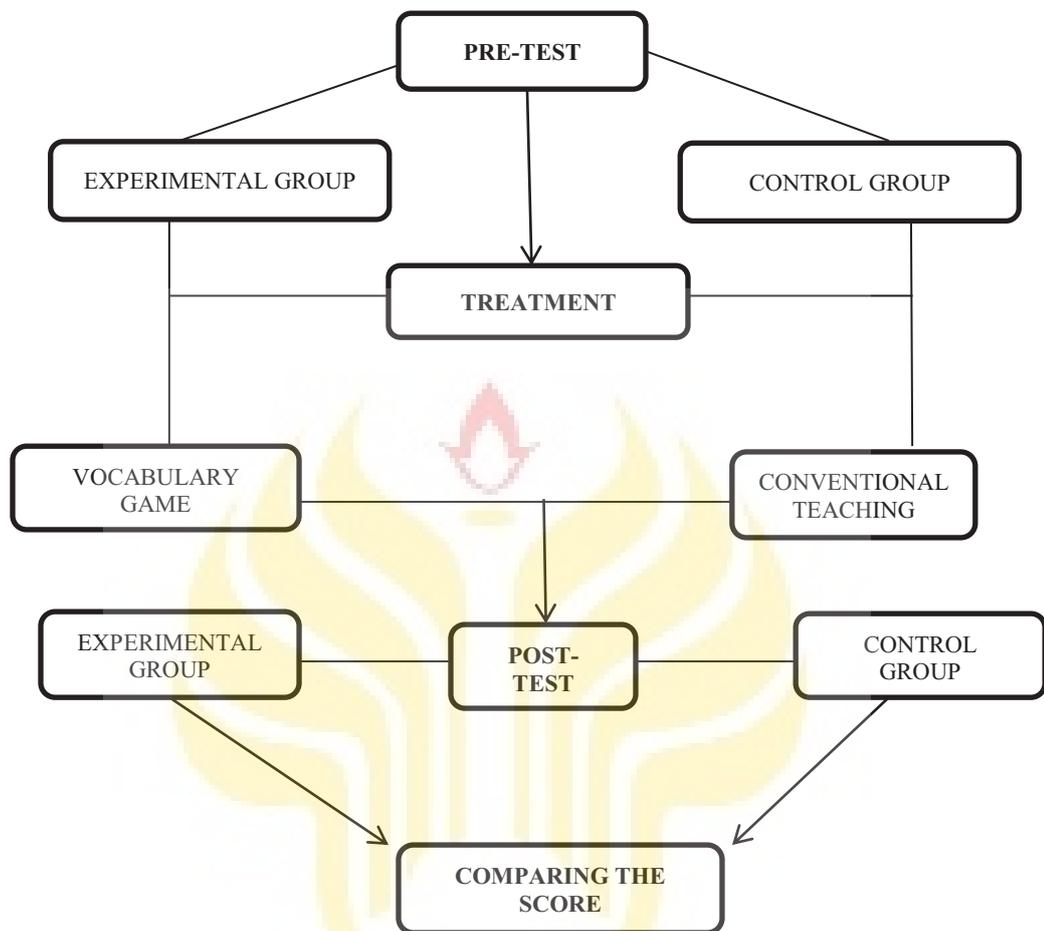


Diagram 2: Theoretical Framework

CHAPTER V

CONCLUSION AND SUGGESTIONS

This last chapter presents the conclusion of the study and some suggestions based on the discussion of data analysis and research findings in the previous chapters.

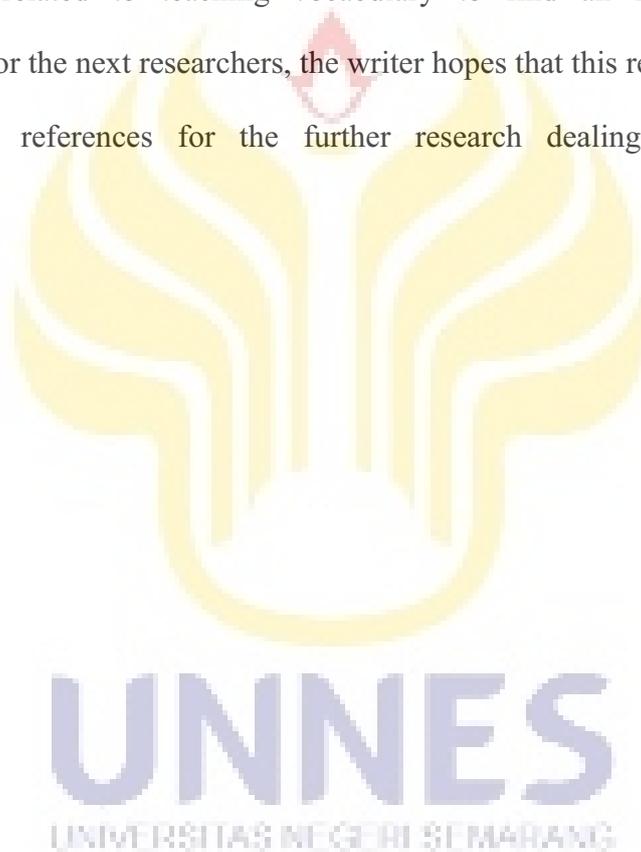
5.1 Conclusion

Based on the conducted research and discussion in the previous chapter, the conclusion can be drawn that there was an incidental vocabulary acquisition in the experimental and the control groups. It was proved by the result of the two tests; pre-test and post-test where the experimental group got better achievement than control group. In the statistical analysis of the average of pre-test and post-test scores of both groups showed the improvement of students' achievement. By using game in group the students can enjoy the game and also the learning material. They incidentally learn some new vocabularies without pressure. Vocabulary game helps them to remember the new vocabulary in interesting way. They also actively answer the question with more confidence. From the result the writer concludes that incidental vocabulary acquisition not only happened in the reading process, but also it happened in other learning process in this case is vocabulary game.

5.2 Suggestion

Based on the conclusion above, the writer would like to offer some suggestions; Vocabulary game will motivate the students in learning English vocabulary in fun way. The teacher should improve their knowledge about vocabulary and the

teacher should have creativity to create good learning media especially vocabulary game for the students to make them relax and interest in learning English. The school has to improve their facility to support the creativity of both students and teachers. If they don't have any good facilities the learning process will be not maximal. Hopefully, this research would be useful for the teachers and the researchers related to teaching vocabulary to find an interesting learning technique. For the next researchers, the writer hopes that this research could be the one of the references for the further research dealing with vocabulary.



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