



**THE EFFECTIVENESS OF *FAST HAND GAME* TO IMPROVE
STUDENTS' VOCABULARY**

A Quasi-Experimental Study of the Seventh Grade of SMP N 1 Bae in the
Academic Year of 2018/2019

A Final Project

Submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

by

Widia Dwi Berliana

2201414024

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SEMARANG
2019**

APPROVAL

APPROVAL

This final project, entitled The Effectiveness of Fast Hand Game to Improve Students' Vocabulary, has been approved by a board of Examination of the English Department and officially verified by the Dean of Faculty of Languages and Arts of Universitas Negeri Semarang on May 2019.

Board of Examination:

1. **Chairman**

Dr. Hendi Pratama, S.Pd., M.A.
NIP. 198505282010121006



2. **Secretary**

Galuh Kirana Dwi Areni, S.S., M.Pd.
NIP. 197411042006042001



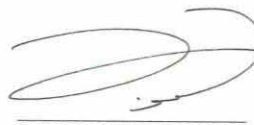
3. **First Examiner**

Prof. Dr. Abdurrahman Faridi, M.Pd.
NIP. 195301121990021001



4. **Second Examiner**

Arif Suryo Priyatmojo, S.Pd., M.Pd.
NIP. 198306102010121002



5. **Third Examiner/First Advisor**

Rohani, S.Pd., M.A.
NIP. 197903122003121002



Approved by

The Dean of Faculty of Languages and Arts



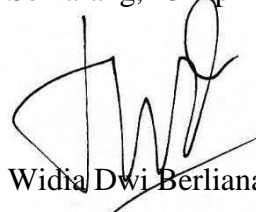
Prof. Dr. Muhammad Jazuli, M.Hum

NIP. 196107041988031003

DECLARATION OF ORIGINALITY

The writer, Widia Dwi Berliana hereby declare that this final project entitled *The Effectiveness of Fast Hand Game to Improve Students' Vocabulary (A Quasi-Experimental Study of the Seventh Grade of SMP N 1 Bae in the Academic Year of 2018/2019)* in her own work and has not been submitted in any form for another degree or diploma at any university or another institute of tertiary education. Information derived from published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, 23 April 2019



Widia Dwi Berliana

NIM. 2201414024

MOTTO AND DEDICATION

“LAA HAWLA WA LAA QUWWATA ILLA BILLAH”

(HR. BUKHARI no. 7386)

THERE IS NEITHER POWER NOR ABILITY SAVE BY

ALLAH ‘AZZA WA JALLA

To:

My beloved abati

My queen ummi

My dear brother

My lovely friends

ACKNOWLEDGEMENT

Bismilla hir-rahman irraheem, in the Name of Allah ﷻ, the Beneficent, the Merciful. All praise is due to Allah ﷻ, Lord of the worlds for blessing and mercy given to me during my study and the completion of this final project. Sending blessings (Salat and Salam) on our prophet Muhammad ﷺ who guides the people to Allah's path.

My sincere gratitude is to all people contributed to my final project writing. I would like to express my deep sense of gratitude to Mr. Rohani, S.Pd., M.A. as my decent advisor for giving me valuable and continues guidance, advice, correction, helps as well as encouragement in making and complementing this final project. My honor also goes to all lecturers of the English Department, and all staff of the English Department for providing the best management and service.

My special thank is also addressed to the principal of SMP N 1 Bae, who allowed me to conduct the study and the seventh graders of SMP N 1 Bae for their great contributions for this study.

I would like to dedicate my deepest gratitude to the greatest people, abati, ummi and my brother who always support and pray for me. Also, my special thanks belong to all my best friends. Jazakumullah Khairan Katsiran.

Finally, I have a great expectation that my final project will be beneficial and useful for those who are interested in.

The Writer

ABSTRACT

Berliana, Widia Dwi. 2019. *The Effectiveness of Fast Hand Game to Improve Students' Vocabulary (A Quasi-Experimental Study of the Seventh Grade of SMP N 1 Bae in the Academic Year of 2018/2019)*. Final Project. English Department. Faculty of Languages and Arts. Universitas Negeri Semarang. The advisor Rohani, S.Pd., M.A.

Key Words: *Vocabulary, Fast Hand Game, Quasi-Experimental Research.*

This study aimed to describe the effectiveness of Fast Hand game in improving students' vocabulary. This research was quasi-experimental research. The subjects of the study was the seventh grade students of SMP N 1 Bae in the academic year of 2018/2019. There were two groups given different treatments. The experimental group, VII G, consisted of 31 students was taught in Fast Hand game, and the control group, VII B, consisted of 31 students was taught in using conventional method. The results of this study showed that the mean score of the pre-test and post-test in the experimental group (69.13 to 84.84) while the control group (67.62 to 78.92). Moreover, the result of the *t*-test was 0.038 (lower than 0.05) and t_{table} was 2.000, then the result from *t*-value was 2.125. It can be concluded that there was significant difference from both of groups. It resulted that Fast Hand game is more effective to use in improving students' vocabulary.

TABLE OF CONTENTS

APPROVAL	ii
DECLARATION OF ORIGINALITY	iii
MOTTO AND DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic	3
1.3 Research Problem.....	4
1.4 Purposes of the study.....	4
1.5 Hypotheses of the Study.....	4
1.6 Significances of the Study	5
1.7 Scope of the study	5
1.8 Definition of Key Terms	6
1.9 Outline of the Study	9
REVIEW OF RELATED LITERATURE.....	12
2.1 Review of the Previews Studies	12
2.1.1 Studies on the Use of Game to Improve Students’ Vocabulary	12
2.1.2 Studies on the Use of Computer Online Game to Improve Students’ Vocabulary.....	14
2.1.3 Studies on the Use of “Games to Learn English” to Improve Students’ Vocabulary.....	16
2.2 Theoretical Reviews	18
2.2.1 Vocabulary	18
2.2.2 Kinds of Vocabulary	19
2.2.3 Learning Vocabulary.....	19
2.2.4 General Knowledge of Games to Learn English	21
2.2.5 Fast Hand Game.....	22
2.3 Theoretical Framework	24

RESEARCH METHODOLOGIES.....	26
3.1 Research Design	26
3.2 Subject of the Study	27
3.2.1 Population	27
3.2.2 Samples	27
3.3 Research Variables	28
3.3.1 Independent Variable	28
3.3.2 Dependent Variable.....	28
3.4 Instrument for Collecting Data.....	28
3.5 Method of Collecting Data	29
3.5.1 Try-Out	29
3.5.2 Pre-Test	33
3.5.3 Treatment	34
3.5.4 Post-Test	34
3.6 Method of Analyzing the Data	34
3.6.1 Scoring Technique	34
3.6.2 Normality	35
3.6.3 Homogeneity.....	36
3.6.4 T-Test Statistical Analysis	36
FINDINGS AND DISCUSSIONS.....	38
4.1 The Effectiveness of Fast Hand Game in Improving Students’ Vocabulary	38
4.1.1 Result of Try-Out Test	39
4.1.2 Result of the Pre-Test.....	44
4.1.3 Result of the Post-Test	46
4.1.4 T-Test Analysis of Post-Test	48
4.2 The Analysis of Pre-Test and Post-Test	49
4.2.1 Pre-Test and Post-Test Difference of Experimental Group	49
4.2.2 Pre-Test and Post-Test of the Control Group.....	49
4.3 Discussion of the Test Result	50
CONCLUSIONS AND SUGGESTIONS.....	54
5.1 Conclusions	54

5.2	Suggestions.....	55
	REFERENCES.....	56
	APPENDICES	60

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It covers the background of the study, reasons for choosing the topic, research problem, purpose of the study, hypotheses of the study, significance of the study, the scope of the study, definition of key terms and outline of the study.

1.1 Background of the Study

We communicate effectively with our words, gestures, and tone of voice in a multitude of situation. People need a language to interact with each other. Language is not just mean of talking or writing, but it is also to express the feeling. Humans usually interaction using words so this is very important to know that vocabulary is one of the important things in language teaching, because without vocabulary students' cannot speaking, writing, and understand others or express their own ideas. According to Nation (2001) "Further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and conversely, language use leads to an increase in vocabulary knowledge".

Difficulties in the English language is the lack of vocabulary which resulted in a person who cannot speak English well. Learning English vocabulary had been started from elementary school. In this age, the students' can accept the materials of vocabulary well. It will be difficult to be understood for students' who lived in Indonesia because the Indonesian students' are not using the English language in

daily life. The students' must be familiar with improving and expanding English vocabulary. Wilkins (1972) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Studying English vocabulary in class without any interesting activity will make students' get bored. Learning English vocabulary for students' will be easier by using a variety of techniques such as listening to music, watching movies, reading storybooks and playing games.

The writer interest in using a game as a method to improve students' English vocabulary. Games are an effective technique to improve students' vocabulary because they learn English in a different way by making it fun. Huang (1996:1) in Huyen and Nga (2003) their journal explained that learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence. Games as one of the effective techniques in teaching vocabulary.

In this case, the writer will use a game called "Fast Hand" as a media in teaching English vocabulary. Fast Hand in Games to Learn English is a popular diversion to learn English. It is simple and amusing to play. It causes understudies' to enhance their vocabulary with in excess of 500 vocabulary things altogether and feel energized. This amusement was made by Owen Dwyer who work for a college in the South of China with the exception of the sound which was voiced by Xi'an.

The point of this amusement is to give a spot to the students to rehearse English funny.

Students' should enjoy in learning vocabulary because of the game as a media that provide the context in learning vocabulary. Learning vocabulary through games had attained a lot of attention especially it helping students' improving words in different ways. Donmus (2010) believed that the value of educational games has been increasing in language education since they help to make language education entertaining (p.1297).

The writer using "Fast Hand" game to improve students' vocabulary in SMP N 1 Bae especially for the seventh grade. The students' of SMP N 1 Bae got problems on learning English vocabulary, so the writer teaches using a game to make the students' easier improving English vocabulary.

1.2 Reasons for Choosing the Topic

In this study, the writer chooses Improving Students' Vocabulary Using Fast Hand in Games to Learn English (A Quasi-Experimental Study of the Seventh Grade of SMP N 1 Bae in the Academic Year of 2018/2019) for the topic with the following reasons:

First, vocabulary is the important things for students' learning English as a foreign language. It is because vocabulary is one of the element to connect listening, speaking, reading and writing skills. If students' know well about vocabulary it makes them easier to listen, speak, read and write in English.

Second, a game is the one techniques to make students easier learning English as a foreign language. The students' is more interest in studying activity and the game can be used to encourage their motivation to improve vocabulary. The game is not only for fun but also it can be used to learn the English language.

Third, Fast Hand in Games to Learn English is an interesting way of learning a foreign language. The students will know many words in this game through a different way to learn English vocabulary.

1.3 Research Problem

The research problem of the study is as the following:

How effective is the use of Fast Hand game to improve students' vocabulary of the seventh grade of SMP N 1 Bae in the academic year 2018/2019?

1.4 Purposes of the study

The purposes of the study in this research are:

To find out the effectiveness of Fast Hand game in improving students' vocabulary of the seventh grade of SMP N 1 Bae in the academic year 2018/2019.

1.5 Hypotheses of the Study

Working Hypotheses: There is a significant difference of the students' vocabulary using Fast Hand game in the seventh grade of SMP N 1 Bae in the academic year of 2018/2019.

1.6 Significances of the Study

In the term of this research, the writer having three significances of the research can be stated as follows:

Theoretically, this research will be useful in the class because it is the new strategy of teaching so that it can make the students motivated and easily improving English vocabulary. Moreover, it can give information to teachers about Fast Hand game to improve students' English vocabulary. Practically, the result of this research will be useful for both English teacher and students to improve students' vocabulary. Pedagogically, it can give contribution and useful. This study could inform the reader about Fast Hand game to improve students' English vocabulary. In hope, it would be useful for the other researcher who want to investigate the same topic.

1.7 Scope of the study

The scope of this study is as the following:

First, this research only conducted at the seventh-grade students' of SMP N 1 Bae in the academic year 2018/2019.

Then, the researcher focuses on implementing Fast Hand game to improve students' vocabulary.

1.8 Definition of Key Terms

The writer will draw the definition of some terms used in this research to avoid ambiguity and to make the reader easier to understand this research.

1. Fast Hand Game

Susan (2006) states that game is a competitive activity played according to rules within a given context, where players meet a challenge in their attempt to accomplish a goal and win. According to Urdang (2001) a game is a competitive activity involving ability, chance, or endurance played according to rules. The competitive nature of a game and the elements that involve ability, chance, or endurance are keys to making a game. Dwyer (2010) Fast Hand Game is a computer game that focusing on English vocabulary items. There are vocabulary items in this game such as transports, numbers, colors, furniture, animals, foods, jobs, cities etc. Students listen to the sound and read the word and then click on the matching pictures. Students can choose the content that they want to play with and there are more than 500 English vocabulary items in total. According to Trihandayani (2016) Fast Hands is a game for learning English focusing on vocabulary items. In this game, you listen to the sound or read the word and then click on the matching pictures. From those explanation above, it can be concluded that Fast Hand game is a game that presented the vocabulary in the form of simple and interesting to make students easier in improving their vocabulary.

2. Vocabulary

Hatch and Brown (1995) states that vocabulary is the foundation to build languages, which plays a fundamental role in communication. Linse (2006) also gives a clear definition of vocabulary. She states that vocabulary is simply the collection of words that individual knows. Those words are parts of a language, because basically a language consist of words. Vocabulary can be defined as all the words or phrases known and used by everyone. Sometimes it is abbreviated as “vocab”. Vocabulary is a collection of words and their meanings used in a particular language. According to Stahl (2005), “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition but also implies how that word fits into the world”. Students need to improve their vocabulary learning. In Diamond and Gutlohn (2006) handbook, Graves (2000) stated that effective intentional vocabulary instruction that teaching explicit words (rich, hearty guidance) to help the comprehension of writings containing those words, students can utilize freely in word-learning procedures and promoting the improvement of word awareness and utilizing pleasantry exercises to persuade and draw in understudies in adopting new words. Murcia and McIntosh (1978) stated in the classroom, vocabulary requires some formal attention. Meanwhile, Hornby (2005) defined vocabulary as a list of words that typically translated and defined in the book. From those definitions above, vocabulary is a list of words which has numerous functions that can be used in our communication.

3. Learning Vocabulary

George and Merriam (1931) states that vocabulary essentially implies words, and English vocabulary implies parts and loads of words. A local English talking individual knows between 10.000 to 20.000-word relations. Without a vast vocabulary, even the best comprehension of English language won't enable you to communicate in English. Vocabulary is the foundation of your English abilities. Learning vocabulary is an important aspect of language development. Ur (2005) states that there are some aspects of vocabulary that should be mastered by students or learners. They are pronunciation and spelling, grammar, and meaning. Vocabulary is very important in learning the English language. Harmer (1991) said that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. Learning vocabulary need a process, the learner should be in the effective condition of acquiring vocabulary mastery. According to Thornbury (2002) the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Based on the definitions, learning vocabulary can be defined as the ability to understand a word that involved the interaction between the students' background knowledge and what they learn.

4. SMP N 1 Bae

SMP N 1 Bae is a basic level of formal education in Indonesia, it taken for 3 years start from grade 7 to grade 9. The seventh grade is using the curriculum K13 (Kurikulum 2013). SMP N 1 Bae was located Colo, Bae, Kudus, Central Java. This school is place that the researcher take the research of students seven grade.

1.9 Outline of the Study

This final project is divided into five chapters. The outline of the study is as the following:

Chapter I is the introduction that presents the background of the study, reasons for choosing the topic, research problem, purposes of the study, hypotheses of the study, significances of the study, scope of the study, definition of key terms, and outline of the study. Language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. English language is a foreign language in Indonesia. Learning English vocabulary is the important things in language teaching. Fast Hand is a game as a method to improve students' English vocabulary. The purpose of this study was to find out the effectiveness of Fast Hand game in improving students' vocabulary. The significance of the study was to make the students more motivated and interested in learning English vocabulary. The definition of Fast Hand game, vocabulary, learning vocabulary was concluded from books and journals. Chapter I was closed with the outline of the study.

Chapter II is the review of related literature that consists of the review of the previous studies, theoretical reviews, and theoretical framework. This chapter explained the previous study related to this research. First, the studies about the use of game to improve students' vocabulary done by Masri and Najjar (2014), Hidayati (2016), and Putri (2017). Second, the studies on the use of computer game to improve students' vocabulary done by Alghlara and Tamjid (2011), Ashraf et al (2014), and Butler (2014). The last, the studies on the use of "Games to Learn English" to improve students' vocabulary done by Kurniawan (2015), Trihandayani (2016), and Putra (2017). Those research are related to this study and chosen as the references.

Chapter III deals with the method of investigation. They are research design, subject of the study, research variables, and instrument for collecting the data, method of collecting data, and method of analyzing the data. Research design used quasi-experimental that used two classes as the subject of the study, VII G as the experimental group while VII B as the control group. The method of collecting the data were pre-test and post-test. The data was analyzed using SPSS, and using *T*-test to find out the improvement of students' ability.

Chapter IV contains about research findings and discussion of the result. This chapter explained the result of try-out test, pre-test, and post-test. The validity, reliability, normality, homogeneity, and *T*-test of the test were calculated in this chapter. The mean score of the experimental group of post-test was 84.84 and 78.92 for the control group. *T*-test result of post-test from both experiment and control group showed that *Sig. 2-tailed* (0.038) was lower than 0.05. It meant that there was

any significant difference between experimental and control groups. It can be concluded that using Fast Hand game is effective to improve students' vocabulary.

Chapter V is the conclusion and the suggestion of the research. It presents the conclusion of the study and provides suggestions. The conclusion of this study is that Fast Hand game is effective to improve students' vocabulary. The students' become more active in learning English. This study might give references for the teacher, the students, and the researchers in teaching Fast Hand game to improve students' vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter two presents a review related literature. This part consists of three subsections, namely a review of previous studies, theoretical reviews, and theoretical framework.

2.1 Review of the Previews Studies

There are some researchers do their study of games to teach English vocabulary in the classroom. The writer divided these researches into three categories based on the difference of the game implementation. First, the studies about the use of game to improve students' vocabulary. Second, the studies on the use of computer game to improve students' vocabulary. The last, the studies on the use of "Games to Learn English" to improve students' vocabulary.

2.1.1 Studies on the Use of Game to Improve Students' Vocabulary

Masri and Najjar (2014) studied about the use of word games to improve students' English vocabulary achievement. The purpose of this study is to investigate the effect of using word games on primary stage students' achievement in English vocabulary in Marj Al Hamam Primary school for girls and Al Baraa' School for boys in Amman in Jordan. To achieve the purpose of the study, a pre/post-test was constructed to measure students' level in English vocabulary. The test consisted of thirty items on English language vocabulary. The sample of the study consisted of 158 first grade students; (76) male students and (82) female students during the first semester of the academic year 2013/2014. The subjects were 39 male students for

the experimental group and 37 male students for the control group, while the female students for the experimental and control group were 42 and 40 respectively. The result of the study indicated that there were statistically significant differences in the post-test between the control and the experimental groups in favor of the experimental group.

Hidayati (2016) studied about the use of charade game to teach vocabulary in the seventh graders of MTs. Miftahul Khoirot Branjang in the academic year of 2014/2015. This research is conducted by using quasi-experimental design. The purpose of this study was to find the effectiveness using charade game in improving students' vocabulary. The population is all seventh graders of MTs. Miftahul Khoirot Branjang in the academic year of 2014/2015. The researcher chooses 54 students from two classes as the sample of the study, 27 students as experimental groups and 27 students as control group. In the pre-test, the average score of experimental group is 59.70 and the average score of control group is 57.63. The results from post-tests show that the average score of experimental group is 87.26 whereas the average score of the control group is 79.26. The result of the t-value is 3.05 and t-table is 2.006. The t-value of the post test is higher than the critical value means that statistically there is significant difference between two groups. Since the experimental group gets higher average scores ($87.26 > 79.26$), it can be concluded that teaching vocabulary using charade game results better achievement. This similar concept was reason the researcher will use this previous study to be the one of the reference.

Putri (2017), this study reports that the effect of 20-squares: add more word and word clap game in teaching and learning students' English vocabulary. The subject was two classes of seventh grade of SMP N 5 Magelang. The purpose of this study was to find out whether there is a significant difference of the use of 20-squares: add more word and word clap game in the students' vocabulary achievement. This is a quasi-experimental design. The instrument used in this research was tests. The result of *t*-test analysis showed that the experimental group got better achievement than the control group. In the pre-test, the average score of the experimental group (63) and the control group (62.67). In the post-test, the average score of experimental group (81.17) and the control group (70.67). The result of the *t*-test (3.895) and *t*-table (1.67). It means that the *t*-value was higher than *t*-table ($3.895 > 1.67$). Therefore, it can be concluded that 20-Squares: Add One More Word can be used as an alternative way in teaching vocabulary.

2.1.2 Studies on the Use of Computer Online Game to Improve Students' Vocabulary

Alghlara and Tamjid (2011), this study reports that the effect of using a digital computer online game on Iranian children's vocabulary learning. The purpose of this study was to determine the effect of using a digital computer online game called SHAIEx. The SHAIEx game includes choosing, body identification, stickers, counting, matching and coloring among others. There are two groups in this study. The SHAIEx digital online game was used in the experimental group and traditional methods were used in the control group. The mean score in the experimental group ($M= 7.8, SD= 1.54$) and the control group ($M= 6.6, SD= 2.03$). The results of this

study in the experimental group were significantly higher than those in the control group, this actually is the positive effect of using digital online games in teaching English vocabulary to children. This study was related with the writer's research that was both researchers compared two of the group, there is an experimental group that using computer online game, but for the control group the writer using conventional method.

Ashraf et al (2014), the study reports the usefulness of online games in vocabulary learning of Iranian EFL students. Forty-five lower intermediate learners were selected to join for a proficiency test. But only 24 low-intermediate EFL learners who finally selected, they were divided into two groups and randomly assigned to experimental and control groups. The experimental group allowed to use the internet in the classroom where they could play the game but the control group used the conventional method, paper, and pencil technique. The results of this study were the participants in experimental group ($M= 11.41$, $SD= 3.22$) significantly outperformed $\{t= 2.40\}$ those in control group ($M= 11.41$, $SD= 3.22$). The findings of the analyzed data were the experimental group outperformed the control group statistically significantly. Therefore, online games proved to be more effective in learning English vocabulary for students. This study has a relation to the topic because it used online games on learning English vocabulary to improve students' vocabulary.

Butler (2014) studied about the effects of using computer game in learning vocabulary for students, to be better understand the elements and structures that are both attractive and effective for foreign language learning. The aim of the study

was to identify game elements that attract children and learning to facilitate their foreign vocabulary learning. The participants were 82 sixth-grade students (11e12 year olds) enrolled in a public primary school in Japan. The children first discussed and identified game elements and vocabulary learning elements while examining existing games. The result is game elements could improve students' vocabulary also included challenging, fantasies, self-control, instant feedback, and applause.

2.1.3 Studies on the Use of “Games to Learn English” to Improve

Students' Vocabulary

Kurniawan (2015) studied about teaching vocabulary using flash animation was effective to improve the students' achievement in learning vocabulary and to find out the students' responses toward the use of flash animation in learning vocabulary in SD N Gumilir 1 Cilacap in the academic year 2014/2015. The subjects of this study were the fifth-grade students. This study was carried out through a pre-test, cycle 1 (formative-test), and cycle 2 (post-test). It was only used, one class. The average score of students' pre-test result was 22.96, formative test increased 52.74 become 75.62. The average score of the students' post-test was 97.22. This result is based on the analysis of the observation checklist and the questionnaire. In addition, there was a significant improvement in the result of the students' average score in each test. The similarity of this study on the writer's study is using animation software for English games learning vocabulary.

Trihandayani (2016) the study aimed at finding out whether computer game “Fast Game” effectively improve students' vocabulary or not. This study compared using two techniques such as Fast Game and Word Lists Strategy and two classes

were chosen as the experimental group (VIII-B) and the control group (VIII-F) consisting of 24 students for each group. The experimental group using a game and the control group using word lists strategy. The results of the study, t -value was higher than t -table ($2.237 > 2.015$). It concludes that computer game “Fast Game” effectively improve students’ vocabulary compared to the Word Lists Strategy. In relation, the study applied the “Fast Game” game and it aimed to improve students’ vocabulary. On the other hand, the writer also used “Fast Game” in quasi-experimental which are about Noun and Verb in specific vocabularies.

Putra (2017) the study aimed to describe the effectiveness of using English Flash Game to Speed Balls to improve vocabulary for Junior High School students. It was conducted by the quasi-experimental study as the research design. There are two groups in this study, the experimental group, VII G, consisting of 38 students was taught by using English Flash Game “Speed Balls”, and the control group was, VII G, consists of 36 students were taught by using conventional method. The results of post-test in this study of the experimental group were 95.15 and in the control group were 89.67. The results of the t -test were 4.372 and t_{table} was 1.996, then the result of t_{value} 12.684. There is a significant difference between the students taught using English Flash Game Speed Balls with those who are not. This study has a correlation to the writer’s topic. It also used English Games to Learn English in English Flash Game while the writer used “Fast Hand Game” as a technique improving students’ vocabulary and the writer also using a conventional method to the control group.

The result of the previous studies is effective for teaching and learning vocabulary. The writer tries to do a research in improving students' vocabulary by using a game. This research wants to find out the effectiveness of using Fast Hand in Games to Learn English as the media. Meanwhile, there are similarities in each previous research that is discussing about the effectiveness or the use of game in teaching vocabulary mastery.

In the other hand, there are differences between the researches above and the present research. There are many researchers conducted a study about the use of game to teach English vocabulary. However, there are not many researchers using Fast Hand game to improve students' vocabulary. Therefore, the researcher decide to conduct a study using Fast Hand game to improve students' vocabulary especially at the seventh grade of Junior High School.

2.2 Theoretical Reviews

2.2.1 *Vocabulary*

Vocabulary can be defined as all the words or phrases known and used by everyone. Sometimes it is abbreviated as "vocab". Vocabulary is a collection of words and their meanings used in a particular language. According to Stahl (2005), "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition but also implies how that word fits into the world". Students need to improve their vocabulary learning. In Diamond and Gutlohn (2006) handbook, Graves (2000) stated that effective intentional vocabulary instruction includes:

- 1) Teaching explicit words (rich, hearty guidance) to help the comprehension of writings containing those words.
- 2) Students can utilize freely in word-learning procedures.
- 3) Promoting the improvement of word awareness and utilizing pleasantries exercises to persuade and draw in understudies in adopting new words.

2.2.2 *Kinds of Vocabulary*

According to Harmer (1991:159), there are two kinds of vocabulary, namely active vocabulary and passive vocabulary:

Active vocabulary considered working vocabulary or utilitarian vocabulary that comprehends the implications of the words by the understudies', it utilizes in talking and composing abilities.

Passive vocabulary considered acknowledgment vocabulary that perceives and comprehend while the understudies' tuning in and perusing. These are new words where they can be passed judgment on dependent on the specific situation.

2.2.3 *Learning Vocabulary*

Vocabulary essentially implies words, and English vocabulary implies parts and loads of words. A local English talking individual knows between 10.000 to 20.000-word relations. Without a vast vocabulary, even the best comprehension of English language won't enable you to communicate in English. Vocabulary is the foundation of your English abilities. Vocabulary is very important in learning the English language. Harmer (1991) said that if language structures

make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.

Moreover, we are really to teach students what words mean and how they are used, we need to show them being used together in context. Words do not just exist on their own; they live together and they depend upon each other. Therefore, teaching vocabulary correctly is a very important element in language learning. Correct vocabulary instructions involve vocabulary selection, word knowledge, and techniques.

Learning vocabulary is unlike grammar, it is about remembering. Joklova (2009) claims vocabulary as a matter of remembering, unlike e.g. learning grammar which is a system based mainly on rules.

There are many ways to learn English vocabulary, one of them is a game. The game brings not only pictures and sounds. It brings more fun for students to learn English vocabulary. Rixon (1992) said that “Vocabulary games give a decent opportunity to understudies to take in something from each other”. Games can be provided for students’ with the element of spirit, fun, and enjoyment which is important for learning vocabulary.

- 1) A broad vocabulary helps articulation and correspondence are:
- 2) Learn the word that you read or hear over and over.
- 3) Learn the essential words that you realize you will regularly need to utilize yourself when you are examining.
- 4) Associate words with pictures or utilize a realistic coordinator.

- 5) Write the words in a scratch pad alongside the interpretations and significance.

A broad vocabulary helps articulation and correspondence are:

- 1) Learn the word that you read or hear over and over.
- 2) Learn the imperative words that you realize you will regularly need to utilize yourself when you are considering.
- 3) Associate words with pictures or utilize a realistic coordinator.
- 4) Write the words in a scratch pad alongside the interpretations and significance

From the definition above, the writer concludes that learning vocabulary is not about knowing many words but also remembering and understand the meaning.

2.2.4 General Knowledge of Games to Learn English

A Game is one of the ways of learning English vocabulary. Many students who prefer to use a game in learning English vocabulary because they used to remember the words. Nowak (1994) in Rizki (2013) stated that “Games are played among students in the classroom to show signs of improvement result in the instructing and learning process”.

Moreover, Putra (2017) said in his article that games are a profitable movement for language adapting, particularly for extremely youthful students. Amusements can diminish students’ tension. The students appreciate amusements and take an interest without tension.

According to Mubaslat (2012), there are many advantages of using games in the classroom:

- 1) Games are a welcome break from the usual routine of the language class.
- 2) They are rousing and testing.
- 3) Learning a language requires a lot of exertion, games assist students with making and support the exertion of learning
- 4) Games give language practice in the different skill-speaking, writing, listening and perusing.
- 5) They encourage students to cooperate and communicate.
- 6) They make a meaningful context for language use.

2.2.5 *Fast Hand Game*

“Fast Hand Game” in Games to Learn English is a computer game that focusing on English vocabulary items. There are vocabulary items in this game such as transports, numbers, colors, furniture, animals, foods, jobs, cities etc. Students listen to the sound and read the word and then click on the matching pictures. Students can choose the content that they want to play with and there are more than 500 English vocabulary items in total.

Mei and Jing (2000) claim in their research that there is a point how to choose a game:

- 1) A game must be something more than just a fun.
- 2) A game ought to include “cordial” competition.
- 3) A game should keep the majority of the students included and intrigued.

- 4) A game should encourage students to concentrate on the use of language instead of on the language itself.
- 5) A game should allow students a chance to learn, practice, or review specific language material.

From the definition above, the writer can conclude that not all games can be used to improve students' vocabulary for learning because games must be fun and interested in students.

There are steps using "Fast Hand" in Games to Learn English:

- 1) Open the application of Fast Hand game.
- 2) First screen, the students' get two alternatives either 'fast' or 'slow' and click on, at that point select the vocabulary classification.
- 3) Listen or read the word and click on the coordinating picture.
- 4) Then, the game completes when the time bar at the base runs out. The students' get additional time added each time they effectively click on a picture in the game.
- 5) The timer goes faster and faster so the students' need quick reflexes.
- 6) The same arrangement of ten items will repeat endlessly and the students' can expand their score with each correct hit.
- 7) The students' get extra time with each correct vocabulary word but the speed of the commencement increases continually so eventually students' will come up short of time.

By using this game, students definitely feel more fun and interested in learning English vocabulary. This game can be used for English teachers.

2.3 Theoretical Framework

There have been many researchers who focused on vocabulary for learning English. Harmer (1991:159) stated that there are two kinds of vocabulary. First, active vocabulary is used in oral and written expression. Second, passive vocabulary is words that students recognize in a context that helps them remember the meaning of the words.

In this study, the writer used Fast Hand Game to teach English vocabulary. Fast Hand in Games to Learn English is a popular diversion to learn English. It is simple and amusing to play. It causes understudies' to enhance their vocabulary with in excess of 500 vocabulary things altogether and feel energized. This amusement was made by Owen Dwyer who work for a college in the South of China with the exception of the sound which was voiced by Xi'an. By using this game, students definitely feel more fun and interested in learning English vocabulary. This game can be used for English teachers.

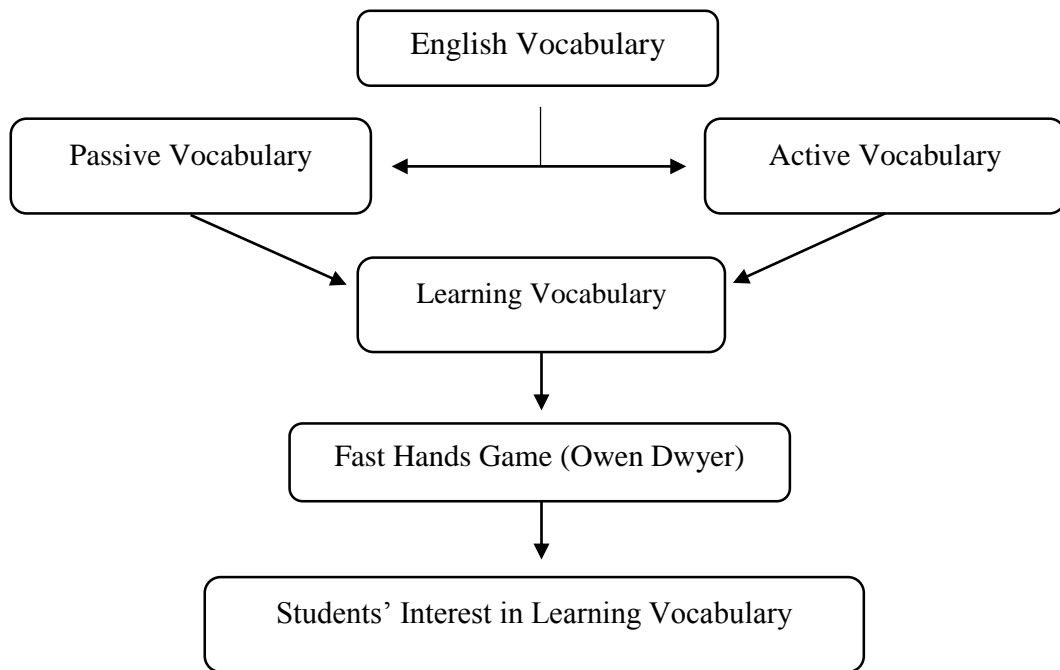


Figure 2.1 Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Chapter five concludes the research and provides some suggestions. There are two parts in this chapter, namely conclusions and suggestions.

5.1 Conclusions

Finding the effectiveness of using Fast Hand game in improving students' vocabulary of the seventh grade of SMP N 1 Bae in the academic year of 2018/2019 was the object of the research. The result of pre-test and post-test mean scores of the experimental group was higher than the control group. (The experimental group = 69.13 to 84.84 while the control group = 67.62 to 78.92).

The Independent Sample T-test was analyzing the mean scores comparison of the experimental and the control groups, the working hypotheses (H_a) was accepted. The value of *Sig. (2-tailed)* was 0.038, it was less than the value of $\alpha = 5\%$ (0.05). The t_{value} 2.125, it was higher than the $t_{\text{table}} = 2.000$.

The Paired Samples T-test was calculating the improvement of the result scores both of the groups. The mean scores of the experimental and the control groups, the result was $-16.02 > -11.30$. The mean difference of the experimental group was -8.31 , while the control group was -7.24 . It can be conclude that using Fast Hand game is effective to improve students' vocabulary.

5.2 Suggestions

The writer would like to give some suggestions related to the study.

It is hoped that Fast Hand game make the students motivated and easily improving English vocabulary. The English teacher also need to challenge theirself to improve the material of teaching to get students' interest in learning process.

Using Fast Hand game, it is hoped that English teachers can teach and develop the ability of the students.

It is hoped that the result of this research can be considered as recommendation for the other researchers and develop the product to be better and can be used in the other subject.

REFERENCES

- Alghlara, L., & Tamjid, N. H. (2011). The Effect of Digital Games on Iranian Children's Vocabulary Retention in Foreign Language Acquisition. *Procedia - Social and Behavioral Sciences*, 29, 552–560.
<https://doi.org/10.1016/j.sbspro.2011.11.275>
- Arikunto, S. (2002). *Metodologi Penelitian*. PT. Rineka Cipta. Jakarta.
- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta.
- Arikunto, S. (2014). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Ashraf, H., Motlagh, F. G., & Salami, M. (2014). The Impact of Online Games on Learning English Vocabulary by Iranian (Low-intermediate) EFL Learners. *Procedia - Social and Behavioral Sciences*, 98, 286–291.
<https://doi.org/10.1016/j.sbspro.2014.03.418>
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education.
- Butler, Y. G. (2014). The Use of Computer Games as Foreign Language Learning Tasks for Digital Natives. *System*.
<https://doi.org/10.1016/j.system.2014.10.010>
- Cramer, Duncan, & Howitt, D. (2004). *The SAGE Dictionary of Statistics*. London: SAGE.
- Creswell, J. (2009). *Research Design 3rd edition: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.). Los Angeles: SAGE Publications, Inc.

- Diamond, L. & Gutlohn, L. (2006). *Vocabulary Handbook*. Consortium on Reading Excellence, Inc. Reproduction of this material is prohibited without permission from the publisher.
- Donmus, V. (2010). *The Use of Social Networks in Educational Computer-Game Based Foreign Language Learning*. Social and Behavioral Sciences.
- Dwyer, O. (2010). *Game to Learn English*. PureCSS.
- Fraenkel, J., & Wallen, N. (1932). *How to Design and Evaluate Research in Education*. Chopyrighted Material.
- George, & Merriam, C. (1931). *Merriam-Webster Dictionary*. United States: Britannica, Inc.
- Harmer, J. (1991). *The Practice of English Language Teaching* (Second Edi). London: Longman.
- Hatch, E., & Brown, C. (1995). *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.
- Hidayati, N. R. (2016). The Use of Charade Game to Teach Vocabulary (An Experimental Study of the Seventh Graders of MTs . Miftahul Khoirot Branjang in the Academic Year of 2014 / 2015). *Journal of English Language Teaching*, 5(1), 1–5.
- Hornby, A. S. (2005). *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- Huyen, N. T. T., & Nga, K. T. T. (2003). Learning Vocabulary Through Games. *Asian EFL Journal*.
- Joklova, K. (2009). *Using Pictures in Teaching Vocabulary*. National Beareau of Economic research (NBER Working Paper Series). Masaryk. <https://doi.org/10.1080/0965079930010102>

- Kerlinger. (1965). Instrument is an Important Device for Collecting the Data in a Research Study. *New York University: Holt, Rinehart and Winton Inc.*, 48.
- Kurniawan, A. D. (2015). The Use of Flash Animation as a Teaching Medium to Improve the Students' Vocabulary. *A Final Project. English Education, Faculty of Language and Arts Semarang State University.*, 1–11.
- Linse, C. (2006). *Practical English Language Teaching: Young Learners*. Singapore: McGraw-Hill Companies Inc.
- Masri, A. Al, & Najar, M. Al. (2014). The Effect of Using Word Games on Primary Stage Students Achievement in English Language Vocabulary in Jordan, *4(9)*, 144–152.
- Mei, Y., & YuJing, J. (2000). *Using Games in an EFL Class for Children*.
- Mubaslat, M. M. (2012). The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage, 1–14. Retrieved from <https://files.eric.ed.gov/fulltext/ED529467.pdf>
- Murcia, M. C., & McIntosh, L. (1978). *Teaching English as a Second or Foreign Language*. New York: Newsbury House.
- Nation, I. S. . (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Nowak, A. M. (1994). More Spatial Game. *International Journal of Bifurcation and Chaos. Oxford: Oxford University*, *4*, 33–56.
- Phelan, C., & Wren, J. (2005). Exploring Reliability in Academic Assessment. *UNI Office of Academic Assessment*, 6.
- Putra, S. K. (2017). Using English Flash Game Speed Balls to Improve Vocabulary for Junior High School. *Journal of English Language Teaching*, 1–12.

- Putri, A. M. (2017). The Use of 20-Squares : Add One More Word and Word Clap Games to Teach Vocabulary (A Quasi Experimental Study at the Seventh Graders). *Journal of English Language Teaching*, 6(1), 1–9.
- Rixon, K. (1992). *Classroom Study: Electronic Games Engage Children as Researchers*. Paper presented at the CSCL 1995, Bloomington, Indiana.
- Rizki, M. S. (2013). The Use of Picture Games to Improve Students ' Motivation in Learning Vocabulary. *Journal Unnes*, 3(2), 126–135.
- Stahl, S. A. (2005). *Four Problems with Teaching Word Meanings (and What to Do to Make Mocabulary an Integral Part of Instruction*. in E. H. Hiebert and M. L. Kamil (eds.), *Teaching and learning vocabulary: Bringing research to practice*, Mahwah, NJ: Erlbaum.
- Susan, E.-S. (2006). *Training Game*. Virginia: Stylus Publishing, LLC.
- Thornbury, S. (2002). *How to Teach Vocabulary*. Pearson Education Limited.
- Trihandayani, R. (2016). The Effectiveness of Using “ Fast Game ” to Improve Students' Vocabulary for Junior High (A Quasi-Experimental Research at the Eighth Grade Students of SMP Negeri 1 Muntilan in the Academic Year. *Journal of English Language Teaching*, 5(2), 1–5.
- Ur, P. (2005). *A Course in Language Teaching*. Cambridge University Press.
- Urdang, L. (2001). *Random House Webster's Unabridged Dictionary*. The Unabridged Edition.
- Wilkins, D. A. (1972). *Linguistics in Language Teaching*. London: Edward Arnold.