

CHAPTER I

INTRODUCTION

A. Background

English teaching involves four language skills, they are listening, speaking, reading and writing. In dealing with the four language skill, there are four aspects that support them, namely grammar, vocabulary, spelling and pronunciation that are also teach in English teaching and learning process. From the four aspect above vocabulary is considered as the most important factor in mastering English.

Vocabulary is very important because a word is a tool to think about the meaning of the words. It is more of a grammar because it is the key to communicating with others. Knowing more words gives the mind more tools to plan or think of something. Vocabulary is an essential component learned in language learning, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The most important point of the statement above is that mastering vocabulary for students is the main component in order to learn a language successfully.

Learning vocabulary as a foreign language seems easy but some students feel fear because the students do not have high motivation and less attractive in learning English vocabulary, so that they have difficulties in understanding or comprehending the meanings of unfamiliar words and memorizing new words. The teacher of English should find out solution by creating efficient and effective technique of teaching

vocabulary. Beside that, the teachers should establish condition which makes teaching vocabulary possible.

Based on the result of observation in PPL at the second grade students of MAN 1 Makassar. The researcher found that the students have problems in mastering the vocabulary items they learned, the students' mastery of vocabulary is poor such as on describing the meaning and the students were lazy to memorize all the unfamiliar words related the lack of motivation for the students and less attractive in teaching and learning process, In resarcher's opinion, the use of game especially Boggle Game will at least solve this problem.

Realizing to the vocabulary problem above one of better way and easier to teach English, especially vocabulary to students is by using games, León & Celis (2010: 15) stated that games and fun activities have always been one of every-body's favoritethings to doing a class, both for teachers and students, because the game could be an alternative or variation in the methods of English teaching for teachers. With game, students will not feel bored in learning English. But the students will become critical and active in learning English and also the use of game is stimulate the students such as Boggle Game.

Boggle Game is a word game that attracts students' interest and motivation in vocabulary, playing using four out of four diced boxes. The purpose of the game is to enter words that are spelled out by the dice otherwise on the grid. The minimum length of words is three characters, with longer words, more points, up to eight characters (even longer words do not give many points)

Based on the explanation above the researcher is interested to conduct a research entitled “Improving the Students’ Vocabulary Through Boggle Game at the second grade students of MAN 1 Makassar”.

B. Problem Statement

Related to the explanation of background above, the researcher will explore a research questionis as follows :

“Can Boggle Game improve the students’ vocabulary mastery at the second grade students of MAN 1 Makassar?”

C. The Objective of the Research

Based on the problem statement above, the researcher of the research is “To find out whether Boggle Game improve the students’ vocabulary mastery at the second grade of MAN 1 Makassar”.

D. The Significance of the Research

The significance of the research can be viewed from both theoretical and practical aspect. Theoretically, the result this research is expected to be able to widen the skill of teachers in using Boggle game in order to improve students’ vocabulary skill. It can be also used as reference for those who want to conduct a research in teaching English. Practically, for the teacher is to provide another choice for teaching vocabulary in the class.

E. The Scope of the Research

This research is limited to the improvement of the students vocabulary mastery on by using Boggle Gameto at the second grade students' vocabulary of MAN 1 Makassar, this research is restricted to extent in using of Boggle Gamethat can enrich the students' vocabulary. The researcher focuses on the students' vocabulary mastery which focusing the students find out the new words then understand the words meaning, spelling, pronunciation, and how to use the words in paragraph. In addition, the researcher will teach noun, verb and adjective.

CHAPTER II

RIVIEW OF RELATED LITERATURE

A. Some Previous Related Research Findings

Putri (2013: 14) conducted a research entitled “Improving Vocabulary Mastery of VII Grade Students in SMP 2 Grabag Through Games in the Academic Year of 2012/2013”. The polulation of this study was VII grade of SMP 2 Grabagconsist of 133 students and the sample was class VII F consist of 22 students. The results of this study showed that there were improvements of students’ vocabulary mastery.Itcould be seen from the results of classroom observation toward students’ achievement during the lesson. The students’ involvement during the implementation of the games was improved. It showed the better results in stead before theactions. In addition, the implementation of the games and the complementary actions were successful to help the students in memorizing and understanding new words easily.

Sugianti (2014: vi) conducted a research entitled “Teaching English Vocabulary Using Boggle Game Technique at MI Nurul Qolbi”. The population of this study was 28 students 14 students in experimental group and 14 students in control group. She found that found that the mean scores of control group and experimental group were 6.01 and 7.13. The t-observed was 2.58 and the t-critical value with the df (degree of freedom) 26 and the level of significance at 0.05 was 2.06. Based on the data analysis above, the alternative hypothesis was accepted because the t-observed was bigger than the t-critical value ($2.58 > 2.06$). It also means that Teaching English

Vocabulary Using Boggle Game Technique at MI Nurul Qolbi was effective to improve students vocabulary ability.

Kuling (2010) argued that a research in improving the students' English vocabulary by using Bingo Game. This research aimed to know if Bingo Game is effective or not to improve the interest and achievement of the first years students of SMA Tutwuri Handayani Makassar. The population was 40 students from 2 class and the sample was class 1A and 1B (40 students). The result of this study showed the means score of the students pre test was (5.14) and the means score of the post test was (7.45) the result of t-test analysis among these tests were found (6), was higher than the t-table (2.042) at the level of significance (0.05) and the degree of freedom (40-1) based on the data above Bingo Game could significantly improve of the students vocabulary.

From the research findings above the researcher is interested to apply Boggle Game in teaching vocabulary and differentiation between previous study above was the reseracher use experimental design without control class while the Putri, Sugianti and Kulling study using control class.

Some Partinent Ideas

1. Vocabulary

a. Definition of Vocabulary

Vocabulary plays an important role in mastering the English language because without knowing a lot of vocabularies we will not be able to express ideas to others. Vocabulary is usually distinguished in two kinds namely recognition vocabulary, passive vocabulary, and active vocabulary.

According to Harmer (2007: 68) points out two types of vocabulary namely active and passive vocabulary as follows: Active vocabulary refers to vocabulary which has been learned by students. They are expected to be able to use it. Passive vocabulary refers to words which students will recognize when they meet them, but will not probably be able to use or produce them.

In preparation programs of the teacher today, there is more attention to techniques for teaching vocabulary. One reason is the teachers have devoted much time to vocabulary teaching because vocabulary is one of the important aspects of a language. It is necessary for the English students to be familiar since vocabulary plays a great role in learning language.

To discuss the English Vocabulary, it is important to know the definition of vocabulary. The definition of vocabulary is taken from sources as can be systematically presented as follows:

Ferreira (2007: 11) point out many authors have similar definitions about vocabulary. Vocabulary can be defined as a powerful carrier of meaning and

the knowledge of word sand their meanings. This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved. In addition, the student should be able to recognize words, and know their meanings as well. Thus, when a student is effectively able to recognize and use a word in different contexts, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word.

Vocabulary can be defined as “the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” an extensive body of research exists on teaching and learning vocabulary.

Holmes (1998: 1) Vocabulary is the words you have to know to read a story, secondary students might defined vocabulary as a list of words given by the teacher in order to comprehend a given text. Vocabulary is stored information about the meanings and pronunciations of words necessary for communication.

Foreign language vocabulary knowledge is an increasingly important area in the field of Applied Linguistics, Central to the investigation within foreign language vocabulary knowledge is the distinction between productive and receptive vocabulary knowledge types. Receptive vocabulary is understood as a passive skill which involves the perception of a word and the understanding of its meaning in listening and reading. Productive vocabulary refers to an active

skill that covers word production so as to match the speakers' intention in writing and speaking (Nation: 2001: 1).

b. Function of Vocabulary

Vocabulary has great function in language. People use vocabulary words to construct sentences. Vocabulary is a like as the bone of our body. Without bone, our body will not be able to be as perfect as possible. Nobody can be expressing his/her feeling to others. A teacher will confuse to explain the lesson to the students. The member of community can share their ideas for the social as environmental development, etc. so, the vocabulary is supposed as the bone of language, without vocabulary, the language cannot be developed.

In the world of commerce, certain vocabulary is used to introduce certain product and such vocabulary is usually recommended as new words. For instance, the word "computer" which newly appear in 20 decades while long before, we did not have this word. It appears a soon an it exists. Day by day, then number of English vocabulary go. Increasing rapidly following the advancement of the world, mainly in the field of economic, politic, culture, education, social, etc.

c. The Importance of Vocabulary

The mastery of vocabulary is very important. We use vocabulary in the form of language to expres our feelings, idea, etc. whether is orally or in written

to other people. From four language skills let us look at the importance of vocabulary relating to the language skills.

In listening, vocabulary is used to understand someone's speech what someone says. It is very hard for us to catch what someone says if we just know the construction of sentence without knowing the words.

In speaking, vocabulary is used to express our ideas or feeling to the others orally. The words that we have influence how effective the communication runs.

In reading, it is used to comprehend the reading material. Reading without vocabulary mastery will be difficulties in comprehending a text. The number of words and the meaning of words, which someone knows will affect his/her reading activity. It is impossible to understand passage unless he/she knows the meaning of words used in the passage.

In writing, the writer used vocabulary (words) to develop his/her idea. A writer should choose the words clearly and accurately to express his/her idea. Without knowing much vocabulary, we cannot develop our writing because we are limited on vocabulary mastering.

Sedita (2005: 33) Vocabulary is one of five core components of reading instruction that are essential to successfully teach children how to read. These core components include phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension. Vocabulary knowledge is important because it

encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts.

Vocabulary is one of the important elements in building up English using this element, someone can communicate, learning and thinking. Therefore, the learning of vocabulary is fundamental need to support some learners to master English, because the ability of students to read and to comprehend the subject is relatively determined by their vocabulary.

Ferreira (2007: 12) The knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and writing fluency. Thus, vocabulary knowledge helps students with language comprehension. Vocabulary knowledge is the heart of a language comprehension and use. Comprehend a text successfully students need to have sufficient word knowledge. This is to say that the comprehension of a language depends on the amount of words that are known in that language.

d. Vocabulary Activities

Folse (2008: 12) It is important to define what we mean by second language vocabulary. When we talk about vocabulary, we usually mean words, but what is a word? Most people think of words as single units, such as cat, dozen, or reluctant. However, these single words are merely one part of the vocabulary load that our students face. In fact, a “word” can be one of five

types, namely (1) a singleword, (2) aset phrase, (3) a variable phrase, (4) a phrasal verb, or (5) an idiom.

Marzano (2004; 83) point out the vocabulary activities in six step process teaching academic vocabulary

- 1) Provide a description, explanation, or example of the new term. (Include a non-linguistic representation of the term for ESL kids.)
- 2) Ask students to restate the description, explanation, or example in their own words. (Allow students whose primary existing knowledge base is still in their native language to write in it.)
- 3) Ask students to construct a picture, symbol, or graphic representing the word.
- 4) Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
- 5) Periodically ask students to discuss the terms with one another. (Allow in native language when appropriate).
- 6) Involve students periodically in games that allow them to play with terms.

In additionally nation (2001: 2) explained the activities criteria in teaching vocabulary more specific ways at the classroom as follows:

- 1) Quickly give the meaning by (a) using an L1 translation, (b) using a known L2 synonym or a simple definition in the L2, (c) showing an object or picture, (d) giving quick demonstration, (e) drawing a simple picture or diagram, (f) breaking the word into parts and giving the meaning of the

parts and the whole word (the word part strategy), (g) giving several example sentences with the word in context to show the meaning, (h) commenting on the underlying meaning of the word and other referents.

- 2) Draw attention to the form of the word by (a) showing how the spelling of the word is like the spelling of known words, (b) giving the stress pattern of the word and its pronunciation, (c) showing the prefix, stem and suffix that make up the word, (d) getting the learners to repeat the pronunciation of the word, (e) writing the word on the board, (f) pointing out any spelling irregularity in the word.
- 3) Draw attention to the use of the word by (a) quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), (b) giving a few similar collocates, (c) mentioning any restrictions on the use of the word (formal, colloquial, impolite, only used in the United States, only used with children, old fashioned, technical, infrequent), (d) giving a well known opposite, or a well known word describing the group or lexical set it fits into.

e. The Principles in Teaching and Learning Vocabulary

In relation to the teaching of vocabulary, Wallace in Kuling (1989: 29) points out principles, which should come into consideration. They are as follows:

a. Aims

Learning vocabulary means learning the words of language, and learning the words of language means learning everything about those words such as how they pronounce, what they mean, etc. As the instructional time in classroom is limited, it is some what difficult to teach all of those aspect of vocabulary at one. It is for this reason that the aim to achieve in the teaching of vocabulary should be clearly stated.

By seeing this statement, all of the students have to find out the appropriate teaching vocabulary strategies in order to cover the instructional time in the classroom. In interactive vocabulary technique, how they are pronouncing, what their forms and function are how they are used in sentence, what they mean, etc. can be covered in found in dictionary activities.

b. Quantity

In teaching vocabulary, the teacher should take into considerations the number of words the learners can learn and master at

a time. Teaching to large numbers of words at ones will not be effective particularly for the learners, who are of low small numbers of words. Therefore, the teacher should think of the number of words to teach the learner that the quantity of words that can suit both the high ability students and the low ability ones.

c. Need

A language has a great numbers of words and perhaps nobody know the total numbers of the words of the language. The teaching of vocabulary requires the teacher to select and teach only the words which are important for particular purposes. In other words, the vocabulary selection must satisfy the situation of usage what the learners need to communicate and where they are going to communicate.

d. Frequent expose of reputation

A certain amount of reputation is necessary until there is a proof that the students have done the learning is to see, whether the students can recognize the target words and identity their meanings if the words have to be part of the students productive vocabulary they must be given on opportunity to see them often as necessary for them to recall the words all with the correct pronunciation and identity they meaning.

e. Meaningful presentation

In presenting vocabulary, the students must have a clear and specific understanding of what words denote or refer to. This requires that the words be presented in such a way that their definition and references are perfect and unambiguous.

f. Situational presentation

The vocabulary should be selective that they are supposed to be appropriate to the students' situation. This way is expected to help the students to memorize the words easily as they tend to use those words frequently in their daily life.

g. Presenting words in a context

Words do not just exist in themselves; they live with other words and depend upon each other. The form as well as the meaning of a word is infected by the context. We need to show them being used therefore with other words in context.

h. Learning vocabulary in the mother tongue and in a target language.

There are five principles of achieving vocabulary both in the mother tongue and in target language. They are as follows: (1) there is a felt need, (2) the mother tongue of the learners mostly controls their own rate of learning, (3) the mother tongue is exposed to an enormous quantity of the learner's own language and has tremendous scope for repetition of what he or she learns, (4) the language is nearly always encountered in an appropriate situation as well in appropriate context,

(5) since the words are learned as they arise out of a felt need in particular situation, they usually have clear denotation.

2. Boggle Game

a. Definition of Boggle Game

Queensland (2011: 13) Boggle is a word game that requires you to build words of three letters or longer from a random collection of letters within a set timeframe.

Vancouver (2011: 3) Boggle is a word-building game, in which random letters appear in a 4x4 board, and players attempt to find words in sequences of adjacent letters. Any number of players can individually participate. The player forming the most words in 3 minutes is the winner. Boggle offers frequent exposure to words, which may result in learning new words. Boggle has the potential to be an educational tool, but lacks elements of control that enable it to facilitate learning of specific words. We thus developed our own version of the game (CollaborativeBoggle) that controls the letters appearing on the board, enforces collaboration, defines teachers' active role in pedagogy (by allowing them to choose the words forming a board), checks whether the submitted word is right, wrong or previously submitted, and teaches new words using image-word association.

Hermansen, Hvring and Killerud (2013: 4) Boggle is a word game played using a four by four grid of lettered dice. The object of the game is to

find words spelled out by adjacent dice in the grid. The minimum length of a word is three characters, with longer words granting more points, up to eight characters long (even longer words do not grant more points). Observations and names are not allowed.

Caputo and Dunning (2004: 5) Boggle is a hidden word game. Each puzzle contained a 4 x 4 array of letters, and participants were asked to identify as many English words that could be found by connecting adjacent letters. Participants were instructed about the rules of Boggle and given a few examples. The rules state that words can only be formed from adjoining letters. Letters must join in the proper sequence to spell a word, but they may join horizontally, vertically, or diagonally, to the left, right, or up-and-down. However, no letter cube may be used more than once within a single word. Words must be at least three letters long, and cannot be proper names. Participants were given 3 minutes for each puzzle.

b. Procedure of Boggle Game

Dickman (2011: 66) Boggle board is defined to be a 4x4 array of letters, where words are formed by tracing paths from letter to adjacent (i.e., horizontal, vertical, diagonal) letter, with the one caveat that the same entry cannot be used more than once. Finally, Boggle-like game is one in which the goal is to find Boggle words on a Boggle board. For clarity's sake, when

discussing words within a given board we will use majuscules (i.e., capital letters). As an example, consider the following array of letters:

A	M	D	F
E	S	I	G
R	T	N	L
S	A	B	E

Thus, the above Boggle board contains RAT, DIM, and STARE, but does not contain BASS or INTEREST.

Vancouver (2011: 3) the game consists of 4 parts, in the following sequence:

- 1) Choose the difficulty level and lesson number,
- 2) Make words on the Boggle board,
- 3) Scoreboard, entering the winning team name, watching the top scorers list, and
- 4) Suggestion words.

The only restriction enforcing the Boggle rule is on the movement of the selection block. The selection block is a red-coloured block hovering over a letter that can be selected. The players are allowed to move the selection block only to those letters that can be selected at a given time. Copying is allowed intentionally by the design of the

game, as each team can see what the other team is doing, hoping that this might result in the copying team learning the (copied) word.

c. The Role and Scoring of Boggle Game Technique

Wilner (2008: 8) Points are earned no one else has found a word that you have and that word is a valid word from the grid. To determine which words can score, each person reads their list of words. If any players have the same word, then the word must be crossed off their lists. When the first player is finished with their list, then the next player reads through their list and players cross off duplicate words. This continues until everyone had read their list and has a list of unique words they have found. Here is how to score the words:

- 1) Less than 4 letters= 0 pts (invalid boggle word)
- 2) 4 letters = 1 pt
- 3) 5 letters = 1 pt
- 4) 6 letters = 2 pts
- 5) 7 letters = 3 pts
- 6) 8 letters = 5 pts
- 7) 9 letters or more = 10 pts

Next point is the role in teaching vocabulary by using Boggle Games technique as follows:

- 1) Make enough copies for 1 Dragon Boggle page for each player. Each player also needs a pen or pencil. You'll also need a watch that can time for 2 minutes.
- 2) Pass out copies of the boggle game pages and a pencil to each player. Pass the page to each player up-side-down so that nobody has an advantage of seeing the page first. Set the timer to 2 minutes. At the start of the 2 minutes players will turn over their pages and start looking for words.
- 3) Players can write down words they find in the grid that match the following rules:
 - a) The letters in the words must be connected in the same order in the grid.
 - b) The letters can be connected by an edge or a corner.
 - c) The word doesn't have to appear in a straight line. It can be tangled around.
 - d) Each letter in the word must uniquely appear in the grid. For example, if the word is ERASE, the letter E must appear twice in the grid. The word can't just loop back and re-use the same E.
 - e) Words must be at least 4 letters long
 - f) Words cannot be a proper noun, such as a name or place

(Wilner 2000: 8).

d. The Benefit of Using Boggle Game Technique

Dickman (2011: 71) The beliefs that exist among players and their effects on game-play are open avenues for consideration and study. Perhaps by further investigating belief systems, as well as the other three categories defined above, we can reach a deeper understanding of successful word searching in Boggle-like games.

- 1) Searching for Boggle-words has little to do with real thinking or problem solving. Consequence When searching a Boggle board, players will only utilize primitive strategies, without invoking complex heuristics such as the ones listed in this paper.
- 2) Boggle-words are found early on in a round, if they are found at all. Consequence As the end of a round nears, players give up on searching for more words.
- 3) Only geniuses are capable of great success in Boggle-like games. Consequence If you (a typical player) are not a natural “Boggler,” too bad. If you forget a word’s anagrams, you will not be able to figure them out on your own. You must settle for a list with fewer and shorter words.

The bennefit of board games are also rich in learning opportunities. They satisfy your child's competitive urges and the desire to master new skills and concepts, such as:

- 1) Number and shape recognition, grouping, and counting
- 2) Letter recognition and reading

- 3) Visual perception and colour recognition
- 4) Eye-hand coordination and manual dexterity.

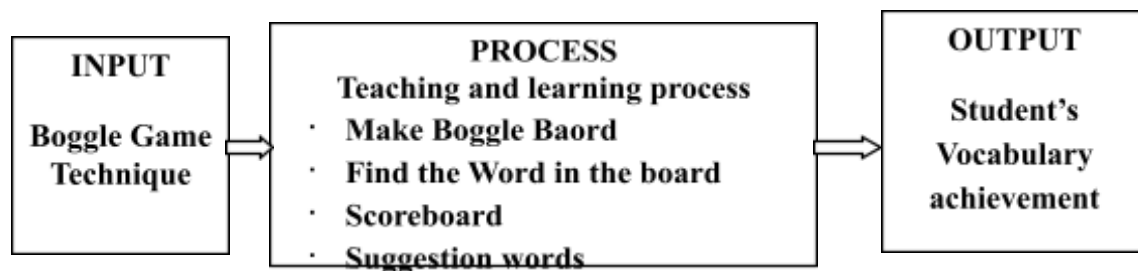
B. Resume

Vocabulary is very important skill that the students should master. If the students are able to read well and get a good comprehension, they can success and understand the whole passage or paragraph given. Without vocabulary a reader does not really read. The students can read a lot of material that is suitable and interesting in them.

A good teacher of English is expected to be more creatively to choose any kind of material such as imaginative material. To teach vocabulary mastery can interest student because the material come from real life situation, it is easy to find and to teach as vocabulary by using boggle game of English teaching.

C. Theoretical Framework

The theoretical framework underlying in this research is given below:



In the diagram above input, process and output are briefly classify in the following:

- a. Input refers to any kind of Boggle Game,
- b. Process refers to the way of the students to read and comprehend the material,
- c. Output refers to the student's vocabulary achievement.

D. Hypothesis

The hypothesis of this research is formulated as follows:

1. Null Hypothesis (H_0)

Teaching vocabulary through Boggle Game can not improve the students' Vocabulary mastery.

2. Alternative Hypothesis (H_1)

Teaching vocabulary through Boggle Game can improve the students' Vocabulary mastery.

CHAPTER III

METHOD OF THE RESEARCH

This research presented with research method and design, and variable of the research, population and sample, instrument, procedure and technique of data analysis.

A. Research Design

In this research, the researcher used pre-experimental design. It aims at finding the use Boggle game to improve students' vocabulary at the second grade of MAN 1 MAKASSAR. The ensuring description will classify the research design is as follows:

O_1 X O_2

Where:

O_1 : Pre-test

X : Treatment

O_2 : Post-test

(Gay, 2006)

B. Variable of the Research

There are two variables in this research. The first variable is dependent variable and the second variable is independent variable.

1. Independent variable is Boggle Game in teaching the students' vocabulary.
2. Dependent variable is the students' vocabulary mastery.

C. Population and Sample

1. Population

The population of this research will be the second grade Students of MAN 1 Makassar in academic year 2017/2018. The number of population are 300 students, there are ten classes namely XI MIPA 1, XI MIPA 2, XI MIPA 3, MIPA 4, MIPA 5, XI IPS 1, XI IPS 2, XI IPS 3, IPS 4 and XI Agama.

2. Sample

The researcher will use purposive sampling technique. The researcher will choose the students of XI Agama class as sample and the total number of sample are 30 students. The researcher chooses this class because the ability of the students in vocabulary the lack of vocabulary than another classes.

D. The Instrument of the Research

The researcher will be single instrument namely vocabulary test. It consist of two forms: objective and subjective test. Objective test isto know the ability of the students in spelling, pronunciation and understanding the meaning of words. Subjective test is toknow the abilty of the students to make paragraph.

E. Procedure of Collecting Data

The procedure of collecting data in this research :

1. Pretest

Before giving treatment, the researcher will give pre-test for the experimental class. It aims to know the previous knowledge of the students.

Pre-test in the first meeting. It will do individually.

2. Treatment

After giving pretest, the researcher will give treatment for the students in four meetings. The procedures of doing the treatment through Boggle Game are:

- 1st meeting:
- The researcher will enter the class and introduce the material to class.
 - The researcher will explain how to play the Boggle Game.
 - The researcher will give a paper contain the letters in column 4x4 array of letters to the students to play the game with a give letters to find ten the words every adjacent letters.
 - The researcher will ask the students after they find the words, they will to write down on paper or lists the words.
 - The researcher will ask the students to submit their paper.
 - The researcher and students discussed the words.
- 2nd meeting:
- The researcher will give a paper contain the letters in column 6x6 array of letters to the students to play the game with a give letters to find twenty the words every adjacent letters.

- The researcher will ask the students after they find the words, they will to write down on paper or lists the words.
- The researcher will ask the students to submit their paper.
- The researcher and students discussed the words.

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- The researcher will explain how to play the Boggle Game.
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- The researcher will ask the students after they find the words, they will to write down on paper or lists the words.
- The researcher will ask the students to submit their paper.
- The researcher and students discussed the words.

3. Posttest

After given treatment the researcher will give the post-test to find out the value of treatment whether or not the result of the posttest is better than the result of the pretest.

F. Technique of Data Analysis

To analyze the data, the researcher employed the formula as follows:

- a. Scoring the students' correct answer of pretest and posttest.

1) Objective

$$\text{Objective Score} = \frac{\text{Total correct answer}}{\text{Total number of item}} \times 100$$

2) Subjective

Score 18-20: Precise vocabulary usage; use a parallel structure, concise, register good

Score 15-17: Attempts variety; good vocabulary, not wordy, register OK and style fairly concise

Score 12-14: Some vocabulary misused; lack awareness of register, may be too wordy

Score 6-11: Poor expression of ideas, problem in vocabulary and lack variety of structure

Score 1-5 : No concept of register or sentence variety

(Brown and Bailey, 1984)

$$\text{Subjective Score} = \frac{\text{Gained Score}}{20} \times 100$$

$$3) \quad \text{Total Score} = \frac{\text{Subjective score} + \text{Objective score}}{2} \times 100$$

- b. Tabulating the score of the students.
- c. Classifying the score of the students.

Table scoring classification of reading:

No.	Classification	Scoring
a.	Excellent	9,6 – 10
b.	Very good	8,6 – 9,5
c.	Good	7,6 – 8,5
d.	Fairly Good	6,6 – 7,5
e.	Fair	5,6 – 6,5
f.	Poor	3,6 – 5,5

g.	Very poor	0 – 3,5
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d. Calculating the mean score, standard deviation, T-test and T-table by using SPSS 16 version.

(Depdikbud, 1985)

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APPENDIX 1

PRE-TEST

Name :

Niss :

Class :

A. Make two or more a paragraph by using the words belong.

Tall	Back	Last	Black	Next	Tell	Team	Text	Goal	Stop
------	------	------	-------	------	------	------	------	------	------

B. Pronounce the words belong.

1. Baby :

2. Drink :
3. Polite :
4. Beautiful :
5. Go :
6. Visitor :
7. Need :
8. Decide :
9. Heavy :
10. Comfortable :

C. Arrange this jumble letter into correct spelling.

1. h - i - n - f - i - s
2. t - a - r - t - s
3. a - e - u - b - y - t
4. k - n - d - i
5. l - a - l - f
6. o - t - c - s
7. e - m - o - c
8. e - a - r - h
9. s - a - l - l - m
10. g - n - t - i - h

D. Match the phrase belong with the correct meaning.

- | | | |
|-----------------|-----|---|
| 1. Win | () | a. Someone who has high distinction in a movement |
| 2. Innovator | () | b. unforgettable |
| 3. Intelligence | () | c. the most fabulous |
| 4. Achiever | () | d. a grade after amateur |
| 5. Greatest | () | e. can be think |
| 6. Professional | () | f. smartness |
| 7. Retirement | () | g. deciding to stop from work |

8. Imaginable () h. untold
 9. Memorable () i. receiver
 10. Indescribable () j. get a victory from a such thing

Key words Pre-test

A. Make two or more a paragraph by using the words belong.

Tall	Back	Last	Black	Next	Tell	Team	Text	Goal	Stop
------	------	------	-------	------	------	------	------	------	------

My Friend

I have childhood friend his name is Boy he send a message text on my phone that he will back from Australia tomorrow. He is study there, he is a Makassariness like me, he has black skin, he is tall and he had basketball team but he stops playing it because his father dislike about his hobby, famous player of basketball his goal.

After, Boy is coming in Makassar. He tells all of his experience while there and about his study. Unfortunately, he just two weeks in Makassar, he just holiday and miss with his parents. Two weeks ago, we are not feeling short time it. But we will see you next time and you said last night that you will come back and live in Makassar at 3 months later.

B. How to pronoun these word

1. Baby : beɪbi
2. Dangerous : deɪndʒərəs
3. Polite : pə'laɪt
4. Beautiful : bjʊ:tɪfəl
5. Go : gəʊ
6. Visitor : vɪzɪtə
7. Need : ni:d
8. Decide : dɪ'saɪd
9. Heavy : hevi
10. Comfortable : kʌmfətəbəl

E. Arrange this jumble letter into correct spelling.

1. Finish
2. Start
3. beauty
4. Kind
5. Fall
6. Cost
7. Come
8. Hear
9. Small
10. Thing

C. Match the words belong with the correct meaning.

1. j
2. a

3. f
4. i
5. c
6. d
7. g
8. e
9. b
10. h