**CHAPTER I**

**INTRODUCTION**

This chapter presents some aspects underpinning the topic of the study. They include the background of the research, the problems of the research, the significance of the research, the hypothesis of the research, the operational definition of the terms, the objective of the researh, and the organization of the research.

* 1. **Background of the Research**

English as an international language has an important role in international community. It is not only used in communication but also in transferring much important information to any field of study, such as science, medicine, technology, academic, news, trade. Considering the importance of English as an international language, English becomes the compulsory subject in senior and junior high school in Indonesia. Thus, since 1994, English has been taught as a local content in the elementary school that is aimed to introduce English to the students as early as possible. It is hoped that the students have strong fondation and motivation in learning English at the higher level.

In English teaching learning process, there are four skills; speaking, reading, listening, and writing, and three language components that must be mastered by the students; vocabulary, pronunciation, and grammar. As a matter of fact, vocabulary is the basic thing in learning language. Lacking vocabulary will make the students get difficulty to master the language. Napa (1991:6) claims that vocabulary is one of the language components and that no language exists without words. After the students get more words, they are hoped to practice it well to fulfill the degree of quality on their language, because the performance of language depends on their knowledge about vocabulary.

However, learning new vocabulary is not easy for the Indonesian elementary school students who are considered as young learners. They generally experience difficulties in memorizing the vocabulary because the words are quite different from their mother tongue. Young learners in the way they learn English have a different way in learning English than those of adults’. According to Norton (1990: 27), the way young learners learn language (English) is learning by doing. Learning by doing is a technique that can be used in teaching children. It means that the technique to present the material can be delivered by interesting activities like games, songs, or story telling. Game is really useful in language teaching. Young learners like to play the game. They would love to learn by doing activities that encourage them to explore something which is quite stimulating, motivating, and interesting. Games in foreign language teaching help students to see learning enjoyable and rewarding. Playing games in the classroom develops the ability to cooperate, to compete without being aggressive, and to be a good loser. This activity will create conducive atmosphere for them to learn a new language without being frightened, embarrassed, or insecure.

From the pre eliminary study at SDN Karanggayam 01, it was known that English is taught once a week. In teaching vocabulary, the teacher still used traditional techniques, for example the teacher explains and the students only listen, repeat, and then do exercise. Moreover, the teacher seldom reviewed the material that has been taught. The new vocabulary couldn’t be absorbed well, because students usually use the vocabularies only in the exercise without practising in the daily teaching and learning activities. In other words, it is difficult to improve the students’ vocabulary ability.

Pelmanism game is one of technique that can be used to teach vocabulary. This game dubbed ‘Pelmanism’ in the UK and Britain since Christopher Louis Pelman developed it in London in 1899. In the United Stated it is known as pairs, concentration, or memory game, while in Japan, it is called shinke-suijaku. Wright (1996:139) points out that this game challenges the players’ ability to remember. This game covers the activity that can be applied to practice or recycle the new words that have been taught. Pelmanism game can be used to teach vocabulary since it gives some positive effects, for example this game helps the students to recognize the words, understand the words, and improve sense achievement.

This research is intended to find out the effectiveness of pelmanism game specifically on the students’ vocabulary achievement. The researcher is interested to conduct an experimental research to know the effect of pelmanism on the fourth grade students of SDN Karanggayam 01 Blitar since it has never been applied in the classroom. Therefore, the research entitled “The Effectiveness of Using Pelmanism Game on Vocabulary Achievement of the Fourth Grade Students at SDN Karanggayam 01 Blitar” needs to be conducted.

* 1. **Problems of the Research**

Based on the background of the research above, the problems of the research can be formulated as follows:

“Is there any effect of using pelmanism game on vocabulary achievement of the fourth grade students’ at SDN Karanggayam 01 Blitar?”

* 1. **Objectives of the Research**

In accordance with the research problems, the objectives of this research cover the major objective and the minor objectives.

The general objective of this research is investigating the significant effect of using pelmanism game on the fourth grade students’ vocabulary achievement at SDN Karanggayam 01 Blitar.

* 1. **Significance of the Research**

The results of this research are expected to be beneficial for the following people:

* + 1. 1. For the Writer

The result of the study are expected to be contributed for vocabulary teaching and learning process.

* + 1. 2. For the English Teacher

Hopefully the results of the research can provide information to the English teacher to increase the fourth grade students’ vocabulary achievement by using pelmanism at SDN Karanggayam 01 Blitar in the future.

3. For the Students.

It can help students to memorize the vocabulary achievement easly and try to cooperate with their friends.

* 1. **Hyphothesis of the Research**

In this research there are two kinds of hypothesis formulated to be tested. They are Null Hypothesis (Ho) and Alternative Hypothesis (Ha).

* The Null Hypothesis (Ho) : there is no significant effect of the using pelmanism on the fourth grade students vocabulary achievement at SDN Karanggayam 01 Blitar.
* The Alternative Hypothesis (Ha) : there is significant effect of using pelmanism on the fourth grade students vocabulary achievement at SDN Karanggayam 01 Blitar.
  1. **Operational Definition of the Terms**

It is necessary to define the terms used in this research operationally to avoid missunderstanding of the concept between the writer and the readers. The terms that are necessary to be defined operationally are ‘pelmanism’ and ‘vocabulary achievement’.

* + 1. 1. Pelmanism Game

Pelmanism is a memory game in which we need to find matcing pairs. It is usually a test of memory but a little imagination can turn it into an effective English game (www.britishcouncil.org/flashonline-lesson-gsce-pelmanism.doc). Dealing with this research, pelmanism refers to a memory game in which a pack of cards is spread out face down and players try to turn up pairs with the same symbols, symbol and word, or word and word.

2. Vocabulary Achievement

Vocabulary achievement is the ability to use words to express a particular thought or idea. According to Hornby (1995:3) affirms that achievement is something achieved or done successfully with effort or skill. In this research, the students’ scores of vocabulary post test indicate the students’ vocabulary achievement.

* 1. **Organization of the Research**

In order the reader understand the main point of this thesis as good as the writer wants, it will be divided into:

Chapter I : ( Introduction ) ; it includes the background of the research, formulation of the problem, the purpose of the research, the significant of the research, operational definition of the terms, objective of the research, organization of the research.

Chapter II : ( Review Of Related Literature ) ; it discusses the characteristics of the young learner, teaching w vocabulary achievement, kinds of vocabulary, kinds of game, and pelmanism game.

Chapter III : ( Research Methodology ), it presents the research design, setting of the study, population, sampling, sample, variable, data collection method, data analysis method, and testing hypothesis.

Chapter IV : ( Discussion ), it consist of the result of supporting data, the result of the main data, and discussion.

Chapter V : ( Conclusion and Suggestion ), it presents the conclusion of this research and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories related to the research problem. They are characteristics of young learners, teaching English at Elementary school, vocabulary achievement, kinds of vocabulary, the importance of vocabulary in language teaching, the stages in teaching vocabulary, the use of games in teaching vocabulary,kinds of game, pelmanism game in teaching vocabulary, the advantages of pelmanism game.

1. **Characteristics of Young Learners**

Elementary school students, especially for the fourth grade students are about 10-11 years old. They are young learners. Young learners have their own characteristics that distinguish them from adults. According scoot ( 1992: 2-3) The characteristics of young learners mentioned as follows:

a. They ask questions all the time.

b. They like to play.

c. They rely on the spoken word as well as the physical world to convey and understand meaning.

d. They are able to make some decisions about their own learning.

e. They have definite views about what they like and don’t like doing classroom and begin to question the teacher’s decisions; and

f. They are able to work with others and learn from others.

Beside the characteristics mentioned by Scott and Ytreberg, there are also some other characteristics of young learners based on Fisher and Terry (1997:35) point of view, they are:

a. Young learners are beginners who learn through mistakes and trial and error in a learning process.

b. Young learners are able to understand what is being said to them even before they do not understand the individual words.

c. Young learners have an amazing ability to absorb language through playing and other activities that they find enjoyable.

Those characteristics mentioned above should be noticed by the teacher to find out the appropriate technique to make the teaching situation interesting and run smoothly and effectively as well.

1. **Teaching English at Elementary School**

According to Piaget (1959:39), children in primary or elementary school learn through hands-on experiences and through manipulation of objects in the environment. They learn things by doing it. Consequently, when the elementary school students learn a language, they need to be involved in learning activities. Cakir (2003) states that most of the learners at the elementary education specify that they can learn and remember best the things they have worked on. The use of various activities in the classroom to teach a foreign language has a great impact on activities as such kind of attempts encourage them to explore something, which is quite stimulating, motivating, and interesting. The reason behind such activities is that learners learn by doing, by being actively involved in their learning. The following table lists some of the activities that can be implemented in the English foreign language classroom:

1. Read and Draw
2. Guess the words
3. Pelmanism/ matching games
4. Story telling
5. Song
6. Mime and Gesture

(Adapted from Thornton, 2001; Philips, 2001)

1. **Vocabulary Achievement**

Vocabulary is central to language and of critical importance to the typical language learner (Zimmerman in Coady and Huckin, 1997:5). It means that vocabulary is a completely important part for those who want to have deep quality of learning certain language, including English. This is because in order to understand and communicate effectively, someone is demanded to have knowledge of vocabulary.

In line with this idea, Hatch and Brown (1995:1) define the term vocabulary as a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. In other words, vocabulary is the amount of words in certain language that is used by the individual. Whereas, achievement refers to any desirable learning that occurs (Travers in Kusuma, 2008:9). In this point of view, it is concerned with knowledge or skill that is expected to be gained. Additionally, Hornby (1995:3) affirms that achievement is something achieved or done successfully with effort or skill. In short, it can be concluded that vocabulary achievement is the collection of words that is successfully gained or achieved with effort of learning by the students. In this research, the students’ vocabulary achievement is measured by vocabulary test that includes nouns, verbs, and adjectives, and it is indicated by the test scores.

1. **Kinds of Vocabulary**

According to Howard Jackson in the grammar and vocabulary, there are two kinds of vocabularies, active vocabulary and passive vocabulary, to make clearly the writer explains both of them as follows:

1. Active vocabulary is the words that you use in your own speech and writing. It that it is used in oral or written expression by the student.
2. Passive vocabulary is the word that you recognize and make sense of in the speech and writing of other people

At beginner and elementary levels it certainly seems a good idea ti provide sets of vocabulary which students can learn. Most of these early words will be constanly practiced and so can, presumably,be considered as active (Harmer : 1991)

1. **The Importance of Vocabulary in Language Teaching**

Vocabulary is an important role of teaching program in every lesson. Cross (1991: 5) states that major aim of most teaching program is to help the students to gain large vocabulary of useful words. In teaching process, first of all, the teacher has to introduce new words and ask the students to practice them, making clear the meaning and the ways in which each can be used. With more vocabulary the learners will be easy to comprehend the content of such book.

In teaching reading, vocabulary is the main factor the learners have as stated by Richard and Long in Kusuma (2008: 8), ‘English source language/ English foreign language student who plans to read anything or substance in English thus needs to acquire as large as vocabulary as possible’. Moreover, Nation (1990:2) proposes some reasons why vocabulary is taught: 1) because of the considerable research about vocabulary, it informs that vocabulary directed towards useful words can give the learners practice in useful skill. 2) Because the teacher is faced with the learners who have small vocabulary. The learners wish to go on to academic study a few months and time to get new vocabulary and 3) because the learners and researchers see vocabulary is very important in learning language. The learners feel that many of their difficulties in both receptive and productive language result from an inadequate vocabulary.

1. **The Stages in Teaching Vocabulary**

In general, there are three stages in teaching vocabulary explained by experts (Nation and Newton, in Coady and Huckin, 1997:240; Gairns and Redman, and 1998:73; Woodward,1997:96) that are:

a. presentation

b. practice

c. revision or recycling

1. **Presentation**

The vocabulary items that are available on the course book should be presented first by the teacher. In this case, the teacher is responsible for the way vocabulary is presented in the classroom. There are many ways in presenting the words. It can be by translating them, through visual, verbal, and others. The words also can be presented separately as a lexical set of related words or as part of reading or speaking lesson (Bohakova, 2007:34). The fastest presentation does not equal the best one for the learner. Thornbury (2002:178-233) reminds that the words become more easily memorable when presented in an original way, which compensates for the longer time spent on its elicitation or presentation. It is important for each presentation to include some check of the learner’s understanding, either in the form of eliciting more examples, personalization of new items, asking concept questions or asking for translation. In this research, the vocabularies were presented to the students visually by using pelmanism cards.

1. **Practice**

Practice is the second stage of both vocabulary teaching and learning, and only through practice new words can be ‘integrated into existing knowledge. Presenting a word in the classroom well does not secure that it will be remembered. The function of practice is to enable the newly encountered words to move from the short-term into long-term and permanent memory of learners. They need enough opportunities to practice using the vocabulary in order to integrate the new knowledge into their mental lexicon, the network of learner’s existing word associations’ knowledge. When a learner is able to recall a word repeatedly, we say that the word has become part of his working memory. In other words, it is important that the new lexis needs to be encountered several times in order to be acquired and stored in learner’s memory.In this research, pelmanism game was used to practice the new vocabularies.

1. **Revision**

According to Thornbury (2002:199), revision is a process of reviewing previously studied materials which helps learners to acquire vocabulary for active and productive purposes. Recycling is another term used for revision. Language learning is largely memory task. Moreover, Thornbury (2002: 129) explains that learning vocabulary demands the ability to store and retrieve enormous amounts of memorized information. Thornbury distinguishes between three types of memory:

1. Short Term Store (STS)
2. Working memory
3. Long Term Memory (LTM)

Short- term store according to Thornbury is an echo (2002: 129) or the brain’s capacity to hold a limited number of items (2002: 23) for several seconds only. Working memory as Thornbury understand is a kind of work bench, where information is first placed, studied, and moved about before being filled away for later retrieval (2002: 23). In vocabulary learning, it is vital to help the memory to move lexical items from the working memory into the long term memory, for example by memorization or frequent repetition. The long term memory has enormous capacity and durability, and stores vocabulary rather permanently if it is frequently retrieved.

Gairns and Redman (1998:89) say, “About eighty percent of the information we forget is lost within twenty-four hours of initial learning”. In other words vocabulary presented in the previous lesson needs to be reviewed. Reviewing the material can be in a form of short warmer activities at the beginning of the class, and adding weekly or monthly progress test for further recycling. Scrivener (1998,86-87) suggests vocabulary revision activities such as back to the board, category list, word thieves, and word dominoes which is also known as pelmanism, concentration, or pairs. In this research, pelmanism game was used to review the studied materials that have been taught in the previous meeting.

1. **The Use of Games in Teaching Vocabulary**

There are has been a common perception that learning should be done seriously. If one is having fun and there is hilarity, then it is not really learning. Nonetheless, in reality, it is still possible to learn the teaching learning as well as enjoy oneself at the same time. One of the ways to do this is through game. Wright et al (1996:1) defines games as a set of forms of play which can help and encourage many learners to sustain their interest and work. Furthermore, Santrock (1993:31) confirms that game activities are done for the sake of enjoyment and entertainment, in which there are rules and often competition. However, games used in the teaching learning process are not only for fun and relaxation, but also importantly, for the useful of practice of the teaching learning lesson.

1. **Kinds of Games**

There are so many kinds of games that can be used in learning English. Wright et al (1996) divided games into some categories, they are:

1. Psychology games

These games lead the students to grater awareness of the working of the human mind and senses. The aim is to encourage concentration and language use.

1. Memory games

These kinds of games challenge the students’ ability to remember, for example: pelmanism game

1. Words games

These games will lead the students to focus on the words in the meanings, spelling, and for sentence making, for example: crossword puzzle and anagrams.

1. Picture games

These kinds of games use pictures as the major part to play. Picture or text matching is the example of this game.

In this research, the researcher focused on one of memory games that was pelmanism that had been applied in SDN Karanggayam 01 Blitar.

1. **Pelmanism Game in Teaching Vocabulary**

According to the And Dictionary, “Pelmanism is a card game in which the cards are spread out face down and must be turned up in matching pairs”. Pelmanism is a memory game in which we need to find matching pairs. It is very popular in many countries around the world. “It is usually a test of memory but a little imagination can turn it into an effective English game (www.britishcouncil.org/flashonline-lesson-gsce-pelmanism.doc).

Pelmanism game can be applied in the beginning of lesson for reviewing the previous material or practicing the new vocabularies. To develop effective retrieval systems, the teacher could give the students an appropriate retrieval cue for vocabulary presented in the previous lesson and see how many items the students can recall. Whereas, Morley in his article ‘collocation pelmanism’ (2006) argues that it is often necessary to recycle new words several time in class, before they become part of learners’ active vocabulary. The memory game pelmanism can provide a useful activity for new words that are introduced through a text or explicitly taught.

The procedures in playing pelmanism game are as follows:

1. Divide the students into groups of four to five and give them a set of cards which they place face down on a level surface in front of them.
2. The first student turns up any two cards to see if they are pairs, while saying the name of the picture or synonym and reading the word aloud to the group
3. If they are pairs, he keeps them, and if not, he turns them face down again, and the next player takes his turn.
4. The winner is the student who accumulates most sets of cards.
5. The game can be played several times in a row.

(Adapted from Gairns and Redman, 1998:167)

The cards consist of 20 matching cards, in which there are ten pairs of cards in each set. The numbers of cards can be more than ten pairs, depends on the necessity. The pairs can relate to each other in a range of ways, according to the language need of the learners. Thornbury (2002:98) suggests the typical pairs might be: antonym (tall-short, thick-thin), British and American equivalents (bill-check, pharmacy-drugstore), or collocation (wide+ awake, stark+naked).Further support comes from Wright (1996:94) that the pairs might be two pictures which relate together, for example, cow/calf; or a picture and a text, for example, a picture of cow and the word of ‘cow’; or the pairs could be the pictures of the same kind of object but different examples (two different types of car); or the pair could be of identical pictures.

In this research, the cards were presented by using symbols to words/ phrases for teaching nouns and verbs, while symbols and words to symbols and words for teaching adjectives.

1. **The Advantages of Pelmanism Game**

Pelmanism is a simple and effective way to practice language meaningfully in a fun way. This game challenges the players’ ability to remember. The theory of forgetting is called decay theory claim that information stored in the memory falls into disuse unless if it is activated fairly regularly. Furthermore, Gairns(1998:89-90) suggests that we need to practice and revise what we learn otherwise the new input will gradually fade in the memory and ultimately disappear. He added, it is important to recycle previously presented lexis.

In pelmanism game, the students are asked to match pictures with the target language. According to Norton(1990:27) the way young learners learn language (English) is learning by doing. Children love to learn by doing activities that encourage them to explore something. By doing this activity, the students actively involved in their learning that will make them more easily remember the words. While playing the game the students must read the key vocabulary, understand meaning, and also attempt to remember the location of the cards. This activity helps the students to recognize the words, understand the words, and improve self esteem and sense of achievement.

Pelmanism game uses picture cards that attract the students’ attention. According to Wright(1989:17-18), pictures can motivate the students and make them want to pay attention and take apart in the lesson. By using picture, the students are expected to recognize the object. Through picture, students will not get the first hand experience, but at least they will learn to understand the object of learning from visual and store the meaning of the words into their mind. Levie and Lentz (in Irsyad, 1997) say that there are four functions of visual media. They are : 1) attention function; visual aids can attract the students’ attention to concentrate the lesson, 2) affective function; visual aids can attract the students’ enjoy in the learning process, 3) cognitive function; visual aids can quicken the realization of the aim of understanding and understanding the gist of the lesson they get.

Pelmanism game is able create a good atmosphere in the classroom. By playing in a small group, this game offers lower anxiety and encourages the students to take part. They want to cooperate, and compete with their friends without being aggressive, and to be a good loser. This condition is able to motivate the students to learn. Argondizzo (1992:6) propounds the view that “most children who start foreign language instruction do not have autonomous motivation to learn a foreign language”. In other words, students will learn better if they are motivated and want to do it. Playing pelmanism game to practice vocabularies and review it several times helps the new words kept in long term memory.

**CHAPTER III**

**RESEARCH METHOD**

This chapter presents research methods applied in this research. It covers research design, population and sample, varieble, data and source of data, data collecting method, instruments, technique of data analysis and hyphotesis testing.

1. **Research Design**

“Research is a careful study of an investigation, especially in order to discover new facts or information, such as scientific, historical research.” It means that a study is done carefully and accuracy on investigation of an event, problem or phenomenon about scientific to find out a new information.

On the other hand, Gay L.R says that “Research is the formal systematic application of scientific method to the study of problems.” It means that a research needs a scientific method that is available to use, such as experimental research, historical research, descriptive research, action research, etc.

Research method refers to the general strategy followed in gathering and analyzing the data necessary for answering the question at hand. This research intended to investigate the effectiveness of using Pelmanism game on the vocabulary achievement of the fourth grade students’ at SDN Karanggayam 01 Blitar.

In this study, the writer used pre-experimental design with one sample, pre-test and post-test. Applying the design, the writer used the same subjects pre-test and post-test by giving different treatment phases in the different time and length of experiment period can be extended until the behavior stability.

This study used pre-experimental design by comparing between the result of pre-test and post-test. The vocabulary mastery before taught using Pelmanism game was indicated as the pre-test. The vocabulary mastery after being taught using Pelmanism game was indicated as the post-test. Both the pre-test and the post-test in this study were taken from the same subject.

The procedures of pre-experimental in this study consisted of pre-test, treatment, and post-test. The pre-test and the post-test are given to take the score of the students’ achievement before and after being taught by using Pelmanism game. Then, both scores were computed by using T-test to find out if there is significant influence of teaching vocabulary by using Pelmanism game.

The design of the research is also shown in the figure below.

Pre-experimental Pre-test Treatment Post-test

Class IV √ √ √

Figure 3.1. The Design of the Study.

1. **Population and Sample**

Population is the whole individuals who become the real object in the research. While, sample is a set of data consist of only a part of study (Arikunto, :2010).

This research was conducted at SDN Karanggayam 01 Blitar. The researcher took all of the students of the fourth grade of SDN Karanggayam 01 Blitar as the subject of the study. This school was chosen purposively because it was possible to get permission to conduct the research at this school. Another reason is that pelmanism game had never been applied by the English teacher at the school.

1. **Variable**

Variable is the condition or characteristics that the researcher manipulate, control or observe. Referring to the title of this research “The Effectiveness of Using Pelmanism on the Vocabulary Achievement on the Fourth Grade Students at SDN Karanggayam 01 Blitar”, there were two variables; independent and dependent variable.

Independent variable is variable that consequence of or upon antecedent variables. The independent variable of this research was teaching vocabulary by using pelmanism game.

Dependent variable is the response or the criterion variable that s presumed to be caused by or influenced by the independent treatment, condition, and any other independent variables. In this study, the dependent variable was the students’ achievement on vocabulary.

1. **Data and Source of Data**

Data is a rough material researcher collects from the world he is studying (Bogdan, 106:1998). The data in this study was in the form of students’ score of the pre-test and post-test.

Source of data is a source in which data is taken. The source of data in this research were all of the fourth grade students.

1. **Technique of Collecting Data**

Data of this study was collected by administering the test.. Test in simple definition is a method of measuring a person’s ability, knowledge, or performance in a given domain (Purwanto, 33:1991). There were two kinds of test in this study, that were pre-test and post test. The test were used to measure the students’ achievement on vocabulary.

1. **Instrument**

Instrument is a tool to collect a data which is needed in a research. The intrument in this study was test.

Vocabulary test was used to get the data. It was in the form of students’ score. Arikunto (1998:127) defines test as a set of questions, exercises or other instruments which are used to measure skill, knowledge, intelligence, and aptitude of an individual or groups. Based on the purpose of giving a test, Hughes (1996:11) divides the test into four types, namely proficiency test ( to measure how suitable candidates will be for performing a certain task or following a specific course), achievement test (to measure a student’s mastery of what has been taught), diagnostic test (to check the students’ progress for specific weaknesses and problems they mat have encountered), and placement test ( to sort students into groups according to their language ability at the beginning of the course). Moreover, Hughes (1996:10) says that achievement test is designed to determine how successful individual, group of students, or a course in achieving objectives.

This research used achievement test with the consideration that the researcher wanted to know the students’ vocabulary achievement. The researcher gave two tests that were pre-test and post-test. Both of pre-test and post-test consisted of 30 questions in the form of multiple choice questions which were administered in order to measure the students’ vocabulary mastery. Pre-test was given before the students were being taught by using pelmanism game. While, post-test was given after the students were being taught by using pelmanism game. The students were asked to choose one of the four choices given as the best answer. The time allotment for the test was 40 minutes.

1. **Technique of Data Analysis**

Data analysis method is a way to analyze the obtained data. After using vocabulary test to collect to primary data, the results was analyzed by using t-test formula to know whether or not there was a significant effect of using pelmanism game on the fourth grade students’ vocabulary achievement at SDN Karanggayam 01 Blitar. The researcher in this research uses T-Test, as taken from Blackwell (91:1985), formulated below:

T0 : T test score

N : The number of students

The result of data analysis was consulted to the t-table of 5% significant level to know whether the result was significant or not. If the result of t-computation was higher than that of the t-table, it means that the null hypothesis was rejected and the result of this research was significant. Since the result of the analysis was significant, then the degree of Relative Effectiveness was analyzed ( Masyhud, 2000:66).

1. **Hypothesis Testing**

The hypotheses of this study were as follow:

Ha : There is a significant different achievement before and after using pelmanism game as a technique to teach vocabulary.

Ho : There is no significant different on the students’ achievement before and after using pelmanism game as a technique to teach vocabulary.

1. If t-test score is bigger than T-table, the alternative hypothesis (Ha) was accepted. It means that there was significant different vocabulary achievement before and after using pelmanism game.
2. If t-test score is smaller that T-table, the null hypothesis (H0) was not rejected. It means that there was no significant different achievement on the students’ vocabulary before and after using pelmanism game as a teaching technique to teach vocabulary.

**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

     This chapter presents the short description of the object, the data of research finding, data analysis and discussion based on the result of research.

1. **Data of Research Finding**

    In this section, the researcher presented the students’ ability before and after being taught by using pelmanism game in the process of teaching vocabulary. In this presentations, the researcher presented and analyzed the data which had been collected through two kinds of tests, they are pre-test and post-test. In was conducted to 19 students.

**1. Description of proficiency of students before being taught vocabulary by using pelmanism game**

     In this section, the researcher presented the result of the pre-test that had been tested before treatment. The pre-test consisted of 30 items in the form of multiple choise. Therefore, the maximum score of the pre-test was 100. The detail students’ score of the pre-test will be shown in the below table:

**Table 4.1 the Students’ Scores before being Taught by Pelmanism Game**

|  |  |  |
| --- | --- | --- |
| **No** | **Code** | **Score** |
| 1. | A | 23 |
| 2. | B | 56 |
| 3. | C | 69 |
| 4. | D | 73 |
| 5. | E | 79 |
| 6. | F | 66 |
| 7. | G | 86 |
| 8. | H | 86 |
| 9. | I | 66 |
| 10. | J | 46 |
| 11. | K | 86 |
| 12. | L | 83 |
| 13. | M | 92 |
| 14. | N | 73 |
| 15. | O | 56 |
| 16. | P | 79 |
| 17. | Q | 83 |
| 18. | R | 69 |
| 19. | S | 66 |

Pre-test was held on Wednesday, May 9, 2012 at 07.00 AM until 08.15 AM. Based on the table 4.1, it was concluded that about 16 students got score under 65; it means that their scores still under the minimal standard score of the English subject that was 65, and only 4 students who got the score equal to or more than 65.

**2. Description of proficiency of students after being taught by Pelmanism Game**

In this section, researcher presented the score of post-test after being taught by pelmanism game technique. The description is as follow:

**Table 4.2 the Student’s Scores after being taught by using Pelmanism Game**

|  |  |  |
| --- | --- | --- |
| **No** | **Code** | **Total Score** |
| 1. | A | 56 |
| 2. | B | 79 |
| 3. | C | 63 |
| 4. | D | 76 |
| 5. | E | 79 |
| 6. | F | 73 |
| 7. | G | 92 |
| 8. | H | 76 |
| 9. | I | 79 |
| 10. | J | 69 |
| 11. | K | 79 |
| 12. | L | 86 |
| 13. | M | 89 |
| 14. | N | 83 |
| 15. | O | 79 |
| 16. | P | 59 |
| 17. | Q | 82 |
| 18. | R | 82 |
| 19. | S | 69 |

Post-test was administered on Wednesday, May 23rd, 2012 at 07.00 AM until 08.15 AM. Based on the table 4.2, it could be concluded that all of the students of grade fourth could pass the minimum score 65.

1. **Data Analysis**

Referring to the data in the form of students’ score gained from pre- and post-test as stated above, the next step was analyzing those data by computing it by using T-test. It was used to know if there was any significant influence of the student’s improvement before and after being taught by pelmanism game in teaching vocabulary process in 5% and 1% of significant level.

The researcher analyzed the score as follow:

**Identify Mean**

Before identify the mean, the researcher provided this table to ease in identifying T-Test. The table as follow:

**Table 4.7 the difference between pre-test and post-test using pelmanism game**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Code | Pre-Test (X) | Post-Test (Y) | D (Y-X) |  |
| 1. | A | 23 | 56 | 33 | 1089 |
| 2. | B | 56 | 79 | 23 | 529 |
| 3. | C | 69 | 63 | -6 | 36 |
| 4. | D | 73 | 76 | 3 | 9 |
| 5. | E | 79 | 79 | 0 | 0 |
| 6. | F | 66 | 73 | 9 | 81 |
| 7. | G | 86 | 92 | 6 | 36 |
| 8. | H | 86 | 76 | -10 | 100 |
| 9. | I | 66 | 79 | 13 | 169 |
| 10. | J | 46 | 69 | 23 | 529 |
| 11. | K | 86 | 79 | -7 | 49 |
| 12. | L | 83 | 86 | 3 | 9 |
| 13. | M | 92 | 89 | -3 | 9 |
| 14. | N | 73 | 83 | 10 | 100 |
| 15. | O | 56 | 79 | 23 | 529 |
| 16. | P | 79 | 59 | -20 | 400 |
| 17. | Q | 83 | 82 | -1 | 1 |
| 18. | R | 69 | 82 | 13 | 169 |
| 19. | S | 66 | 69 | 3 | 9 |
|  | | = 1337 | = 1450 | = 115 | = 3853 |

**Identifying mean:**

Mean from X and Y

MX =

MY =

**Identifying T Test score ()**

*=*

=

=

=

= 1.99

From the result above, to know the value degree of freedom (df) the formula, then, the writer used the formula: N-1 = 19-1 = 18, so df = 18, T-Table 5%=1.734. From the result above and after being compared with T-Table, now it can be concluded that there was a significant difference between the two means, before and after being taught vocabulary by using pelmanism game.

1. **Hypothesis Testing**

As stated earlier in chapter III, the Null Hypothesis (Ho) and Alternative Hypothesis (Ha) of this research were:

* The Null Hypothesis (Ho) : there is no significant effect of the using pelmanism on the fourth grade students vocabulary achievement at SDN Karanggayam 01 Blitar.
* The Alternative Hypothesis (Ha) : there is significant effect of using pelmanism on the fourth grade students vocabulary achievement at SDN Karanggayam 01 Blitar.

After the data were analyzed statistically, it could be seen that the value of Tcount was 1.99, whereas Ttable with significant level 5% was 1.734. Therefore, Tcount was greater thatn Ttable. It means that Ha which states that there is significant different of using pelmanism game to teach vocabulary to the fourth grade students at SDN Karanggayam 01 Blitar is accepted. Whereas, H0 which states that there is no significant different of using pelmanism game to teach vocabulary to the fourth grade students at SDN Karanggayam 01 Blitar is rejected.

1. **Discussion**

The computation above showed that the result is 1.99, and to know whether the difference was significant or not, the writer used the T-Table. If > T-Table in N=19 significant 5%, the alternative hypothesis (Ha) is accepted; it means that there is significant difference to the fourth grade students before and after being taught vocabulary by using pelmanism game. The difference is significant. While if < T-Table in N=18 significant 5%, the Null Hypothesis (Ho) is accepted; it means that there is no significant difference to the fourth grade students before and after being taught vocabulary by using pelmanism game. The difference is not significant.

Based on the statistical test by using T-test, it showed that score after being taught by using pelmanism game technique is 1.99 and the T-Table is 1.734, the meaning is that is bigger than T-Table and, therefore, Ha is accepted.

From the result above, it can be concluded that there is an effect of using pelmanism game on the fourth grade students’ vocabulary achievement at SDN Karanggayam 01 Blitar. The students has a significant improvement on their vocabulary achievement. Therefore, it is in line with the theory proposed by Wreight (1996:1) that game is a set of forms of play which can help and encourage learners to sustain their interest in learning so that they could reach the maximum result in learning, especially vocabulary. Furthermore, it also corresponds to the Argondizzo theory that pelmanism game can help the students to keep the vocabulary in their long term memory (1992:6). Pelmanism game as a vocabulary teaching technique which is proven to be effective in SDN Karanggayam 01 Blitar can be adapted by another school institution as the alternative technique to teach vocabulary. Finally, this research result has a contribution to broaden the teaching vocabulary technique.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

**A. Conclusion**

Referring to the research finding and discussion above, the researcher can give some conclusions as follow:

1. The result of pre-test shows that there are 16 students get score under 65 and only 4 students who get the score equal to or more than 65.
2. The result of post-test shows that all of the fourth students of SDN Karanggayan 01 Blitar can pass the minimum score 65.
3. There were significant differences on the student’s vocabulary achievement before and after being taught by using pelmanism game. The total score after being taught by using pelmanism game is higher than the total score before being taught by using pelmanism game. It is showed by the result of T-Test that the result of T-Test 1.99.

**B. Suggestion**

Based on the result of the research, the researcher can suggest to:

1. *Institution*

This game was effective to teach vocabulary because it could improve the student’s achievement in vocabulary. The researcher suggested that this game could be one of the techniques in teaching vocabulary in elementary school institution.

1. *Teachers*

The writer suggests the teacher to use pelmanism game as technique to develop the students’ vocabulary achievement because it is impirically effective. This study is also expected to be able to support and encourage the English teachers in creating effective ways in teaching English, especially in teaching vocabulary.

1. *The Students*

It is able to stimulate and gives understanding that studying English can be done in meaningful and enjoyfull ways. Moreover, the students or English learners of elementary school have to know that studying English is not hard thing to do.

1. *The Future Researcher*

As this research is not perfect yet, it is suggested for the future researcher to conduct further research on the similar area, especially in using pelmanism game in teaching vocabulary. This study is very important because it will give some knowledge to the researcher and to know the benefits of using pelmanism game in teaching vocabulary.