

**THE EFFECTIVENESS OF SECRET MESSAGE GAME
TOWARD STUDENTS' VOCABULARY ACHIEVEMENT OF
SECOND GRADE AT SMPN 3 KEDUNGWARU
TULUNGAGUNG**

THESIS

Presented to

State Islamic Institute of Tulungagung in Practical Fulfillment of the Requirements for the Degree of *Sarjana Pendidikan Islam* in English Education Program



By

SIGIT ADITAMA

NIM. 3213103134

**ENGLISH EDUCATION PROGRAM
FACULTY OF ISLAMIC EDUCATION
STATE ISLAMIC INSTITUTE (IAIN) OF TULUNGAGUNG
July 2014**

ADVISOR' S APPROVAL SHEET

This is to certify that the Sarjana Thesis of Sigit Aditama NIM. 3213103134 have been approved by the thesis advisor and for further approval by the Board of Examiners.

Tulungagung, July 12th 2014

Advisor,

Dr. Susanto, SS, M.Pd

NIP: 19730831 199903 1 002

Acknowledge,

The Chief of English Education Program

Arina Shofiya, M.Pd
NIP. 19770523 200312 2 002

THE BOARD OF EXAMINERS' APPROVAL SHEET

This is to certify that the Sarjana Thesis of Sigit Aditama has been approved by the board of Examiners as the requirement for the degree of Sarjana Pendidikan Islam in English Education Program.

Board of Thesis Examiners

Chair:

Signature

Prof. Dr. H. Imam Fu'adi, M.Ag.
NIP. 19690331 199403 1 002

.....

Main Examiner:

Drs. H. Mashudi, M.Pd.I
NIP. 19690131 200112 1 003

.....

Secretary:

Arina Shofiya, M.Pd.
NIP. 19770523 200312 2 002

.....

Tulungagung, July 23rd 2014

Approved by,
Dean Faculty of Education and Teacher Training
IAIN Tulungagung

Dr. H. Abd. Aziz, M.Pd.I
NIP. 19720601 200003 1 002

MOTTO

“Actually, Allow with Difficulty There is an Easier”

So if you have finished from your Business, Stay on to Hard
Work to another Business

DEDICATION

This thesis is dedicated to:

- My great beloved parents, Didik Prayitni K. and Tien Budi Sunarsish who always give full love, attention, motivation, support, advices, and pray for me, thank you very much for your genuine affection and endless love
- My Advisor Dr. SUSANTO, SS, M.Pd thank you very much for your guidance, and suggestion
- My all lecturers that I can't mention here, who shared me much experiences and knowledge. Thanks for everything
- I thank you very much for English teacher at SMPN 1 Boyolangu who given has permission to conduct research
- All of my friends in English Education Program, especially for Rio Rahmat, Ratna Gumelar, and Siska Yuliani who always give me spirit and motivation to never give up and all of my friends in TBI – D class
- All of my best friends of community who always support me in happiness and sadness, I would say “Glad to have you all”
- My college English Education Program of IAIN Tulungagung

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Sigit Aditama
Place, Date of Birth : Tulungagung, 12th November 1991
Registered Number : 3213103134
Address : Dusun Kalituri RT 05/ RW 02, Desa Waung,
Kec. Boyolangu, Kab.Tulungagung.
Departement : Islamic Education Departement (Tarbiyah)
Program : English Education Program (TBI)

State that thesis entitled "The Effectiveness of Secret Message Game Toward Students' Vocabulary Achievement of Second Grade at SMPN 3 Kedungwaru Tulungagung", is truly my original work, it doesn't incorporate any materials previously written or published by another person except those indicated in quotation and bibliography. Due to the fact, I'm the only person responsible for this thesis any objection or claim from other.

Tulungagung, July 12th 2014

The writer

Sigit Aditama
NIM. 3213103134

ABSTRACT

Aditama, Sigit. Registered Number Student. 3213103134. 2014. The Effectiveness of Secret Message Game toward Students' Vocabulary Achievement of Second Grade at SMPN 3 Kedungwaru, Tulungagung. Thesis. English Education Program. State Islamic Institute (IAIN) of Tulungagung. Advisor: Dr. Susanto, SS, M.Pd

Key Words: Effectiveness, Vocabulary, Secret Message Game

Practically in Junior High School, English is toward integratedly. English skills and English component are presented in integrated. However, each skill and component needs to be given attention. Related to teaching vocabulary, the students of seventh grade at SPM 3 Kedungwaru had difficulties to memorize vocabularies and understand their meaning. Common errors are found when the students were asked to fulfill incomplete sentences and rearrange letter into words, and also arrange words in sentences. The teacher needs to choose and employ a certain language game to improve students' vocabulary mastery. One of game that can be used in teaching vocabulary is the Secret Message Game. In this game the students feel enjoy and comfortable without having burden in learning English. Through this Secret Message Game, the students find it easier to understand and memorize vocabularies that have been taught.

This study attempted to answer the following research question: (1) How is the students' vocabulary achievement before being taught by using Secret Message Game? (2) How is the students' vocabulary achievement after being taught by using Secret Message Game? (3) Is there any significant difference score of the students before and after being taught by using Secret Message Game?

In carrying this research, the researcher formulated the objectives of the study as follow: (1) To know the students' achievement in vocabulary before being taught by using Secret Message Game. (2) To know the students' achievement in vocabulary after being taught by using Secret Message Game. (3) To know whether there is any significant difference score of the students before and after being taught by using Secret Message Game.

Research method: (1) The research design is pre experimental design with quantitative approach, (2) The population of this research were all students of seventh grade at SMP 3 Kedungwaru, Tulungagung, (3) The sample was seventh B class consisting of 23 students, (4) The research instrument used in this research was test and the data collected through test was analyzed using T-test formula.

The result showed that different of mean score of students' vocabulary before being taught using Secret Message Game was 63.86. Meanwhile, the mean score of students' vocabulary after being taught using Secret Message Game was 76.30. The result of counting score using T-test showed that $t_{\text{count}} (7,700) > t_{\text{table}}$

(2,074), The result of calculation indicated that Ha was accepted and Ho was rejected. The finding showed that the Secret Message Game was effective used in teaching vocabulary for it could upgrade the students' English vocabulary mastery.

ABSTRAK

Aditama, Sigit. NIM. 3213103134. 2014. The Effectiveness of Secret Message Game toward Students' Vocabulary Achievement of Second Grade at SMPN 3 Kedungwaru Tulungagung. Tesis. Program Tadris Bahasa Inggris. Institut Agama Islam Negeri (IAIN) Tulungagung. Pembimbing: Dr. Susanto, SS, M.Pd

Kata Kunci : Effectiveness, Vocabulary, Secret Message Game.

Praktisnya di SMP, Bahasa Inggris adalah tujuan perpaduan. Kemampuan bahasa Inggris dan komponen bahasa Inggris disajikan secara terintegrasi. Namun, masing-masing keterampilan dan komponen perlu diberikan perhatian. Terkait dengan pengajaran kosa kata, siswa kelas tujuh di SPM 3 Kedungwaru memiliki kesulitan untuk menghafal kosa kata dan memahami artinya. Kesalahan umum ditemukan saat siswa diminta untuk memenuhi kalimat tidak lengkap dan menyusun ulang huruf menjadi kata-kata, dan juga menyusun kata-kata menjadi kalimat. Guru perlu memilih dan menggunakan permainan bahasa tertentu untuk meningkatkan penguasaan kosakata siswa. Salah satu game yang dapat digunakan dalam pengajaran kosa kata adalah Permainan Pesan Rahasia. Dalam permainan ini siswa merasa enjoy dan nyaman tanpa beban dalam belajar bahasa Inggris. Melalui Permainan Pesan Rahasia ini, para siswa menemukan kemudahan untuk memahami dan menghafal kosakata yang telah diajarkan.

Penelitian ini mencoba untuk menjawab pertanyaan penelitian sebagai berikut: (1) Bagaimana prestasi kosakata siswa sebelum diajar dengan menggunakan Permainan Pesan Rahasia? (2) Bagaimana prestasi kosakata siswa setelah diajarkan dengan menggunakan Permainan Pesan Rahasia? (3) Apakah ada perbedaan nilai siswa yang signifikan sebelum dan setelah diajarkan dengan menggunakan Permainan Pesan Rahasia?

Dalam menjalankan penelitian ini, peneliti merumuskan tujuan penelitian sebagai berikut: (1) Untuk mengetahui prestasi siswa dalam kosa kata sebelum diajarkan dengan menggunakan Permainan Pesan Rahasia. (2) Untuk mengetahui prestasi siswa dalam kosakata setelah diajarkan dengan menggunakan Permainan Pesan Rahasia. (3) Untuk mengetahui apakah ada perbedaan nilai siswa yang signifikan sebelum dan setelah diajarkan dengan menggunakan Pesan Rahasia permainan.

Metode penelitian: (1) Desain penelitian adalah rancangan percobaan dengan pendekatan kuantitatif, (2) Populasi penelitian ini adalah semua siswa kelas tujuh di SMP 3 Kedungwaru, Tulungagung, (3) sampel adalah kelas B ketujuh yang terdiri dari 23 siswa, (4) instrumen penelitian yang digunakan dalam penelitian ini adalah tes dan data yang dikumpulkan melalui tes dianalisis menggunakan rumus T-test.

Hasil penelitian menunjukkan bahwa perbedaan skor rata-rata kosakata siswa sebelum diajarkan menggunakan Permainan Pesan Rahasia adalah 63,86. Sementara itu, nilai rata-rata dari kosakata siswa setelah diajarkan menggunakan Permainan Pesan Rahasia adalah 76,30. Hasil penghitungan skor menggunakan T-test menunjukkan bahwa t_{count} (7,700) > t_{table} (2,074), Hasil perhitungan menunjukkan bahwa Ha diterima dan Ho ditolak. Temuan ini menunjukkan bahwa Permainan Pesan Rahasia telah efektif digunakan dalam pengajaran kosakata untuk bisa meng-upgrade penguasaan kosakata bahasa Inggris siswa.

ACKNOWLEDGEMENT

In the name of Allah SWT The Most Beneficent and The Most Merciful. All praises are to Allah SWT for all the blessings so that the writer can accomplish this thesis. In addition, may Peace and Salutation be given to the prophet Muhammad (pbuh) who has taken all human being from the Darkness to the Lightness.

The writer would like to express the genuine gratitude to:

1. Dr. Maftukhin, M. Ag., the Chief of IAIN Tulungagung for his permission to write this thesis.
2. Arina Shofiya, M. Pd., the Head of English Education Program who has given me some information so the writer can accomplish this thesis.
3. Dr. SUSANTO, SS, M.Pd, the writer's thesis advisor, for his invaluable guidance, suggestion, and feedback during the completion of this thesis.
4. All lecturers of IAIN Tulungagung for their guidance and knowledge given during the writer have been studying at IAIN Tulungagung.
5. Endah Uriani, S.Pd,M.M, the headmaster of SMPN 3 Kedungwaru who has given the writer permission to conduct a research at this school.
6. Yuyun Sulistyowati, M.Pd, the English teacher of SMPN 3 Kedungwaru who has given the writer permission to conduct a research at her class.

The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 12th 2014

The writer,

Sigit Aditama

NIM. 3213103134

TABLE OF CONTENTS

Cover.....	i
Advisor's Approval Sheet.....	ii
Board of Examiners' Approval Sheet.....	iii
Motto	iv
Dedication.....	v
Declaration of Authorship.....	vi
Abstract.....	vii
Acknowledgement.....	xi
Table of Content.....	xii
List of Tables.....	xv
List of Appendices.....	xvii

CHAPTER I INTRODUCTION

A. Background of the Study.....	1
B. Formulation of Research Question.....	7
C. Purpose of the Study.....	7
D. Significance of the Study.....	8
E. Scope and Limitation of the Study.....	9
F. Hypothesis of the Study.....	9
G. Definition of Key Term.....	10

CHAPTER II REVIEW OF RELATED LITERATURE

A. Vocabulary.....	11
1. Kind of vocabulary.....	12
a. Active vocabulary.....	12
b. Passive vocabulary.....	13
B. Vocabulary in Classroom.....	13

C. Teaching Vocabulary.....	14
D. Vocabulary Teaching Procedures.....	15
1. Recycled words.....	15
2. The second-hand cloze.....	16
3. The vocabulary interview.....	16
E. Teaching Vocabulary in Intermediate Class.....	17
F. English for Young Learner.....	17
1. Definition of Young Learner.....	17
2. The way of young learner learns of vocabulary	18
G. Game For Vocabulary Learning.....	19
H. Purpose of Using Games.....	19
I. Media For Teaching Learning.....	20

CHAPTER III RESEARCH METHOD

A. Research Design.....	22
B. Population, Sample, and Sampling.....	24
1. Population.....	24
2. Sample.....	25
3. Sampling.....	26
C. Variable and Data Sources.....	26
1. Independent Variable	26
2. Dependent Variable	27
D. Research Instrument.....	27
E. Try Outing Project of the Instrument.....	28
F. Validity and Reliability.....	30
1. Validity.....	31
2. Reliability.....	33
G. Normality and Homogeneity.....	34
1. Normality.....	34
2. Homogeneity.....	35
H. Data Collecting Method.....	36
1. Pretest.....	37

2. Treatment.....	37
3. Posttest.....	38
I. Data Analysis.....	38

CHAPTER IV FINDINS AND DISCUSSION

A. The Description of Data.....	40
1. Students' Vocabulary Achievement before being Taught by Using Secret Message Game.....	41
2. Students' Vocabulary Achievement after being Taught by Using Secret Message Game.....	46
B. Hypothesis Testing.....	54
C. Discussion.....	55

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions.....	58
B. Suggestions.....	59
References.....	61
Appendix.....	63

Kartu Bimbingan

Surat Keterangan Ijin Penelitian

Surat Keterangan Persetujuan Penelitian

Surat Keterangan Selesai Penelitian

LIST OF TABLES

Table		Page
Table 3.1	A diagram One Group Pretest-Posttest Design	26
Table 3.2	Scoring Rubric	29
Table 3.3	The Students' Score in Try Out	30
Table 3.4	Scoring Rubric.....	32
Table 3.5	Correlation.....	33
Table 3.6	One-Sample Kolmogorov-Smirnov Test.....	35
Table 3.7	Anova Pretest.....	36
Table 3.8	Anova Posttest.....	36
Table 4.1	The Students' Achievement before Taught using Secret Message Game.....	42
Table 4.2	The Percentages of Students' Vocabulary before Taught using Secret Message Game.....	42
Table 4.3	The Score's Criteria of the Students before Taught using Secret Message Game.....	43
Table 4.4	Descriptive Statistic of Pre-test Score.....	44
Table 4.5	Frequency of Pre-test.....	45
Table 4.6	The Students' Achievement after Taught using Secret Message Game.....	47
Table 4.7	The Percentages of Students' Vocabulary after Taught using Secret Message Game.....	47
Table 4.8	The Score's Criteria of the Students after Taught using Secret Message Game.....	48
Table 4.9	Descriptive Statistic of Post-test Score.....	49
Table 4.10	Frequency of Post-test.....	50

Table 4.11 The Result of both Pre-test and Post-test of one group	
Experimental.....	51
Table 4.12 Paired Sample Statistic.....	52
Table 4.13 Paired Sample Correlation.....	52
Table 4.14 Paired Sample Test.....	53

LIST OF APPENDICES

Appendix		Page
Appendix 1	Instrument of Pre-test.....	63
Appendix 2	Key Answer.....	65
Appendix 3	Instrument of Post-test.....	66
Appendix 4	Key Answer.....	68
Appendix 5	Rencana Pelaksanaa Pembelajaran.....	69