

**THE USE OF “BIG CITY ADVENTURE SYDNEY AUSTRALIA  
SOFTWARE GAME” IN ENHANCING THE STUDENTS’ VOCABULARY**

**(A Classroom Action Research at the eleventh grade students of SMA Negeri  
13 Luwu, Kabupaten Luwu)**



**A THESIS**

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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## ABSTRACT

**RIKA HERLINA.** 2017. English Education Department. Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. "*The Use of Big City Adventure Sydney Australia Software Game in enhancing the students' vocabulary (A Classroom Action Research at eleventh grade students of SMA Negeri 13 Luwu, Kabupaten Luwu)*", Supervised by Erwin Akib and Amar Ma'ruf.

This research aimed at finding out the improvement of students' vocabulary by using Big City Adventure Sydney Australia Software Game as learning method and to know the students' attitude towards using Big City Adventure Sydney Australia Software Game in learning vocabulary at SMA Negeri 13 Luwu.

The researcher used Classroom Action Research as the research method. The researcher conducted two cycles; each cycle consisted of three meetings. It was done at class XI IPA 2 of SMA Negeri 13 Luwu, which consist 36 students.

The research findings indicated that Big City Adventure Sydney Australia Software Game improved the students' English vocabulary that focus on noun. It was proved by the improvement of the students' achievement. Before treatment, the students' vocabulary was very poor. Only 3 students (8.33 %) got Good score from 36 students who followed the test. Most of them are difficult in memorizing some vocabularies. At the end of the first cycle, any 9 students (25 %) got Good score, some students started to memorize some vocabularies easily. However, the students still made mistakes in mistaken stressing some syllables. In the second cycle, any 19 students (52.77 %) got Good score. the mistake made by students in stressing syllables decreased, and the words that they memorize had increased. Finally, the students' result of the cumulative vocabulary test there are 2 students (5.55 %) got excellent score and 25 students (69.44 %) got Good score. Besides that, the students' attitude towards Big City Adventure Sydney Australia Software Game was very good. It was proved by the result of the questionnaire answered by the students, which most of them felt happy and was interested in learning with Big City Adventure Sydney Australia Software Game.

It could be concluded that use of Big City Adventure Sydney Australia Software Game was improve significantly of the students' achievement. The students' attitude in memorizing English words, It was proves that the presence of Game as a method and media improved the students' enthusiasm in learning and also enhanced the students' participant during learning process.

Keywords: Vocabulary, Software Game, Software, Game and Attitude,

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Makassar, 2017

RIKA HERLINA



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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background**

According to Keraf in Ous (2011), stated that providing two language understanding. The first notion of language as stated means of communication between members of the public in the form of a symbol of the sound produced by means of said human. Second, language is a communication system that uses symbols vocal (speech sound) which are arbitrary. According to Owen in Ous (2011), describes the language definition language can be defined as a socially shared Those combinations of symbols and rule governed Those combinations of symbols (language can be defined as a socially acceptable code or conventional system for delivering concepts through the use of symbols and combinations of the desired symbols are governed by the provisions).While, Soejono in Ous (2011), language is a means of spiritual communication is very important in life together.

Language is important means for human communication. It is use to make an interaction with other people in society and also it is use to express emotion, feeling, and opinion within the language. Vocabulary is an important role in all

aspects of language skills. Someone cannot express his idea without have enough vocabulary.

In learning, one of the language components that must be acquired by learners is vocabulary. In this case, teachers need to introduce new words using particular strategy to the student. However, if the strategy in teaching vocabulary is not conduct in correct and interesting manner, the result tents to lead the students to memorize the word and this will cause stress on the part of the students. It means that teachers must be creative and innovative enough. This is in line with what Harmer (2008) stated that teaching vocabulary as the major part in this process is the art of the language teachers themselves. Students need to see the word in context to see how they use them in process of interaction. Based on the curriculum of English in Indonesia, vocabulary must be integrated in the process of learning which based on curriculum-based competence. In other words, any kind of strategy used to achieve the goal of vocabulary mastery must be provided by all language teachers.

The development of education system in the recent era puts the teachers' no longer as main sources of the information in the teaching and learning process, but more as facilitator during the teaching and learning process. This approach is usually called as the "student-centered" approach. However, the use his approach do not mean that the responsibility of the teachers will be easier than before. Students need to active and creative during the teaching and learning process and their not allow to depend on their teachers. Meanwhile, the position of the teachers as the facilitators also gives the greater responsibility to the teachers



themselves. This is because the students have to conduct their learning process independently. The condition means that all of the teachers, more particularly English teachers, have to be able to give ideas to the students so that they can study more independently during the classroom sessions or beyond the classroom or school activities.

Based on these conditions, teachers have to come up with many kinds of ideas to provide the learning facilities as natural as possible. This is important, because vocabulary is not such an easy item to be remembered or memory by the students. The students need to have relaxing, interesting and enjoyable learning situation in order to help to acquire the vocabulary item easily and directly with can be apply in their daily life. In other words, by having this kind of learning condition, the students may have natural and enjoyable changes to apply the language. Moreover, they will be able to use the language components either by reading, writing, listening and speaking.

In order to fulfill the students need in vocabulary mastery, teachers can use many kinds of alternative media to teach vocabulary. Therefore, the teachers must have several special tricks to make their student motivation to learn English. The learners need a way of teaching that enjoyable, interesting and practical so that finally they can integrate themselves into English. It is assumed that they can contribute their skill especially in vocabulary enrichment. Without understanding vocabulary, the students will be finding some difficulties. Therefore, the students must have knowledge vocabulary because it can positively

facilitate the students to use English effectively in their communication, in other words it leads the students to use English well.

The students cannot express their communicative needs (ideas, emotion) to someone clearly because have lacking vocabulary. The students cannot communication and grasp someone ideas that are transmit to their, therefore vocabulary is regard as the most essential aspect in English. It do not only influence oral form, speaking and listening but also writing and reading. Obviously, vocabulary affects the four language skills as a keg to succeed in mastering in those skills.

From the statement previously, it is fact that vocabulary is very important for those, who wants to master English well. There are many factor that the students will master English vocabulary such as the interest, motivation, or using some method in the classroom. To teach in the classroom the teacher should a good technique are preparation in teaching because the technique can help the students to understanding more the lesson

When the researcher was doing practical of field work (magang 1 and 2) at SMA Negeri 13 Luwu, Kabupaten Luwu, the researcher found some difficulties the students faced in learning process especially in English learning skills, such as; reading, writing, listening and speaking. The researcher found some difficulties because they were fault to mastery vocabulary. The researcher will conduct this research at the class of XI IPA in which the researcher found that the students have a problem in the students' vocabulary mastery, they only have KKM score are 68. So the researcher tried to find out the solution that problem. The researcher

will use a technique for English learning so the student can master the learning skills.

One of the techniques which the researcher tends to apply in teaching English vocabulary is using software game specially “The Big City Adventure Sydney Software Game” that can enhance the vocabulary of student. Teaching vocabulary by using game is good to improve vocabulary achievement of the students, because the students can find new words. Besides that the big city adventure Sydney game is game which can help the learners to remember the some new words, and this game is enjoyable and fun activity for the students in learning English vocabulary.

Ardiana (2015), stated that Computer Game Software “Big City Adventure” is one of the best solution to solve the problem of the students in learning process. Because the use of game in teaching learning process has the function to make the teaching and learning process more interesting. Beside, the use of game can make the students felt enjoy in teaching and learning process. Anis suggested to the English teacher to be able to use various media based on the students’ ability and the situation of the class to get the success of teaching learning process.

Based on this purpose, the researcher will conduct a research under the title: “The Use of ”Big City Adventure Sydney Australia Software Game” in enhancing the students’ vocabulary in the eleventh grade at SMA Negeri 13 Luwu, Kabupaten Luwu

## **B. Problem Statement**

In order to make a systematic approach in solving the problems, the statements of the problem are:

1. How is the improvement of the students' vocabulary in learning through The Big City Adventure Sydney Australia Software Game in eleventh grade at SMA Negeri 13 Luwu, Kabupaten Luwu ?
2. What is the students' attitude toward the use of Big City Adventure Sydney Australia Software Game as a method in learning vocabulary of the students in eleventh grade at SMA Negeri 13 Luwu, Kabupaten Luwu ?

## **C. Objective of the Study**

In line with the statement of the problems, the objectives of the study are to find out :

1. The improvement of the students' vocabulary in learning through The Big City Adventure Sydney Australia Software Game in eleventh grade at SMANegeri 13 Luwu, KabupatenLuwu
2. The students' attitude toward The Big City Adventure Sydney Australia Software Game in learning students' mastery in memorizing English words.

## **D. Significance of the Study**

The result of this research is expected to provide useful information to increase the teaching of English focusing the vocabulary achievement, which can give contribution to language teaching and contribution to learners especially in

eleventh grade at SMA Negeri 13 Luwu. This research is expected to give significant contribution in term of theoretical and practical as follow:

1. Theoretical contribution

The result of this research is expected to contribute to the theories of using interesting method especially “Big City Adventure Sydney Australia Software Game” in enhance the students’ vocabulary.

2. Practical contribution

- a. For Students

This research is expected to help the students to develop a new strategy to improve their vocabulary and can motivate them in order to be more interest in learning to memorize and understand English words through Big City Adventure Sydney Australia Software Game.

- b. For Teacher

The researcher hopes that this research can help the teacher to improve students’ achievement. It is also expected to be useful for English teachers to provide an alternative solution to solve the problems in teaching vocabulary.

## **E. Scope of the Research**

This research was restricted to the improvement of the students’ vocabulary specially focus on noun. The students was led to memorize focus English vocabulary (Noun) based on The Big City Adventure Software Game that the students was play in the class. The researcher was also observing students’ attitude through the students’ behavior in learning process.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Research Findings**

Maria virvou, George katsionis and Konstantinos Manos in their journal titled *Combining Software Games with Education: Evaluation of its Educational Effectiveness*(2005) stated that There are review of related research The results from the evaluation showed that students would benefit from educational games in classrooms and would be quite happy to work with a computer game, which represents a more amusing teaching fashion than that of conventional educational software. Moreover, one important finding that should be noted from the t-tests of the second, third and fourth part of the evaluation is that when the subgroups of students who previously had good, average and poor performance respectively were compared separately, it was revealed that the subgroup of students who used to be poor performers had benefited the most from the game environment whereas the subgroup of good students had benefited the least from the game environment.

Maryam Rohani and BehzadPourgharib in their journal *The Effect of Games on Learning Vocabulary* (2013) stated that The present study aimed at determination of effect of games on learning vocabulary. It used a pretest and also

a posttest to measure the effect games may have on vocabulary knowledge of subjects. After analyzing the obtained data, it was concluded that the training program significantly boosted vocabulary knowledge of the subject, even more than twice. However, no significant difference was found between use of textbooks and games to boost the vocabulary gain as both programs made significant progress in the subjects. Future studies are directed toward determination of effect of other materials (e.g. films, audio stories, etc.) on vocabulary knowledge of students. It should be noted that my study was limited by students' age group and time considerations.

The study has difference methodology with this research. It was focus to combination between software game and education and focus at determination of effect of games on learning vocabulary. But in this research, the researcher is focus to enhancing the students' vocabulary through the use of an educational game such a Big City Adventure Sydney Australia software game. The similarities of previous research and this study are similarly using computer media in educational research.

## **B. Definition of the Vocabulary**

Vocabulary is one of the most importance elements in a language. Many of the vocabulary in English textbook have to be learned. Without it, no one can speak or understand the language. It means that people cannot write a word or make a sentence well, when they do not master it.

Talking about vocabulary, there are many definitions of vocabulary according to some experts. Hatch and Brown (1995) define that vocabulary as a list of words for a particular language or a list or set of words that individual speakers of language might use. Morris (2000) stated that, Vocabulary is defined as a list of words and often phrase usually arranged alphabetically and defined or translate a lexicon or glossary. Meanwhile Richard & Renandya (2002) said that, vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. According to some explanations above, it can be concluded that vocabulary is index of words that have been used by people to communicate, it is usually arranged alphabetically, and it is also part of language component, so it is very essential when people communicate each other.

### **1. The types of vocabulary**

There are some types of vocabulary as stated by Nation (1990), Aeborsold and Field (1997). They are Active (productive vocabulary) and Passive (receptive vocabulary). Active (receptive vocabulary) refers to language items which learners can use appropriately in speaking or writing (Aeborsold and Field). It is line with Nation who states that productive vocabulary refers to the words that students can pronounce, spell and write. It involves how to use the words in grammatical pattern. While, Passive (receptive vocabulary) refers to language items that can be recognized and understood in the context of reading listening (Aeborsold and Field) this receptive vocabulary, as stated by Nation ,



refers to the words that students can be organized when they are heard and they are expected to be able to distinguish a word which has similar sound.

Gairns and Redman (1986) suggest the following types of vocabulary presentation techniques:

- a) *Visual techniques*. These pertain to visual memory, which is considered especially helpful with vocabulary retention. Learners remember better the material that has been presented by means of visual aids (Zebrowska, 1975). Visual techniques lend themselves well to presenting concrete items of vocabulary-nouns; many are also helpful in conveying meanings of verbs and adjectives. They help students associate presented material in a meaningful way and incorporate it into their system of language values.
- b) *Verbal explanation*. This pertains to the use of illustrative situations, synonymy, opposites, scales (Gairns and Redman 1986), definition (Nation 1990) and categories (Allen and Valette 1972).
- c) *Use of dictionaries*. Using a dictionary is another technique of finding out meanings of unfamiliar words and expressions. Students can make use of a variety of dictionaries: bilingual, monolingual, pictorial, thesauri, and the like. As French Allen perceives them, dictionaries are "passports to independence," and using them is one of the student-centered learning activities (1983)

From the explanation above, it can be conclude there are different types of vocabulary; this is relevant to the fact that people have different ways in understanding words in terms of visual, aural, oral and written words. Not all

words suit that are need by the learners, so vocabulary selection is important to be considered to teach learners and these criteria for vocabulary selection will be discussed below.

## **2. The techniques in Teaching Vocabulary**

There are numerous techniques concerned with vocabulary presentation. However, there are a few things that have to be remembered irrespective of the way new lexical items are presented. If teachers want students to remember new vocabulary, it needs to be learnt in context, practice, and then revised to prevent students from forgetting. Teachers must make sure students have understood the new words, which will be remembered better if introduced in a "memorable way" (Hubbard. 1983). Bearing all this in mind, teachers have to remember to employ a variety of techniques for new vocabulary presentation and revision.

According to Harmer, (2008) in presenting vocabulary, frequently the teacher will find it necessary to explain the meaning of word or short phrase. The teacher's aim here will explain the new word as quickly and efficiently as possible and the following aids can help to do this:

### **1) Regalia**

It means that we use the real things to explain a word. If we want to explain the words *pen, ruler, ball etc*, the use of regalia is good enough for certain single words, but it is limited to things that can be easily taken into classroom.

## 2) Pictures

They are clearly necessary for the language teacher since they can be used in so many ways. Teacher can draw a pen, ruler, and ball on the blackboard to explain them.

## 3) Mime, action and gestures

Sometimes it is impossible to give the meaning of word through the use of regalia or in pictures. Actions, such as running and smoking are better explained if the teacher pretends to run or to smoke. Gesture is useful for explaining words like 'from', 'to' etc, indicating that the past being talked about (the teacher gestures backwards over his/her shoulder).

## 4) Contrast

Sometimes a visual element (e.g. regalia, picture, mime etc) may not be sufficient to explain the meaning and contrast may be used. For example the meaning of "full" is better understood in the context of "empty", "big" in the context of "small" etc.

## 5) Enumeration

The word vegetable is a difficult word to explain visually. If, however, the teacher rapidly lists (enumerates) a number of vegetable the meaning will become clear.

## 6) Explanation

Explaining the meaning of vocabulary items can be extremely difficult just as grammatical explanation especially at elementary level. It will be important to give such explanation to students about the vocabulary they do not understand.

## 7) Translation

For many years it went out of fashion and was considered as something of a sin. If the teacher is always translating, this will impede the students' learning since they want to hear and use the target language, not their own language.

### **C. Definition of software**

Carl (2002) stated that "software program is a list of instruction that performs a task". Instruction here are explicit command that:

- Govern the transfer of information between hardware
- Specify the arithmetic and logic operation to be performed.

While Efraim(2003) state that "software consists of computer programs, which are sequences of instruction for computer". There are many kinds of software, but they classify them into two major types, namely system software and application software.

From the explanation above, it can be conclude that software is computer programs which are sequences of instruction in which are the form of arithmetic and logic operation for computer that perform a task.

### **D. Definition of Game**

A game is a structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. However, the distinction is not clear-cut, and many games are also considered to be work (such as professional players of spectator sports or games) or art (such as jigsaw

puzzles or games involving an artistic layout such as Mahjong, solitaire, or some video games). Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, simulation, or psychological role.

French sociologist Roger Caillois, in his book *Les jeux et les hommes* (*Games and Men*), defined a game as an activity that must have the following characteristics:

- *fun*: the activity is chosen for its light-hearted character
- *separate*: it is circumscribed in time and place
- *uncertain*: the outcome of the activity is unforeseeable
- *non-productive*: participation does not accomplish anything useful
- *governed by rules*: the activity has rules that are different from everyday life
- *fictitious*: it is accompanied by the awareness of a different reality

Bernard Suits (1967) state that "to play a game is to engage in activity directed toward bringing about a specific state of affairs, using only means permitted by specific rules, where the means permitted by the rules are more limited in scope than they would be in the absence of the rules, and where the sole reason for accepting such limitation is to make possible such activity. Furthermore, (Jane Mc Gonigal, 2011) state that "When you strip away the genre differences and the technological complexities, all games share four defining

traits: a goal, rules, a feedback system, and voluntary participation”. A game is a form of play with goals and structure (Kevin J. Maroney, 2001)

Ludwig Wittgenstein (1953) was probably the first academic philosopher to address the definition of the word *game*. In his *Philosophical Investigations*, Wittgenstein argued that the elements of games, such as play, rules, and competition, all fail to adequately define what games are. From this, Wittgenstein concluded that people apply the term *game* to a range of disparate human activities that bear to one another only what one might call family resemblances.

#### **E. Definition of Software Game**

Jouniand Harri (2003) define a computer game as a game that is carried out the help of computer program. Incidentally, we can discern there are roles for computer program in a game:

- a. Coordinating the game process
- b. Illustrating the situation
- c. Participating as a player

Software games can be define as games (enjoy activities restrict by rules where the player has a competition to be the winner and aim as relaxation activities) in the form of software which need computer play it.

Wright (2006) stated that game in an activity which is entertaining and engaging, often challenging and activity in which learners play and usually interact with other. It means that games is interesting thing, because game might

make students enthusiastic to play it, sometimes it is challenging because when students are playing games, they have to be winner in that games, and it is also entertaining because students fun and enjoy in playing and interacting each others.

The objectives of game must be clear that the students know what they expect to do in the activities. Sometimes the teachers use a strategy in playing games in order to make them more interesting. It is according to oxford learner's pocket dictionary, game is a secret plan or trick. It means that the teacher can make games more interesting by trick, so that students enthusiastic to play this game.

From some explanation above, it can be argued that games are part of interesting activities, which it can be done in the classroom as a secret plan or trick, so that it entertains for the students, and it also can make the teaching learning process fun, especially either for the teacher or the students.

#### **F. Definition of Attitude**

Muzakkir K (2014), stated that Attitudes stem from feelings associated with a person's tendency to respond to things/objects. Attitude also as an expression of the values or outlook of life that owned by someone. Attitudes can be established, resulting in the desired behavior or action. The attitude competencies referred to in this guide are expressions of the values or outlook of a person's life and embodied in behavior.

Assessment of attitude competencies in learning is a series of activities designed to measure the attitudes of learners as a result of a learning program. An attitude assessment is also the application of a standard or decision-making system to attitudes. The main use of attitude assessment as part of learning is reflection (reflection) understanding and progress of individual learners' attitudes.

### **G. Big City Adventure Sydney Australia software game**

Big City Adventure Sydney, Australia is a game which contains educational elements, in playing this game players rely on the accuracy and wealth of vocabularies or vocabulary in English. At first the player will be asked to create a player and can choose some characters offered. Then in this game later the player will be invited to tour the city of Sydney, Australia so that the player can also recognize the various places in the city.

This game consists of 76 levels that must be completed. And each level that completed will then get a reward of a typical item if the player is able to finish within a specified time.





Figure 2.1. Example reward after completed the each level

In each level of this game players are required to find items hidden among other items in a place. For the provisions of the items requested to be searched it has been provided in the form of word lists which use English vocabulary. So if a player wants to be able to finish this game at least they should know and know the meaning of the list of goods that speak English earlier and also the player must be careful in finding the requested goods because these items are hidden in a pile of goods the others very neatly.



Figure 2.2. Find and click on those objects hidden based the words

In this game there is actually help for each level, help here will give a hint or clue what the player really wants to know, but this help is very limited and this help can be used if the player can find the aid coin so that if the player can not find the aid coin then the player cannot use the help. As for the time in this game about 10 minutes for each level, and the time will be reduced faster if the player

was choosing goods at random and turned out to be selected by the player is wrong.



Figure. 2.3. Helped for finding the object.

If each level has been completed before moving to the next place or next level there are various game inserts.



Figure. 2.4. Various game to continued the next level



Figure. 2.5. Various game to continued the next level

And almost all the game inserts also require a little skill in solving them such as: accuracy, dexterity, and memory. Actually this insert game can be skipped if the player has a skip coin obtained at the level of the game but if you do not have the coin then the player cannot pass it.

I think this game is very good because with this game we can train our thoroughness, can train our dexterity, can train our memory and also can add English vocabulary so this game is good to train children in learning English at the beginning -early. And with this game student can also get to know some famous place names in the city of Sydney, Australia.

## H. Classroom Action Research (CAR)

According to Sagor (1994), Classroom Action Research is conducted by people who want to do something to improve their own situation. Action research undertakes a study because they want to know whether they can do something in a better way. Thus, people who do action research are people who want changes of

what they have done during the time and want it better. There are some procedures that are made by the teachers to improve the ability of their teaching.

According to Harmer (1983) states that Classroom Action Research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspect of their teaching, or because they wish to evaluate the success of certain activities and procedures. Wibawa (2004) stated that “Classroom Action Research is a particular research which focus on problems related to actual problems occurred in classroom that is countered by teachers in actual field”.

Referring to those explanations above, the researcher concludes that Classroom Action Research is conducted by researcher who wants to solve the problems which happen in the classroom in terms of teaching and learning process. The main purpose of Classroom Action Research is to identify and solve the students’ problem in the classroom. In the other words, it is done by the researcher in other to get the better result.

There are three models of Classroom Action Research (CAR), Kurt Levin model, Kemmis and Teggart model, and Hopkins model. Each model have strength and weakness. The models of Classroom Action Research are explain as follow:

1. Lewis Model described by Kemmis

Kemmis described this model start from identification of idea, reconnaissance, compiling the general planning, improve the first step, implementation of the first step, evaluation and make better the general

planning if the researcher need more research, they can do second implementation.

## 2. Spiral Model by Kemmis and Mc Taggart

Kemmis and Taggart described the model or the procedure of Classroom Action Research into four steps. They are; (1) Planning, (2) Acting, (3) Observing, and (4) Reflecting. The relations among them are call a Cycle. It means that a cycle consist of planning, acting, observing, and reflecting.

The cycle of Classroom Action Research

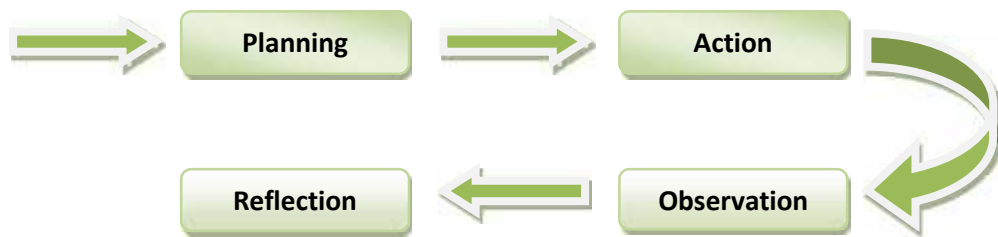


Figure 2.6. Kemmis and Mc Taggart Model

## 3. Ebbutt Model by Hopkins

Hopkins described this method start from: (1) the first thinking of research, (2) reconnaissance, (3) the planning of entirety, (4) action and (5) observation.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The researcher used applies a Classroom Action Research (CAR) design. Classroom Action Research was conducted by researcher who wants to solve the problems which happen in the classroom in terms of teaching and learning process. The main purpose of Classroom Action Research is to identify and solve the students' problem in the classroom. In the other words, it is done by the researcher in other to get the better result. From the three models above in previous chapter, the researcher decide to use the spiral model by Kemmis and Taggart in conducting this research by considering that it is simple and easy to understand.

#### **B. Research Procedures**

In this Classroom Action Research (CAR), the researcher used the CAR principle to collect the data, with some cycle in procedure planning, action, observation, and reflection.

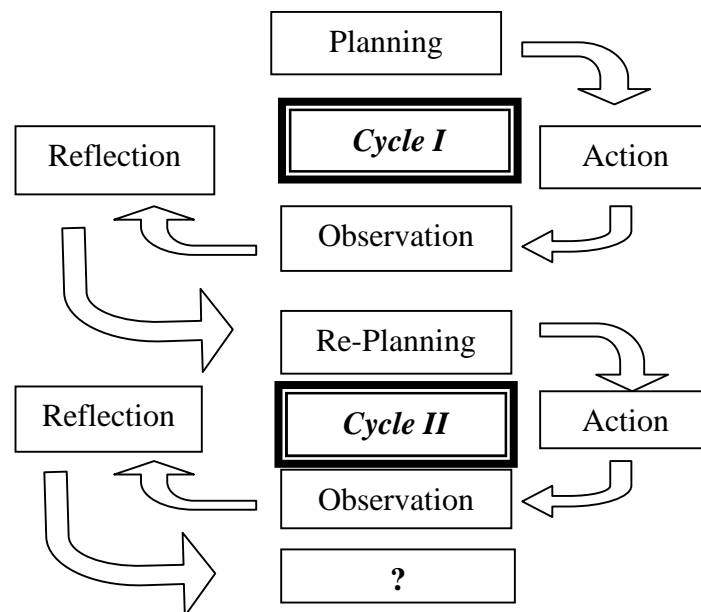


Figure 3.1. The steps of Classroom Action Research (Arikunto S, 2014:16)

### C. Research Subject

The subject of this research was the eleventh grade of IPA 2 at SMA Negeri 13 Luwu, Kabupaten Luwu. The class consists of 36 students. The researcher chose this subject based on his preliminary study in the class that the researcher found that most of the students of the class could not pronounce and remember English word correctly.

### D. Research Instrument

There are two kinds of instrument those are vocabulary test and Questionnaire.

#### 1. Vocabulary test

Vocabulary test was used to find out the effectiveness of the Big City Adventure Sydney Australia software game to improving the students'

vocabulary in English learning process. In this case, the researcher was given respective evaluations by using test at the end of the class and each cycle. In this study, the researcher used vocabulary test to know the students' vocabulary mastery and its improvement

## 2. Questionnaire

The researcher was applying questionnaire to know the students' attitude toward Big City Adventure Sidney Australia Software Game. The question of the questionnaire would be answered by the students at the end of the last cycle. The questionnaire includes some questions which describe a brief of the students' feeling about learning English vocabulary by using Big City Adventure Sidney Australia Software Game as an alternative method.

## **E. Procedure of Collecting Data**

The procedural of collecting data are performs as follows:

### 1. Preliminary Study

Before conduct this research, the researcher has done a pre-research in the school like the research ask a number of eleventh grade students to ask some vocabularies firstly. The researcher found that the students that have a problem with memorizing vocabulary and then that can decide to conduct this research.

### 2. Test

The test consist of pre-cycle and competence test. Pre-cycle test was use to find out the vocabulary mastery of the students before treatment. It is consideration of the first cycle's plan. And then, competence test was given at the end of each meeting and cycle. It was used to know the improvement of



the students' ability in memorizing vocabulary by implementing Big City Adventure Sydney Software Game in learning process.

### 3. Observation

In observation, the researcher was helped the real English teacher of the class in observing process what happen in the class during learning process. The researcher was observing all the teaching step of the class include preparation, presentation, method and the personal character of the students during the learning process.

### 4. Questionnaire

Questionnaire was used to collect data about the students' feeling about learning English vocabulary by using Big City Adventure Sydney Australia Software Game. The researcher gave the students' questionnaire at the end of the last cycle, and asked them to answer it according to their own feeling. The data from the questionnaire was used to answer the problem statement about the students' attitude toward Big City Adventure Sydney Australia Software Game.

## **F. Technique of Data Analysis**

After collecting data, the researcher analyzed them to get valid data. In this research, the researcher used qualitative and quantitative technique in analyze the data which are explained as a follow:

### 1. Qualitative data

Qualitative data are the data which involve the information about learning in activities, creativities and interaction between teacher and students

during the class. The qualitative data were taken from observation is use to know the process of Big City Adventure Sydney Australia Software Game in learning English vocabulary in enhancing the students' vocabulary mastery. The qualitative data were also taken from the students' response questionnaire which was used to know the students' attitude toward Big City Adventure Sydney Australia Software Game as a method in learning to memorize vocabulary.

## 2. Quantitative data

The quantitative data are obtained from the result of the test (achievement data), in this case was vocabulary test, which is carried out at the end of the meetings and or cycle. In terms of the achievement data, the analysis is described as follows:

### a. Comparative Descriptive Analysis

The students' achievement of vocabulary is analyzed by using comparative descriptive analysis. This analysis compares the students' achievement and performance during the cycle.

### b. Statistical Analysis

Statistical analysis is use to know the students' achievement in each cycle. In this statistical analysis, the researcher will use the following scoring analysis.

*Table 3.1 Vocabulary Scoring Accuracy*

<b>No</b>	<b>Rate of Score</b>	<b>Categories</b>
1	9.1-10	Excellent
2	7.6-9.0	Good
3	6.6-7.5	Fair
4	5.6-6.5	Poor
5	0.0-5.5	Very poor

The researcher calculated the mean score of the vocabulary test to measure the improvement of students' vocabulary mastery in every cycle. The researcher calculated the frequency and percentage of the students' score by using formula as stated by Arikunto (2014) which is explain as follow:

$$P = \frac{F}{N} \times 100 \%$$

Notation : P = Rate Percentage  
 F = Frequency of the students' gained score  
 N = Total Number of students

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter describes the finding and the discussion of this research. In the finding section, the researcher shows all the data which were collected during the treatment in all cycles. In the discussion section, the researcher analyzes and discusses all the data from the finding section. The researcher compares the collected data during the two different cycles. The problem statement of this research is also answered in this section.

#### **A. Finding**

##### **1. Pre-cycle**

Before conducting this class action research (treatment), the researcher gave a vocabulary test to all students of the class. The purpose of this test was to identify the initial data of the students' vocabulary mastery. This vocabulary test was conducted on Tuesday, October 5th 2017. The initial vocabulary test was given to all students of the class.

In this test, the researcher gave each student answer five random word which was determined by the researcher. After this test was done, the researcher found out that the result of the test is mostly the same as the data that the

researcher has got from the preliminary study. The researcher concluded that the vocabulary mastery of the students were still poor.

From the pre-cycle test, the researcher presents the percentage of the students' vocabulary mastery as drawn below:

*Table 4.1 Frequency distribution and percentage of the pre-cycle test*

No	Classification	Score	Frequency	Percentage (%)
1.	Excellent	9.1-10	0	0 %
2.	Good	7.6-9.0	3	8.33 %
3.	Fair	6.6-7.5	6	16.66 %
4.	Poor	5.6-6.5	10	27.77 %
5.	Very poor	0.0-5.5	17	47.22 %

The table above showed that the students' score of the vocabulary test in the pre-cycle was very low. From 36 students who followed the test, none of them got excellent. Three of them (8.33 %) got good score, and six of them (16.66%) got fair score, ten students (27.77 %) got poor score, and seventeen of them (47.22%) got very poor score.

This percentage of the score of the vocabulary test in the pre-cycle showed that the students' ability in English vocabulary is very poor, which means that the students had difficulties in memorizing English vocabulary in order to overcome the students' problem and improve their ability in memorizing English vocabulary.

## 2. First cycle

### a. Planning

This cycle was conducted in three meetings. The first and the second meeting were used to teach the material and the third meeting was used to evaluate the students with vocabulary test. These meetings were conducted on October 10<sup>th</sup>, 12<sup>th</sup> and 17<sup>th</sup> 2017.

In conducting this cycle, the researcher prepared instructional tools that were needed in learning process such as lesson plan, observation sheet for the observer, list of words for the vocabulary test. In using Big City Adventure Sydney Australia software game in learning process, the students were expected to be able to memorize given English words correctly.

In this planning of the first cycle, the researcher decided to focus the first meeting on the students' understanding of Big City Adventure Sydney Australia Software game and the way it is used in how to memorize English vocabulary. The researcher would give explanation about Big City Adventure Sydney Australia Software Game and vocabulary. After that, the researcher would ask the students to play Big City Adventure Sydney Australia Software game. It was the same as the activity in the second meeting where the researcher would ask the students to play Big City Adventure Sydney Australia Game Software which were focused on some English words. In the third meeting, the researcher would examine the students' ability in memorizing vocabulary by giving them vocabulary test.

In teaching and learning process, the researcher use Big City Adventure Sydney Australia Software Game as media and as material in teaching vocabulary.

In each meeting, the researcher used different Big City Adventure Sydney Australia Software Game material according to the focused words which has been determined by the researcher based on the students' ability in the pre-research and pre-cycle. In this first cycle, the researcher decided to give the students fifteen focused vocabulary, each meeting focused on eight and seven vocabulary to be mastered by the students.

Besides that, the researcher and the collaborator also observed the way of teaching with Big City Adventure Sydney Australia Software Game by using the observation sheet during learning process. It consisted of some indicators of teaching to know the process of teaching English vocabulary through Big City Adventure Sydney Australia Software Game. The observation sheet consists of four aspects, they are teaching preparation, presentation, method, and teacher attitude.

At the end of each cycle, the researcher would give the students questionnaire about using Big City Adventure Sydney Game Software in learning vocabulary. This questionnaire is used to know the students attitude toward Big City Adventure Sydney Game Software, whether they like learning vocabulary through Big City Adventure Sydney Game Software or not.

## b. Action

### *1. First meeting*

Based on the schedule of the class, English class was on Tuesday and Thursday. The first meeting was conducted on Tuesday, October 10<sup>th</sup>2017. The researcher class was started from 11.00 am. In the meeting, the research was conducted about 45 minutes, and the other goes to the real material of the

students. Although the time was very short for conducting this research, the researcher tried to maximize in the order to achieve the objectives of the research.

This meeting was focused on the understanding how to play Big City Adventure Sydney Game Software and vocabulary. The researcher also decided to take along eight focused vocabularies that the researcher had determined, they are *palm tree, boomerang, anchor, broom, kite, frog, basket, and watch*. The steps in learning process were as follow;

- a) The researcher opened the class by greeting and chocking students' attendance list.
- b) The researcher began by asking the students about their experience on Big City Adventure Sydney Game Software and vocabulary. This activity meant to give the students initial perception about Big City Adventure Sydney Australia Software Game.
- c) The research explained Big City Adventure Sydney Australia Software Game and Vocabulary.
- d) The researcher explained how to play Big City Adventure Sydney Australia Software Game in Computer. Then the researcher gave the students the procedure script of how to play it.
- e) The researcher asked the students to play Big City Adventure Sydney Australia Software Game.

## 2. *Second meeting*

The second meeting was conducted on Thursday, October 12<sup>th</sup> 2017 at 07.30 am. Before the main activity begun, the researcher asked some students



to memorize the focused words in the first meeting, and the students did it well.

The action in the second meeting was focused on the students' vocabulary on seven focused words. The focused words are *glove, hourglass, wrench, towel, bell, mop, and spider*. In this meeting, the researcher brought another Big City Adventure Sydney Australia Software Game material (level) which is related to the focused words.

The steps used by the researcher in teaching were almost the same as steps in the first meeting. The researcher just tried to make the students to be more active in the learning process by asking some of them to come to front of the class, and memorize vocabulary that they have learn from Big City Adventure Sydney Australia Software Game. Most of the students were shy, but by the time they felt comfortable to memorize vocabulary in front of the class.

After memorizing in front of the class, the students were asked to make seven simple sentences; the researcher observed and helped the students in their difficulty to make the sentences.

After the students have finished making the sentences, the researcher asked some of them to read the sentences. While the students read their sentences, the researcher observed the students vocabulary mastery, especially on the focused words.

### 3. *Third meeting*

The third meeting was conducted on Tuesday, October 17<sup>th</sup> 2017. The meeting was at 11.00 am. Before running the class, the researcher prepared

fifteen focused words which has been learned and practice by the students with using Big City Adventure Sydney Australia Software Game material in the first and the second meeting of the first cycle. The words are *palm tree, boomerang, anchor, broom, frog, basket, watch, glove hourglass, wrench, towel, bell, mop, and spider.*

The researcher explained to the students that he would examine to the students' ability in memorizing those fifteen English words. Then, the researcher wrote the English words on the whiteboard. In this meeting, the researcher didn't review the learning in the last two meetings in order to make it sure that the students' vocabulary in the test would be their real ability.

After that, the researcher began the vocabulary test by asking the students to answer the vocabulary test. Each students' only answer six random words correctly which was determined by the researcher due to the limited time. However, the researcher believed that those six random words answered by the students' could represent most of the students' vocabulary mastery because one focused word was memorized time after time by many students.

The students' result of the vocabulary test on the fifteen focused words in the first cycle was shown in the following table.

*Table 4.2 Frequency distribution and percentage of the Vocabulary test in the first cycle*

No	Classification	Scores	Frequency	Percentage (%)
1.	Excellent	9.1-10	0	0 %
2.	Good	7.6-9.0	9	25 %
3.	Fair	6.6-7.5	17	47.22 %
4.	Poor	5.6-6.5	10	27.77 %
5.	Very poor	0.0-5.5	0	0 %

The table above shows that the score of the students increased. From 36 students who followed the test, none of them got excellent score, 9 students (25 %) got good score, 17 students (47.22 %) got fair score, 10 students (27.77 %) got poor score, and none of the students got very poor score. This percentage indicated a good improvement of the students' achievement.

From all the data above, it can be concluded that in the first cycle there were improvement in students' vocabulary mastery in comparison with the result in pre-cycle test. However, there were still some students who received bad score which means that the learning process was not maximal. Therefore, the researcher decided to improve the students' achievement in memorizing English vocabulary in the next cycle.

#### c. Observation

The researcher observed the first and the second meeting. They observed learning process in order to know the learning process in its relation to the

improvement of the students' achievement in memorizing English vocabulary by using Big City Adventure Sydney Software Game. The observer wrote the success and the problem (anything that has to be improved by the teacher) of the teacher in teaching.

The aspects of the observation were teaching preparation, teaching presentation, teaching method, and teacher attitude. All of them focused on the teacher's behavior in learning process. The researcher used observation sheet to observe all of the aspects. The result of the observation was analyzed to find the weaknesses of the teacher in teaching process.

Based on the result of the observation sheet, the observer found some weakness in the first and the second meeting of the first cycle. In the first meeting, the observer found some weaknesses of the teacher, e.g. 1) the researcher did not prepare learning media well, and the teacher only used two computers to play the Big City Adventure Sydney Software Game. So, one computer did use in turns per group of members five until six students. 2) The researcher did not conclude the lesson at the end of the class. 3) The researcher mostly did not move to observe the students; he only stayed in front of the class. 4) The researcher could not really ask the students to get involved in the learning process.

#### d. Reflection

Based on the data of the test, there was still some weakness of the students in memorizing English word. Some students' difficult in memorizing vocabulary because they did not focus on the Big City Adventure Sydney Australia Software Game material but most of the students memorized the

vocabulary well. However, the students' vocabulary mastery on the focused words in the first cycle has improved.

In other side, teacher in teaching process was not maximal. Most of the students did not ask questions about the explanation and instruction if they do not understand. The students' participation in asking questions and the students' participation in suggesting ideas and following the lesson were still bad.

According to the observer, some students were interacted, and they participated well in the learning process. However, some other students were not giving their best attention in learning process. They sometimes interact with their classmate or did other activity during the learning process. It could affect the focus of the students' which make the students ability in memorizing English vocabulary could no improve. Therefore, the researcher needed to solve this problem and make the students more active in participating in the second cycle.

### **3. Second Cycle**

#### **a. Planning**

Basically, planning in the first cycle and the second cycle has the same steps. The second cycle was conducted for three meetings which were conducted on October 26<sup>th</sup>, 31<sup>th</sup> and November 2<sup>th</sup> 2017. In this cycle, the researcher focused on the enhancement of the students' vocabulary on eighteen focused words. In each meeting, the focused words were eight words.

Besides that, in this cycle there was an emphasis on the stabilization of the weaknesses in the first cycle. The stabilization of the action that would be

improved focused on the preparation of the learning media by the researcher, and the involvement of the students in the learning process.

b. Action

The action of this cycle was mostly the same as the first cycle, but the researcher focused on the betterment of the teacher in teaching in the first cycle.

1. *First meeting*

The first meeting in the second cycle was conducted on Thursday, October 26<sup>th</sup> 2017. It was started at 7.30 am. The researcher brought the nine focused words that the researcher had determined; they are *hat, spoon, tiara, lamp, briefcase, boot, sock, and cup*. The steps in learning process were as follow:

- a. The researcher opened the class by greeting and checking students' attendance list.
- b. The researcher asked the students to continue their play in the Big City Adventure Sydney Game Software.
- c. The researcher asked the students to memorize the focused words in front of the class.
- d. The researcher asked the students to write simple sentence.

2. *Second meeting*

The second meeting was conducted on Tuesday, October 31<sup>th</sup> 2017. This meeting started at 11.00 am. At the beginning of the meeting, be researcher

asked some students to memorize the focused words in the first meeting, and the students did it well.

The meeting was focused on the students' vocabulary on seven focused words. The focused words are *sow, rope, spoon, fork, rule, bow, and handcuff*. In this meeting, the researcher brought Big City Adventure Sydney Game Software material which is related to the focused words.

The steps used by the researcher in teaching were almost the same as the steps in the first meeting. The researcher just asked the students to be more active in the learning process by asking some of them to come to front of the class, and memorize the Big City Adventure Sydney Game Software vocabulary.

After memorizing in front of the class, the students were asked to make seven simple sentences which included the focused words. While the students made the sentences, the researcher observed and helped the students in their difficulty to make the sentences.

After the students have finished making the sentences, the researcher asked the students to practice to memorize their sentence in pair. The researcher also asked the students to observe their friends' vocabulary and correct them if there any mistake.

### 3. *Third meeting*

The third meeting was conducted on Thursday, November 2<sup>th</sup> 2017 at 7.30 am. The researcher examined the students' ability in memorizing those fifteen English vocabularies by giving them vocabulary test. The focused words are *hat, spoon, tiara, lamp, briefcase, boot, sock, cup sow, rope, spoon,*

*fork, ruler, bow, and handcuff.* The researcher wrote the English words on the whiteboard.

The researcher didn't review the learning in the last two meetings in order to make it sure that the students' vocabulary in the test would be their real ability. After that, the researcher has begun the vocabulary test by asking the students to read the words. Each student's read twelve random words.

The students' result of the vocabulary test on the eighteen focused words in the second cycle was shown as follow.

*Table 4.3 frequency distribution and percentage of the Vocabulary Test in the second cycle.*

No	Classification	Scores	Frequency	Percentage (%)
1.	Excellent	9.1-10	0	0 %
2.	Good	7.6-9.0	19	52.77 %
3.	Fair	6.6-7.5	12	33.33 %
4.	Poor	5.6-6.5	5	13.88 %
5.	Very poor	0.0-5.5	0	0 %

The table above shows that the score of the students increased. From 36 students who followed the test, none of them got excellent score, 19 students (52.77 %) got good score, 12 students (33.33 %) got fair score, 5 students (13.88 %) got poor score and none of the students got very poor score. It means that the improvement of the students' vocabulary in the second cycle was getting better.



On Tuesday, November 7<sup>th</sup> 2017 at 11.00 am. In this meeting, the students were given a cumulative vocabulary test to measure the students' improvements in memorizing vocabulary the focused words that were given. The researcher asked the students to answer the vocabulary test.

The students' results of the cumulative vocabulary test on all focused words in this research were shown as follow:

*Table 4.4 frequency distribution and percentage of the cumulative vocabulary test*

No	Classification	Scores	Frequency	Percentage (%)
1.	Excellent	9.1-10	2	5.55 %
2.	Good	7.6-9.0	25	69.44 %
3.	Fair	6.6-7.5	9	25 %
4.	Poor	5.6-6.5	0	0 %
5.	Very poor	0.0-5.5	0	0 %

From the data above, the researcher concluded that there were enhancement of the students' vocabulary mastery in comparison with the result in preliminary and the pre-cycle test, from 36 students who followed the test, 2 students (5.55 %) got excellent score, 25 students (69.44 %) got good score. 9 students (25 %) got fair score, and none of them got poor and very poor score. It means that the improvement of the students' vocabulary in the second cycle was higher than before.

c. Observation

The aspect which observed during the teaching and learning process were just the same as the first and the second cycles. All of the aspect focused on the teacher's behavior in learning process.

Based on the result of the observation, the observer found that the teacher has done well in teaching that most of the observed aspect got good score in the observation sheet. The teacher has done the teaching process better. This achievement of the teacher could get better achievement in the vocabulary learning course.

d. Reflection

The students' score at the end of this research increased significantly where in the cumulative vocabulary test none of the students got poor and very poor score. This achievement indicated a good improvement of the students' vocabulary mastery. It means that the actions which were done toward the students' could significantly improve the students' ability in memorizing English vocabulary.

Beside the improvement of the students' vocabulary scores in each cycle, the students' attitude toward the use Big City Adventure Sydney Australia Game Software in learning vocabulary were also very good where the students participated actively during learning process. So, this research was stopped because the target of the research has been achieved.

## **B. Discussion**

### **1. Students' Vocabulary Mastery**

The language learners of English, in memorizing English vocabulary, are most difficult to memorize English vocabulary. Moreover, the teachers of English only use conventional method in learning vocabulary to their students. In this case, conventional method is teaching the students vocabulary by directly telling them the correct word. The researcher claims that this method is interesting to the students. The students will only remember the correct word that day in which the teacher told them, and then they will forget in the next day.

The researcher brought Big City Adventure Sydney Australia Software Game method in teaching vocabulary to this research to help the students to solve their difficulties in memorizing English vocabulary. Big City Adventure Sydney Australia Software Game, based on this research and other related researches, was believed to make the learning process more comprehensible and interesting because the students practiced it directly.

### **2. Students' Attitude toward Big City Adventure Sydney Australia Software Game**

The students' attitude toward the use of Big City Adventure Sydney Australia Software Game in learning vocabulary in this research were the seriousness of the students during the learning process, the enthusiasm of the students in learning and students' participation in learning. Based on the result of the questionnaire, there were positive attitudes of the students toward using Big City Adventure Sydney Australia Software Game in learning English

vocabulary. The researcher found that the learning activity was more interesting when the using Big City Adventure Sydney Australia Software Game material were presented. The students' interest and attention of the learning process influenced the students' seriousness, enthusiasm and participation during learning process.

At the first cycle, the students were still less in seriousness during the learning process in making comments or asking questions about the explanation and instruction, the students' enthusiasm in taking notes on whatever they think important were also low, the students' participation in asking questions, the students' participation in suggesting ideas were also the same.

It was different with the second cycle. The researcher tried to motivate the students to be more involved in learning process. The researcher also used some different strategies in presenting using Big City Adventure Sydney Australia Software Game. It made the students give more attention. So, it improved the students' seriousness and participated in asking questions and giving ideas and most of them were active in the learning process, making comments or asking questions about the instruction as well as about using Big City Adventure Sydney Australia Software Game and vocabulary whether to the teacher or to their classmates. Based on these data, it can be inferred that their active participation created a good class atmosphere.

Based on the finding above, the researcher concluded that using Big City Adventure Sydney Australia Software Game as a method in teaching English vocabulary is an interesting method. The students' interest in learning process influenced the improvement of the students' ability in memorizing English vocabulary.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The research conclusion is presented according to the data which have been analyzed in the previous chapter. From all the data analysis of the mastering of students' vocabulary through the use of Big City Adventure Sydney Australia Software Game in enhancing students' vocabulary at eleventh grade of SMA Negeri 13 Luwu, the researcher concluded that:

1. The improvement of the students' vocabulary in learning through The Big City Adventure Sydney Australia Software Game in eleventh grade at SMA Negeri 13 Luwu, was improved significantly of the students' achievement. Before treatment, the students' vocabulary was very poor category it is evident from the average percentage of students are 47,22 %. After going through pre-cycle, first cycle, second cycle and cumulative vocabulary test, the students' vocabulary was good category it is evident from average percentage of students are 69.44 %.

2. The students' attitude toward The Big City Adventure Sydney Australia Software Game in learning students' mastery in memorizing English words, was proved that the presence of Big City Adventure Sydney Australia Software Game as a method and media improved the students' enthusiasm in learning. Big City Adventure Sydney Australia Software Game also enhanced the students' participation during learning process. It was proved by the result of questionnaire that students' degree of the enthusiasm in learning with Big City Adventure Sydney Australia Software Game was considered high.

## **B. Suggestion**

Based on the conclusion above, the researcher proposes the following suggestions:

1. For the teacher, the researcher suggests to creatively find some interesting method which can motivate students in learning, and are effective to teach English.
2. The researcher also suggests to the English teacher to try to Big City Adventure Sydney Australia Software Game or other educational game software as a method in teaching English language.
3. The researcher hopes that other next researchers can use this research as a reference to conduct their research on the same field. It is really possible that there are other effective methods to teach English vocabulary.

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## DOCUMENTATION







## CURRICULUM VITAE



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