

The Effect of Using Lexical Games on Seventh Graders' Vocabulary Achievement

THESIS

**As a Partial Fulfillment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching Faculty**



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2017

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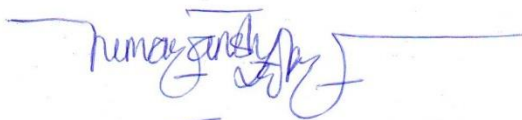
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ACKNOWLEDGEMENT

First of all, the writer would like to express her gratefulness to God because of his blessing and strength given to the writer during the process of making this thesis. The writer also would like to express her deepest gratitude to all people who have given their guidance and valuable time in supporting and helping her to finish her thesis completely. Without their support, the writer would not finish her thesis on the right time.

1. M. G. Retno Palupi, M.Pd. as the thesis advisor who has already given her valuable guidance, advice, and time to help and support the writer to accomplish her thesis.
2. Maria Josephine Krieye S., M.Pd and Drs. Basilius Himawan Setyo W., M.Hum as the thesis examiners who have supported and given the writer feedbacks and suggestions which really help the writer finish her thesis.
3. The school where the writer conducted the research which has warmly welcomed and given the permission for the writer to collect the data needed for completing her thesis. For one of the English teacher in the school, Reni Widita, who really helps the writer to collect the data and allows her to use her class to be the sample for the research.
4. The writer's big family, especially her beloved Mom, who always prays the best things for her daughter and always supports mentally and financially during the process of making her thesis.

5. The writer's beloved friends, *BBRs*, Yosefina Fernandes Novitasari, Ivena Maychita, Christina Alfani, Paulin K. Gloria, and Mulia Darmaningsih, who never endlessly support and share ideas with her.
6. Raymond Reynaldo who has never been tired to motivate the writer with his prays and cares to finish her thesis as soon as possible.
7. The writer's boarding-house mates, Velina, Yohana, and Meli, who have always been cheering her up when she was in difficult situations.
8. Last but not least, *The Chosen Werewolves* and the writer's colleague friends, who have become the best batch to share and support during this college life.

The writer realizes that without their supports, advice, and prays the writer would not finish this thesis completely.

Surabaya, May 2017

The writer

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Abstract

Frilly, Chinthia. (2017). The Effect of Using Lexical Games on Seventh Graders' Vocabulary Achievement. S-1 Thesis. The English Department of Widya Mandala Catholic University Surabaya, Surabaya.

Advisor: M. G. Retno Palupi, M.Pd.

Keywords: effect, vocabulary, games, lexical games, vocabulary achievement

When someone wants to learn a new language, there are some important things that he/she needs to learn, one of them is vocabulary. Vocabulary is a really basic component that people should learn first before learning the other components or skills. If they do not have enough vocabulary items, they will find many difficulties when trying to use the language. They cannot write even communicate with other people because they do not know what words they have to use or speak. This shows that vocabulary holds an important role in learning language. Unfortunately, vocabulary commonly gets less attention on teaching-learning activities.

Considering this situation, the writer would like to conduct a study on implementing lexical games to vary vocabulary teaching. Through this study, she wants to know the effect of using lexical games on students' vocabulary achievement. This is to know whether there is significance different between students' vocabulary achievement before and after taught using lexical games.

The subjects of this study were seventh grade students of a private junior high school in Surabaya. She took two classes, one class as the pilot group and the other one as the experimental group. On the pilot group, she tried out a vocabulary test to ensure its validity and reliability before giving it to the experimental group as pre-test and post-test.

After gaining all the scores from pre-test and post-test, the writer started to calculate those scores using t-test. The result showed that the mean score of pre-test was 60 and the mean score of post-test was 76,7. It meant that the pos-test score was higher than pre-test score. For t-test calculation result, it showed that t-observation (t_o) was 6,01 and the t-table at the level of significance of 5% was 2,00. It meant that the t-observation was greater than t-table. From these findings, the writer concluded that Alternative Hypothesis (H_a) was accepted and Null Hypothesis (H_o) was rejected. In another word, there is a significant difference between the vocabulary achievements of seventh grade students before and after they are taught using lexical games.