USING WORDS CONNECTION GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY IN MTS MUQ LANGSA

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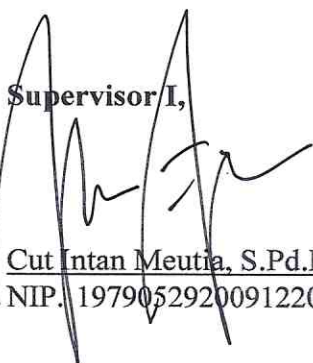For the degree of *Sarjana Pendidikan (S.Pd)* of English Education

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<u>STATEMENT OF CERTIFICATION</u>
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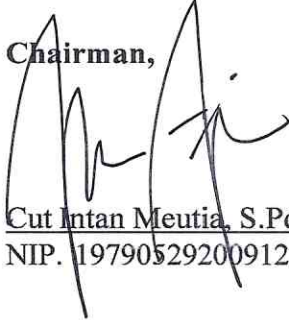## MUQ LANGSA

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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *"Using Words Connection Game to Improve Students' Vocabulary Mastery in MTS MUQ Langsa"* untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila dikemudian hari terbukti atau dapatdibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

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ABSTRACT

Haura Tahani 2022 *Using Words Connection Game to Improve Students'Vocabulary Mastery in MTS MUQ Langsa.*
Supervisor (1). Cut Intan Meutia, S.Pd.I, MA, **(2).** Zahratul Idami, M.Pd

The eighth-grade pupils in the VIII Tahfiz class at MTs MUQ Langsa had not yet master a great deal of vocabulary because this subject is only taught through comprehension and interpretation of a book's text. Additionally, the kids occasionally struggle with memorization of English word forms. The goal of this study was to determine whether playing a words connection game helped students in MTs MUQ Langsa's VIII Tahfiz class enhance their command of the English language. In this study, the researcher conducted quantitative research to examine if the words connection game improves eighth-grade Tahfiz pupils' command of English vocabulary in MTs MUQ Langsa. One-Group Pretest-Posttest Design is the pre-experimental research methodology used in this study. There were students in grade VIII.

Keywords: *Vocabulary, Game, Words Connection Game*

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4. And for all the names who have not been mentioned above by the researcher, May Allah SWT be with us, Aamiin.

Finally, the researcher hopes this thesis could provide valuable and useful information for the readers. The researcher sincerely appreciates all the critics andsuggestions and will accept all of it.

Langsa, Januari 26th 2022
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CHAPTER I

INTRODUCTION

A. Background of Study

One of the key language components in learning English is vocabulary. It is important because words serve as the fundamental units of meaning from which larger language structures like sentences, paragraphs, and entire texts are constructed.[1] People who have a limited vocabulary find it challenging to communicate with others, both in terms of making sentences and understanding what others are saying.[2] Thus, if they have a sufficient vocabulary, they will comprehend English terms. It will be challenging for students with limited vocabulary to write original ideas. Additionally, because they don't comprehend many words or have to stop and look them up in a dictionary, pupils with limited vocabulary also read slowly..

According to Bliss, Vocabulary is a crucial component of language, according to Bliss, for a number of reasons. First, one's vocabulary knowledge has a significant impact on their capacity to understand the target language. Second, developing a vocabulary is a crucial component of speaking proficiency. Vocabulary can also improve your ability to write in a foreign language. Learning vocabulary was the main issue at VIII Tahfiz class MTs

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[1]Benjamin and Crow, *Vocabulary at the Centre*, (New York: Eye on Education, 2010), p. 261.

[2] S.J.M.B Bliss, *Handbook of Vocabulary Teaching Strategies: Communication Activities with the Word by Word* (Englewood Cliffs: New Jersey, 1994), p. 83.

MUQ Langsa. It was evident in the process of teaching and learning.

The student did not know how to pronounce, spell, define, use the vocabulary learned. Vocabulary learning and teaching can be challenging. First, when teaching vocabulary, the topic must be appropriate in order to pique pupils' interest in learning; in contrast, dull information will bore them. Second, we are aware that media can be used to inspire students when teaching media. Third, English words are quickly forgotten, and it is difficult to remember them as a foreign language; this depends on the learner's retention. There are a number of variables that contribute to English becoming difficult to recall and forget words quickly, including challenges with pronunciation, idiomatic spelling, and overlap meaning. Fourth, the way you teach is crucial in helping pupils learn more vocabulary.

The eighth-grade Tahfiz students at MTs MUQ Langsa struggle with language mastery. The kids experience some learning challenges, particularly when it comes to vocabulary acquisition. There are a few factors that contribute to the students' lack of vocabulary mastery.[3] The first is that the words are challenging to memorize because they are foreign words. Due to the strategy's ineffectiveness and lack of variety, the students were bored with the subject, and they frequently forgot English terminology.

The only way to learn vocabulary is to comprehend how to interpret a book's text. Additionally, the kids occasionally struggle with memorization of

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[3] S. Hackman, *Teaching Effective vocabulary*, (Nottingham: Department forChildren, Schools and Families, 2008), p. 1

English word forms. Additionally, they struggle with vocabulary when speaking in front of the class, and they also lack a large enough vocabulary to effectively write. Because they have a limited vocabulary, they cannot translate words when reading. Additionally, they are unable to understand what is being said while they listen. The students subsequently turn into passive learners in the classroom, according to the English teacher's interview. They may find the conventional method of acquiring English vocabulary to be boring.

A teacher's role is crucial in enhancing students' vocabulary knowledge during the learning process. The teacher is always looking for crucial exercises that will help pupils become better at studying a foreign language. The state of the kids must be known by the teacher. On the other hand, games play a significant part in the learning and teaching process. According to Thornbury, a teacher can utilize a variety of games to enhance their pupils' ability to study and deepen their understanding of a subject. They include games like the tongue twister, role-playing, whispering, and connection words.[4] For yet another justification, the researcher played the connection words game to enhance vocabulary proficiency.One of the engaging games that can be used to teach vocabulary is the connection words game. Through the use of common shared meanings, this game helps students discover new

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[4] S. Thornbury, *How to Teach Vocabulary*, (England: Pearson Education Limited,2002), p. 472.

words to add to their letters.[5] Additionally, this method aids the students' ability to collaborate in a team or group setting.

Based on the aforementioned issue, a researcher is considering doing a study titled "*Using Words Connection Game to Improve Students' Vocabulary Mastery in MTs MUQ Langsa*".

B. Research Question

Based on the problem stated above, the research question in this research is "Does words connection game improve students' English vocabulary mastery at VIII Tahfiz class in MTs MUQ Langsa?

C. Purpose of Study

The purpose of this study the VIII Tahfiz class in MTs MUQ Langsa in an effort to determine whether a words connection game improves pupils' command of the English language.

D. Significances of Study

The goal of this study's findings is to theoretically show that students' vocabulary knowledge has a major impact on how well they understand English. The ability to use vocabulary effectively is crucial to learning English. The more vocabulary pupils possess, the more information they can

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[5] A. Wrigt, B. Betteridge, and M. Buckby, *Games for Language Learning*, (New York: Cambridge University Press, 2006), p. 95.

comprehend. Additionally, vocabulary knowledge aids students in their ability to communicate in English both orally and in writing.

The practical application of this study's findings also attempts to inform students of the critical importance of vocabulary knowledge. They are then able to evaluate their approach to vocabulary learning and choose a successful method to use for their forthcoming research.

The current research study is additionally expanded so that it can be used as a resource when developing a better vocabulary teaching technique. By employing the appropriate technique, teachers are expected to enhance their teaching methods and boost their students' language proficiency.

E. The Scopes of Study

In this study, the researcher only focus in teaching English vocabulary through Words Connection Game to the eighth grade students at VIII Tahfiz class in MTs MUQ Langsa.

F. Research Hypothesis

a. H_1: Word Connection Game improves students' vocabulary mastery.

b. H_0: Word Connection Game does not improve students' vocabulary mastery.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Conception of Vocabulary

Vocabulary is crucial for learning foreign languages, notably English. It can also be utilized for oral and written communication. Hiebert defines vocabulary as the understanding of word meaning.[6] One approach to comprehend the full meaning of a sentence or a paragraph is to understand the meaning of the words. Vocabulary can be used to correctly and clearly communicate thoughts, feelings, and information to others. Even though it can also be accomplished by gestures or body language. According to Hackman, vocabulary is more than just a list of words; while having a large vocabulary is important, the most important thing is knowing how to utilize it.[7]

According to Hiebert & Kamil, vocabulary is a collection of words that one can give meaning to when reading or listening. These are words that are frequently less commonly used and less well-known to students. Even if they are unaware of all the complexities of the differentiation, people may be able to assign them some type of meaning. A language's vocabulary serves as its basis or foundation. It serves as a means of communication, self-expression, interpretation, and thought. To be able to communicate our ideas, we should

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[6] E.H. Hiebert and M.L Kamil, *Teaching and Learning Vocabulary: BringingResearch to Practice*, (New Jersey: Lawrence Associates, 2005), p. 3.
[7] S. Hackman, *Teaching Effectively Vocabulary*, (Notingham: Department forChildren, Schools and Families, 2008), p. 481

have more ideas than we do words.

Thoughts more successfully. According to Thmbury, learning a foreign language's vocabulary exposes the learner to the following.[8] The first is correctly establishing a connection between word form and meaning while comprehending a second language, especially differentiating between the meanings of words that are closely related. The second is that when using language, the learners may employ the right word form for the desired meaning. Hatch and Brown stated that vocabulary can be classified as receptive and productive vocabulary. Receptive vocabulary is a word that we can understand the meaning from reading and listening.[9]

On the other hand, we utilize productive vocabulary when we speak or write. Because they can only utilize their vocabulary expertise to understand the meaning, students who are learning receptive vocabulary appear to be passive. Additionally, it appears that active learners have productive vocabulary. It results from the students' ability to use that information in speaking and writing in daily life.

Since vocabulary development is fundamental to a student's ability to succeed academically, it must occupy a central position in the curriculum. It makes English one of the languages that students must learn in school and one of the foreign languages that they have studied since elementary school. It is

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[8] S. Thombury, *How to Teach Vocabulary,* (England: Person Education Limited,2002), p. 2.

[9] E Hatch and C. Brown, *Vocabulary, Semantic, and Language Education*, (NewYork: Cambridge University Press, 1995), p. 74.

quite important to the engagement. Vocabulary is a language component of language as an essential tool for interpersonal communication.

Oral language is typically used to acquire vocabulary.[10] When asking questions or discussing things, many pupils, especially adults, typically use oral language to convey their thoughts. additional words provide your mind additional tools to organize and solve problems, particularly in communication. Words are made up of a combination of letters that form verbs, nouns, adjectives, and adverbs. The pupils should be able to apply their information specifically and frequently in their daily lives.

In conclusion, vocabulary development is crucial for learning foreign languages, notably English, as vocabulary serves as the building blocks of a language. Without language, one cannot comprehend what is being spoken by others or the meaning of their words. Vocabulary is therefore a crucial component of learning English.

B. Kinds of Vocabulary

According to John, English vocabulary is organized grammatically using traditional terminological categories. Word classes or parts of speech are divided into two categories: open class and close class. The following were included in the open class: noun, verb, adjective, and adverb; in contrast, the following were included in the close class: preposition, conjunction,

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[10] R. John, *Assessing Vocabulary*, (Cambridge: Cambridge University Press,2000), p. 572

pronoun, and determiner.[11] Thombury similarly claimed that there are eight separate word classes for English words. Noun, verb, adjective, adverb, pronoun, and preposition are among them together with a determiner.[12] Although this research merely limits the use of nouns and adverbs, the researcher restricts his explanation to open classes that are grouped into four groups: nouns, verbs, adjectives, and adverbs.

According to Ruth, a noun is a term that refers to a specific thing, person, location, emotion, or mental state. For illustration, consider the following: man conference, book, job, coffee, Saturday, Jessica, workplace, girl, boy, bed, etc. There are four different categories of nouns, including common, proper, collective, and count nouns. First, a common noun is the word for common objects that we can see or touch, for instance:

The second is a proper noun, which is a name for something unique or distinctive. Examples include Indonesia, Malaysia, Singapore, Michael, Christmas, and Australia. The third type of collective noun describes a group of individuals or objects that are typically regarded as existing as a single entity. Examples include class, gang, bunch, family, animal, group, and plan. The final type of noun is a count noun, which is a name for an entity that can be counted, such as a book, two tables, or a group of lads.

Verbs are words that describe actions, events, and processes. According to De Capua, verbal expression refers to what the subject does or

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[11] Angela and Philip, *English Grammar,* (London and New York: Routledge,2006), p. 16.
[12] S. Thornbury, *How To Teach Vocabulary,* (England: Pearson Education Limited, 2002), p. 93

describes about a situation or scenario. There can be no phrase without a verb, hence their importance cannot be overstated.[13] There are many different types of verbs, including auxiliary verbs, transitive verbs, and intransitive verbs. A transitive verb is first a verb that was used with an object after it, as in I borrowed a book. Second, a verb that doesn't need an object is said to be intransitive; an illustration would be, "I am crying." Auxiliary verbs, such as is, am, do, does, and have, aid another verb or the main verb describe an action, a condition, or a state of being.

According to Huddleston & Pullum, an adjective is a word that typically describes an item, a person, or a location. According to their meaning, adjectives can be categorized into three categories: evaluative adjectives (good, awful, excellent, lucky, ugly. Psychological adjectives of emotion (angry, sad, joyful, concerned, brave) and physical adjectives of color or shape (tiny, green, black, white, oval).[14] According to Altenberg and Vago, adverbs, adjectives, and other adverbs add information about the action in a sentence. For instance: I'm a local. The following are some examples of adverbs: Adverbs of manner, place, direction, time, duration, frequency, and degree are among the adjectives that can be used to describe anything.[15]

There are two categories for word classes or parts of speech, such as open class and close class. The open class had nouns, verbs, adjectives, and

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[13] A. Decapua, Grammar or Teacher, (New York: New Rochelle, 2008), p. 121
[14] Rodney Hadlesston and G. Pullum, A Student's Introduction to English Grammar, (New York: Cambridge University Press, 2005), p. 112
[15] E. P. Altenberg, *English Grammar: Understanding the Basic,* (New York:Cambridge University Press, 2010), p. 103

adverbs. In this study, the researcher will use an open class.

C. The Importance of Vocabulary

Vocabulary is one of the fundamental components of language learning. Vocabulary development is the most important component of learning English. It would not be possible for someone to converse with other people and have some diversity in sounds, pronunciation, or grammar since we can accept the vocabulary that is being used. A more extensive vocabulary can help us comprehend the language that individual used to communicate. One of the crucial skills is the ability to converse in a foreign language. reasons to study it.

Therefore, it is essential for learners to first recognize, comprehend, and grasp the vocabulary of the target language. Vocabulary items had several meanings, allowing language learners to convey their meanings and messages more successfully. Typically, the four major skills of hearing, speaking, reading, and writing are supported by vocabulary. According to Pikulski and Templeton, having a big vocabulary is specifically predictive of and reflective of having a high degree of reading achievement.[16] It indicates that people can develop their vocabulary expertise and use it in their daily lives by studying reading. Although vocabulary is sometimes seen as a fundamental component in language instruction, it is actually thought to be the most significant

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[16] Pikulski and Templeton, *The Importance of Vocabularies for Students*, (New York: Cambridge Press, 2004), p. 197

component since it helps broaden students' intellectual development. Students who are studying a foreign language must understand the meaning of the terms. Students should study vocabulary so they can understand what words signify. Without vocabulary, nothing can be communicated, as Carthy said. The majority of language development will be seen by expanding your vocabulary. With words, almost anything can be communicated. Additionally, a person's ability to articulate more thoughts increases with their vocabulary (word) mastery.[17] Furthermore, it will be easy to understand other people's viewpoints. To properly speak, read, listen, and write, one must have a solid command of the language.In addition, vocabulary is unique among the language elements. Vocabulary is not a skill that is being developed or one that can be considered fully mastered. Vocabulary development and elaboration are processes that last a lifetime. Daller, Milton, and Treffers-Daller concurred that vocabulary is essential to all facets of language learning. Additionally, it is crucial to the lives of all language users because it is one of the main indicators of academic accomplishment and learning success. Additionally essential to participation in many social and professional rolers.[18]

Finally, it can be said that vocabulary plays a significant part in life. Its primary purpose is to enhance the four fundamental abilities of listening, speaking, reading, and writing. For still another reason, if the pupils lack some

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[17] M. Carthy, Vocabulary: *Description, Acquisition And Pedagogy*, (Cambridge: Cambridge University, 1997), p. 85

[18] H. Daller, J Milton And D. J. Traffers, *Modeling And Assessing Vocabulary K Knowledge*, (Uk. Cambridge University Press, 2007), p. 375

vocabulary, it will be challenging for them to comprehend the listening, speaking, reading, and writing.

D. Conception of Teaching Vocabulary

Although the four skills of speaking, listening, reading, and writing enhance vocabulary, vocabulary mastery is a key component of learning English. Students that struggle to learn vocabulary are unable to converse in English. The result for students is that they are unable to communicate their views or deduce any information given to them. Therefore, it is crucial for students to precisely understand vocabulary in order to succeed in studying English. Teachers employ a variety of approaches when teaching pupils how to using English vocabulary. extremely important for learning English. Students that struggle to learn vocabulary are unable to converse in English. The result for students is that they are unable to communicate their views or deduce any information given to them. Therefore, it is crucial for students to precisely understand vocabulary in order to succeed in studying English. Teachers employ a variety of approaches when teaching pupils how to grasp English vocabulary. The best method and tool should be available to the teachers in order to guarantee that student ability is improving. Additionally, strategy is a method employed to boost students' motivation and self-assurance. The pupils can learn something by using a strategy. Additionally, it is concern in action that contributes to the pupils' potential to improve. A teacher constantly tries the best approach or technique in the classroom to inspire the pupils to master the

subject. Before entering the classroom to teach vocabulary, teachers must prepare and answer a number of questions and tactics.

According to Fauzati, knowing a word implies knowing many things about the word its literal meaning, its various connotations, the sorts of syntactic constructions into which it enters, the morphological options it offers and rich array of semantic associates such as synonyms and antonyms., We would make the students aware about that and it is important to build up their knowledge about word (vocabulary).[19] Beside of the statement above, we should also encourage students to look at learning the various meanings of an item of vocabulary as a gradual, incremental prosses and they demonstrate to the students how to revisit a term they had previously "learned" to add new information, such as additional meanings, or how to generate a meaning that is the opposite by adding a prefix.

On the other hand, according to McCarten, students should be aware of every vocabulary item because there is a lot to learn about vocabulary in terms of the sheer volume of words and phrases that need to be mastered as well as the knowledge base. Materials can said students in a variety of subjects: First and foremost, they must introduce and have learners use language that is common, up to date, and appropriate for their needs in real-world settings. Second, instructional materials should teach students new vocabulary learning techniques and outside-the-classroom learning tactics to help them become

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[19] Ending Fauziati, *Teaching Of English As A Foreign Language* (*TEFL*), (Surakarta: Muhammadiyah University Press, 2005), P. 312

better vocabulary learners.[20]

The acquisition of vocabulary is the most important element of successful language learning. The main challenge in learning English as a foreign language is also said to be vocabulary, one of the foreign language components.[21] There are many methods for expanding one's vocabulary. To start, pay attention to your vocabulary. In order for students to comprehend that learning a language involves more than just studying grammar, vocabulary instruction is crucial in both the curriculum and the classroom. As the pupils advance, one of the first vocabulary-learning techniques for each classroom is how to inquire about English words you do not understand and their definitions.

By making it obvious in classroom instruction and homework assignments which concepts should be mastered and for what reason (active use or passive recognition), teachers can assist students in developing the habit of noticing. Teachers can benefit from materials in the following ways: Clearly marked vocabulary lessons, making the target vocabulary set stand out, including focused practice and regular review, and providing lists of vocabulary to learn for the lesson are all good ways to help students develop this noticing strategy. Structured vocabulary notebook exercises that are made to get students to concentrate on a specific vocabulary set or feature are

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[20] J. Mccarteen, *Teaching Vocabulary Lesson For The Classroom*, New York: Cambridge University Press, 2007), P. 19

[21] Robert Lado, *Language Teaching: A Scientific Approach*, (America: McGraw-Hill. 1964), P. 78

another effective method. Offering variety is the second step. According to Nunan, effective materials must adhere to a number of developmental principles, and teachers can convey information in a variety of ways.[22]

With the help of those methods, students would be more engaged in the learning process. The subject should be interesting to the kids. Similar to this, practice exercises must to be diverse and interesting to pupils on various levels. These ought to range from straightforward listen and repeat exercises to carefully monitored opportunities to utilize the terminology in unique, relevant contexts. Repetition and recycling make up the third. Students often need to speak, see, and write as a significant part of acquiring vocabulary is about remembering. Learning is aided by repetition and the requirement to actively recall or "retrieve" a word. When this is taken into consideration, repetition will aid students in retaining a word they have acquired while studying English as a foreign language.

Researchers also concur that forgetting generally happens right away after we first learn anything, and that the rate of forgetting slows down after that. Another topic of inquiry is how long kids can recall the words after first learning them. The ramifications for vocabulary instruction are obvious: repeat vocabulary as frequently as you can in activities that require students to actively recall and produce words rather than just hear or see them. The next step in vocabulary improvement is to provide people the chance to organize

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[22] David Nunan, *Language Teaching Methodology*: *A Textbook For Tea*chers, (Sdney: Macquarie University, 1991), p. 205

their vocabulary. Schmitt claimed that structuring terminology in useful ways facilitates learning.

Although new vocabulary is frequently presented in thematic sets in textbooks as a memory help, there are alternative methods of organizing, and these can be categorized under three general categories. Students must be given materials as opportunities to use the vocabulary. Students should be encouraged to add vocabulary that they want to learn and the experience of learning is also enjoyable, so much the better in learning process. Then, use strategies vocabulary in class. also mentioned that since the classroom, pupils English must be heard or used.[23] Since it makes up a sizable fraction of spoken vocabulary, it will be the teacher's responsibility to provide strategies for introducing this type of vocabulary in class if the textbook does not include it in the curriculum or offer presentation and practice exercises.

The third strategy for increasing vocabulary is to assist students in becoming self-directed learners both within and outside of the classroom. According to Thornbury, independent vocabulary learners have more success because they set aside time for self-study, employ a range of learning techniques, and maintain effective vocabulary notes. By assigning structured learning projects that may be completed outside of class, we can assist students in becoming better learners and developing healthy study habits. The materials can also give students tips on how to apply and practice vocabulary

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[23] Nobert Schmitt, *Researching Vocabulary (A Vocabulary Reseach Manual)*, (New York: Palgrave Macmillan, 2010), P. 85-86

in everyday situations, which is particularly helpful for students who live in non-English speaking areas. One activity would be to mark each piece of furniture in a room with its English name, or to try to recall the names of all the comprehend what was spoken in front of the class by the teacher. The student's vocabulary can grow as a result of applying words connection game methods, making learning easier. In conclusion, the instructor must have methods for teaching pupils to expand their vocabulary. If the teacher does not have such methods, the student will not be able to.

E. Definition of Words Connection Game

The main goal of language games is not to pass the time. Bill claims that games are fun pursuits that give young language learners the chance to use their second language spoken in a casual and comfortable environment. Games should therefore be enjoyable. They are useful for motivating pupils to use the language while playing the game in addition to providing entertainment. Through the game "words connection," which ties words together based on shared letters, students are taught to find new vocabularies.[24] The game aids kids in developing their vocabulary by utilizing shared letters among words.

According to wright a game is a fun, enjoyable, and frequently difficult pastime. It implies that the game is a regulated sort of play or sport that children engage in when they pretend to be someone else or play with toys.

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[24] M. Bill Bliss, *Handbook of Vocabulary Teaching Strategies*., p. 3

Games are forms of play with established rules, and they ought to be enjoyable. They provide the student with an opportunity to utilize the language within the game rather than just being a diversion or a respite from daily tasks.[25]

One of the fun games that can be used to teach vocabulary is the words connection game. A game can assist students in practicing their new language while also allowing them to have fun and be entertained while doing so.

According to the definition given above, it is clear that a words connection game is a game that students play in order to expand their vocabulary during the learning process and to help them enjoy and engage themselves while doing so.

F. Procedure of Words Connection Game

There are methods for teaching vocabulary using Johari-based word-connection games. In the first, the instructor splits the class into various groups. In the second case, the instructor writes a specific word on the board. As long as the topics are still relevant to the English curriculum being utilized in the school, the words can be about things discussed in class, things unique to a location, or other subjects. The third activity asks each group of kids to attempt to come up with a second related word that starts with the word's final letter and stair-step links it to the word on the board.[26]

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[25] A. Wright, *Game for Language Learning New Edition*, (Cambridge: Cambridge University Press, 2006), p. 12

[26] A. Johari, Morni, A. Sahari, H. Kamri, and A Shuib, *Interactive English Language*

G. Advantages of Words Connection Game

Working collaboratively in a group to identify other words that can be linked to the word on the board is one of the benefits of this game. Additionally, it aids in developing an engaging teaching and learning process that can spark students' enthusiasm in learning English vocabulary. The game of word association will make learning more interesting and exciting. Making the students aware of the significance of vocabulary mastering will also enable them to assess their progress in learning the language and select the most appropriate teaching method. Adoted in their upcoming study. Furthermore, the advantages of the all is to increase the vocabulary in English until they make easy to understand when they are in learning English process.

According to Rohani, Games have been shown to provide benefits and to be beneficial in a variety of ways. The first game allows students to unwind and have fun, which makes it easier for them to absorb and remember new information. The second game keeps students interested because it typically involves friendly competition. The third game gives students real-world context in the classroom and improves their communicative, flexible use of English.[27] The activities will provide variety to the lesson and boost motivation by offering a justifiable incentive to use the target language. It means that games can be utilized to aid the teacher in the teaching and learning process as well as to pass the time when there are no other activities

Learning: Dizhzle Language Game, (Journal of University Technology Mara: Sarawak Branch, 2018), p. 31

[27] M. Rohani, and B. Pourgharip, *The Effect of Game on Learning Vocabulary*, (Golestan University: Golestan, 2013), p. 367.

to perform in the classroom.[28] According to Huyen, employing games in any classroom is an engaging and effective way to acquire vocabulary.[29]

The benefits of this game help create an engaging teaching learning process that can pique students' interests in studying English vocabulary and also help them understand the significance of vocabulary mastery, according to the above description..

H. Previous of the Study

There were some researchers who looked into the effectiveness of word association games in vocabulary instruction. The first was entiled thesis. "*Improving Vocabulary Mastery through Words Connection Game to the Fifth Grade Students of SDN 2 Petulu in the Academic Year 2012/2013.*[30] This thesis was written by Imade Sukrisna from university Denpasar Bali. The subject of this research was fifth grade students of SDN 2 Petulu. The findings in this study clearly found that the use of words connection game is significantly improve the students' vocabulary.

The second was thesis entiled *"Improving Students' Ability in Mastering Vocabulary through Words Connection Game Strategy"*.[31] This thesis was written by Hasibuan. The subject of this research was eight grade

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[28] Esra Akdogan, *Developing Vocabulary in Game Activities and Game Materials*, (Bangladesh: Presidency University, 2017), p. 51.

[29] Huyen. *Learning Vocabulary through Game*, (Asian Journal, 2003), p. 90.

[30] Sukrisna Imade, *Improving Vocabulary Mastery through Words Connection Game*, (University of Denpasar Bali, 2012).

[31] Jubaidah Hasibuan, *Improving Students' Ability in Mastering Vocabulary through Words Connection Game Strategy,* (Medan: State Institute for Islamic Studies of North Sumatra, 2011).

students of SMP 04 Medan. The result of the research showed that teaching vocabulary using words connection game gave any effect to improve students' ability in mastering vocabulary. The third was thesis entiled "*The Effect of Using Words Connection Game toward Students' Vocabulary Mastery*3".[32] (An experimental research with the fourth grade students of SDN 1 Medan in the academic years of 2013/20114)". This thesis was written by Aisyah. The result of this research was using words connection game could improve vocabulary mastery of students.

The studies mentioned before and this one contain similarities and differences. The studies have one thing in common: they both focus on specific methods for raising students' vocabulary proficiency. However, there are certain population-related variables that could account for the varied results.

Finally, it should be clear from the preceding explanation that in order to increase students' vocabulary knowledge, research must be done utilizing a game-based teaching technique. This study will look into how the words connection game affects students' ability to master English vocabulary in the VIII Tahfiz class at MTs MUQ Langsa.

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[32] Aisyah, *The Effect Of Using Words Game Connection Toward Students' Vocabulary Mastery*, (Medan: State Institute For Islamic Studies Of North Sumatra, 2013).

I. Hypothesis

Based on the theory and relevant previous study, the research hypothesis was Words Connection Game is effective in improving students' vocabulary mastery at VIII Tahfiz class in MTs MUQ Langsa. The hypothesis of this research was formulated as follows:

a. H_1: Word Connection Game improves students' vocabulary mastery.

b. H_0: Word Connection Game does not improve students' vocabularymastery.

CHAPTER III

RESEARCH METHOD

A. Research Design

Pre-experimental research was used to design the Words Connection Game's implementation in the teaching of vocabulary. One-Group Pretest-Posttest Design is the pre-experimental research methodology used in this study. One-Group Pretest-Posttest Design, according to John Creswell, consists of a pretest measure, a treatment, and a posttest for a single group.[33] According to Duri Andriani, this design only requires one group and two iterations.[34] In this approach, the researcher assessed one class both before and after treatment. The following is a description of the research's

$$A \quad O_1 \text{--------} X \text{-} \text{........} \text{-} O_2$$
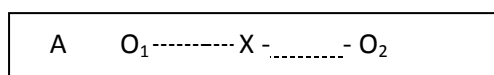
methodology:[35]

Explanation :

A : A Single Class

O_1 : Pre-Test

O_2 : Post-Test

Creswell said that the variables need to be specified so that it is clearto

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[33] John Creswell, *Research Design: Qualitative, quantitative, and mixed methods approaches*, (London: SAGE Publications Ltd, 2009), 160

[34] Duri Andriani,dkk., *Metode Penelitian,* (Jakarta, Universitas Terbuka, 2011), 3.30

[35] Ibid., 3.30

readers what groups are recieving the experimental treatment and whatoutcomes are being measured.[36] This research consists of variables, the first variable was Words Connection Game as independent variable and the second was students' students vocabulary mastery.

B. Researh Setting

This research was conducted to the students at grade VIII Tahfidz Class in MUQ Langsa. MUQ Langsa was the place where the students' learn Arabic and English Language. This research has done for six meetings in a class. Six meetings consist of one meeting for pretest, four meetings for treatment, and one last meeting for posttest.

C. Population and Sample

Population, in Arikunto's definition, is defined as the entire research subject as well as every person from whose data is gathered3.[37] The participants in this study were students in MUQ Langsa's Grade VIII during the 2021 academic year. Arikunto claims that the sample is a subset of the representative population under investigation. Because the students in VIII Tahfidz still have a poor spirit when acquiring vocabulary, the researcher employed purposive sampling in this study and chose that class as the subject. There were 30 pupils in the VIII Tahfidz Class. The researcher may use the

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[36] Creswell, op. cit., 157
[37] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* , (Jakarta: PT Rineka Cipta, 2006), 130

sample that she purposefully selected in purposive sampling.[38] 30 students made up the sample for this study.

D. Research Instrument

The instrument of this research was a test about Vocabulary. In this research, the researcher used a multiple choices question that consisted of 20 numbers. The test consisted of pretest and posttest. Firstly, the researcher gives a pretest to the students. After that, the researcher gives a treatment and the last the researcher gives a posttest. The pretest was been given in the first meeting before the treatment to find out the students' prior knowledge and posttest used to know whether there is an improvement of the students' vocabulary mastery after being treated by using Words Connection Game.

E. Validity and Reliability Testing

Based on the research that has been done by Ani Suryati, the validity of the test and reability testing are not needed if the researcher took the test from the trusted literature.[39] According to Brown, validity is the most complex criteriation of an effective test and the most important principle of language testing and said that a reliable test is consistent and dependable.[40] In other side, Sukardi said that validity is the degree that indicates in which a test

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[38] Durri Andriani, op. cit., 4.1

[39] Ani Suryati, Skripsi: "*The Correlation Between Intelligence Quotient (IQ) and Students' Reading Comprehension Skill in The First Grade at MAN 1 Tulungagung in Academic Year 2016/2017*", (Tulungagung: UIN Tulungagung, 2017), 34

[40] H.D. Brown, *Language Assesment: Principles and Classroom Practices,* (White Plains, NY: Pearson Education, 2004), 22

measure what intended to measure.[41] In other side, Creswell states thatreability means that scores an instrument are stable and consistent.[42]

In this researcher, this research had fulfilled the content validity because the researcher adopted the test from another researcher. The instrument was adopted by the research that has been done by Ika Rahmadani Lubis with the research entitled *"Improving Students' Vocabulary Mastery By Using Fly Swatter Game In The First Grade Of Mts Persatuan Amal Bakti (Pab) 1 Helvetia".* So this test do no needed to test the validity and reliability of the test items because of the test items have been valid and reliable. It trusted to share for students.

F. The Procedure of Data Collection

This research needs the procedure of Data Collection. In order to collect the data, the researcher uses pretest and posttest to get a valid data.

a. Pre-test will be given to the students before conducting treatment.

The procedures of pre-test as follows:

    i. The researcher distributes the test to the students

    ii. The researcher explaines to the student how to work out the test

    iii. The students do the test in 30 minutes

    iv. The researcher collects the test.

b. The treatment will be given to the students after giving the pre-test.

The The students will be treated by teaching vocabulary by using Words

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[41] Sukardi, *Metodoloi Penelitian Pendidikan,* (Jakarta: PT Bumi Aksara, 2007),122

[42] J Creswell, *op. cit.,* 168

Connection Game. The first, the researcher divided the students into some group that consist of 4-6 heterogeneous students. The students must work together and each member of group should explain the materials for the member who hadn't understood the materials. The second, the teacher gives a certain words and write it on the board. The words can be things in the classroom, specific to a place, or the other topics as long as the topics are still matched with the English Syllabus used in the school. Third, the students in each group try to think of another related word that begins with the last letter of the word on the board and link that word onto the word on thr board in stair fashion.

c. Post Test

The function of post-test is to know the result of the experiment and usually on the instruments, after the treatment is given.[43] The data would prove that there was a significant difference for the students after using Words Conection Game. The procedures of post-test as follows:

   i.   The researcher distributed the test to the students

   ii.   The researcher explained to the student how to work out the test

   iii.   The student did the test in 30 minutes

   iv.   The researcher collected the test.

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[43] Daniel Mujis, *Effective Teaching*, (Yogyakarta: Pustaka Belajar. 2008), 18

G. The Procedure of Data Analysis

According to Sugiyono data analysis is the method of thoroughly reviewing and organizing interview transcripts, field notes, and other acquired materials in order to improve human comprehension of them and make it possible for humans to communicate what they have learned to others.[44]

Data analysis is done to determine how differently students' vocabulary mastery increases as they play the Words Connection Game. Pre-test and post-test results were used to collect the data. The following techniques are employed by the researcher:

a. Using the formula below to score the students' responses:

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

b. Utilizing the following procedure to determine the mean score of the students' response:

$$\bar{X} = \frac{\sum X}{N}$$

Where $\bar{\ }$: Mean score

$\sum X$: The sum of all scores

N : The total number of subject

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[44] Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kulitatif dan R&D.* (Bandung : Alfabeta. 2007), p.334

c. Classifying the score answer by using scoring rubric

Scale	Classification
90-100	Excellent
80-89	Good
70-79	Adequete
50-69	Inadequate
Below 50	Failing

d. tilizing the procedure to determine the rate percentage of the students' score that adopted from Gay in Nurrahmatiahh's research.[45]

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

Where F : Frequency

N : The number of sample

e. Finding out the Significant difference between the score of pre-test and post-test by calculating the value of t-test by using the formula that adopted from Gay in Nurrahmatiah's research.[46]

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

Where: $\overline{D}$: The mean of difference score

$\sum D$: The sum of the

difference score

N   : The total number

of subject

[45] Gay, L.R, *Educational Research: Competencies for Analysis and Application.* (Columbus: Bell and Hall, 1981).

[46] Ibid., 30

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Research Finding

a. The Analysis of Research Finding

The analysis of research findings deal with the result of students'pretest and students' posttest score. The researcher gave pretest before the treatment and posttest was given after the treatment has been done. The data which was obtained will be described in the tables below:

Table 1: The Students' Score

No	Name	Pretest		Posttest	
		Answer	**Score**	**Answer**	**Score**
1	Students 1	17	85	19	95
2	Students 2	18	90	19	95
3	Students 3	18	90	19	95
4	Students 4	14	70	16	80
5	Students 5	16	80	19	95
6	Students 6	19	95	19	95
7	Students 7	18	90	17	85
8	Students 8	11	55	19	95
9	Students 9	16	80	20	100
10	Students 10	16	80	18	90
11	Students 11	16	80	19	95
12	Students 12	18	90	19	95
13	Students 13	19	95	19	95
14	Students 14	16	80	18	90

15	Students 15	16	80	17	85
16	Students 16	13	65	16	80
17	Students 17	17	85	18	90
18	Students 18	17	85	18	90
19	Students 19	16	80	17	85
20	Students 20	16	80	19	95
21	Students 21	10	50	17	85
22	Students 22	9	45	15	75
23	Students 23	20	100	19	95
24	Students 24	15	75	18	90
25	Students 25	18	90	16	80
26	Students 26	16	80	17	85
27	Students 27	17	85	17	85
28	Students 28	14	70	16	80
29	Students 29	16	80	18	90
30	Students 30	18	90	20	100

The frequency and the rate of percentage of the students' score in pretest and posttest was present in below based on scoring system.

Table 2: The Frequency and The Rate of Percentage

No	Classification	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
1	Excellent	9	30%	19	63.3%
2	Good	14	46.67%	10	33.3%
3	Adequete	3	10%	1	3.3%
4	Inadequate	3	10%	0	0%
5	Failing	1	3.3%	0	0%
	Total	30	100%	30	100%

Based on the table above, we could see the frequency and therate of percentage of the students' score in pretest and posttest. Based on the result in prettest, there were 1 (3.3%) students got failing score, 3 (10%) students got inadequate score, 3 (10%) students got adequate score, 14 (46.67%) students got a good score, and 9 (30%) students got an excellent score. In the posttest, there were 19 (63.3%) students got an excellent score, 10 (33.3%) students got a good score, and 1 (3.3%) students got an adequate score.

According to the frequency and percentage results of the students' scores on the pretest and posttest, it was possible to draw the conclusion that the posttest score was greater than the pretest score. It implies that their command of the language has increased. The mean score might be shown in the table below after the students' pretest and posttest results were computed

Table 3: The Result of Students' Pretest and Posttest Score

No	Name	Pretest Score	Posttest Score
1	Students 1	85	95
2	Students 2	90	95
3	Students 3	90	95
4	Students 4	70	80
5	Students 5	80	95
6	Students 6	95	95
7	Students 7	90	85
8	Students 8	55	95
9	Students 9	80	100

10	Students 10	80	90
11	Students 11	80	95
12	Students 12	90	95
13	Students 13	95	95
14	Students 14	80	90
15	Students 15	80	85
16	Students 16	65	80
17	Students 17	85	90
18	Students 18	85	90
19	Students 19	80	85
20	Students 20	80	95
21	Students 21	50	85
22	Students 22	45	75
23	Students 23	100	95
24	Students 24	75	90
25	Students 25	90	80
26	Students 26	80	85
27	Students 27	85	85
28	Students 28	70	80
29	Students 29	80	90
30	Students 30	90	100
	TOTAL SCORE	2400	2690
	MEAN SCORE	80	89,67

Based on the result of the table above, it could be conclude that the mean score obtained by the students in posttest (89.67) was higher than the score obtained in the pretest (80). It means that the mean score of the pretest and posttest obtained by the students has different.

The statistical t-test was used in this study to determine whether or not the mean score statistically indicated a difference that was significant. The table below shows how the value of the t-test was used to determine the significance of the difference between the students' pre-test and post-test scores.

Table 4: Students' Score of Pretest and Posttest Gain

No	Name	Pretest Score	Posttest Score	Gain (D)	D^2
1	Students 1	85	95	10	100
2	Students 2	90	95	5	25
3	Students 3	90	95	5	25
4	Students 4	70	80	10	100
5	Students 5	80	95	15	225
6	Students 6	95	95	0	0
7	Students 7	90	85	-5	25
8	Students 8	55	95	40	1600
9	Students 9	80	100	20	400
10	Students 10	80	90	10	100
11	Students 11	80	95	15	225
12	Students 12	90	95	5	25
13	Students 13	95	95	0	0
14	Students 14	80	90	10	100
15	Students 15	80	85	5	25
16	Students 16	65	80	15	225
17	Students 17	85	90	5	25
18	Students 18	85	90	5	25
19	Students 19	80	85	5	25

20	Students 20	80	95	15	225
21	Students 21	50	85	35	1225
22	Students 22	45	75	30	900
23	Students 23	100	95	-5	25
24	Students 24	75	90	15	225
25	Students 25	90	80	-10	100
26	Students 26	80	85	5	25
27	Students 27	85	85	0	0
28	Students 28	70	80	10	100
29	Students 29	80	90	10	100
30	Students 30	90	100	10	100
	TOTAL	2400	2690	290	6300
	MEAN	80	89,67	9,67	210

In order to finding out the Significant difference between the score of pre-test and post-test, the researcher calculated the value of t-test by using the formula that adopted from Gay in Nurrahmatiah's research.

$$\bar{D} = \frac{\sum D}{N} = \frac{290}{30} = 9.67$$

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{9.67}{\sqrt{\dfrac{6300 - \dfrac{290^2}{30}}{30(30-1)}}}$$

$$t = \cfrac{9.67}{\sqrt{\cfrac{6300 - \cfrac{84100}{30}}{30(29)}}}$$

$$t = \cfrac{9.67}{\sqrt{\cfrac{3496.67}{870}}}$$

$$t = \cfrac{9.67}{\sqrt{4.02}}$$

$$t = \cfrac{9.67}{2}$$

$$t = 4.835$$

As determined by the calculated t-test, the t-observed score was 4.835, and the degree of freedom (df) was 30, which when compared with the t-table reveals that the value of the t-table is either in the 5% (2.0422) or 1% (2.7499) significant levels. It denotes that the t-observed is greater than the t-table at either level 5% or 1%. The computation's outcome is displayed in the table below.

Table 5: The T-Test and T-Table

T-Observed	T-Table	
	5%	1%
4.835	2.0422	2.7499

The researcher can infer from the table above that the observed is higher than the t-table. The mean score of the students' pretest and posttest can be inferred to have a significant difference.

Based on the data above, the researcher can conclude that there is a significant difference in using words connection game to improve English vocabulary mastery at VIII Tahfiz class in MTs MUQ Langsa.

b. The Examining of Hypothesis

By comparing the result of the t-observed, that is 4.835, while the t-table with the degree of freedom (df) 30 is for 5% = 2.0422 and 2.7499 for 1%. It can be concluded that the result of t-observed is higher than t-table.

The following is the classification: 4.835 > 2.0422 and 2.7499 because the t-observed was higher than the t-table. It means that the alternative hypothesis is accepted and null hypothesis is rejected. It can be concluded that Word Connection Game improves students' vocabulary mastery.

B. Discussion

Based on the findings of this study, the researcher concluded that the Words Connection Game helps eighth-grade Tahfiz students at MTs MUQ Langsa improve their command of the English language. The fact that the pupils' posttest mean score was higher than their pretest mean score was evident. The students' mean score on the posttest (89.67) was greater than their score on the pretest (80). Words Connection Game enhances students'

command of the English language since it creates an engaging teaching learning process that can pique students' interests in studying the language and also makes them aware of the essential role of vocabulary mastery. Words Connection Game made the students enjoyed and interested in learning vocabularies.

This result was appropiate with the statement by Rohani. She claimed that studies have shown that games offer benefits and are beneficial in a variety of ways. The first game allows students to unwind and have fun, which makes it easier for them to absorb and remember new information. The second game keeps students interested because it typically involves friendly competition. The third game encourages students to utilize English in a flexible, conversational manner by bringing real-world context into the classroom.[47] Words connection games can be used to aid the instructor in the teaching and learning process as well as to pass the time when there are no other things to do in the classroom.[48] Huyen asserts that games are an engaging and efficient way to teach vocabulary in any classroom.[49]

The researcher conducted pretest before the students were given the treatment and then the researcher got the students' score result of pretest on December 13th, 2021. In the pretest, the result of mean score was 80. After giving pretest, the researcher gave four times treatments before given posttest. The treatment started in December 13th to December 16th. After did four times

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[47] M. Rohani, and B. Pourgharip, *The Effect of Game on Learning Vocabulary*, (Golestan University: Golestan, 2013), p. 367.

[48] Esra Akdogan, *Developing Vocabulary in Game Activities and Game Materials*, (Bangladesh: Presidency University, 2017), p. 51.

[49] Huyen. *Learning Vocabulary through Game*, (Asian Journal, 2003), p. 90.

treatments, the researcher did the posttest in order to know the final result of this research. Based on the result of posttest on December 16[th]2021, The mean score of students' posttest was 89.67.

It is possible to conclude from the description above that the Words Connection Game enhances students' vocabulary proficiency in MTs MUQ Langsa's VIII Tahfiz class. With the help of a game called "Words Connection," kids can expand their vocabulary as they learn while still having fun and being entertained by the language they are learning. One of the fun games that can be used to teach vocabulary is the words connection game. Finally, this outcome demonstrated that this approach enhances students' language proficiency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Students' vocabulary mastery in MTs MUQ Langsa VIII Tahfiz lesson is improved through the Words Connection Game. The researcher administered a pretest before the students received the treatment, and a posttest following the treatment, in order to collect the data. According to the pretest results, 1 (3.3%) students received a failing grade, 3 (10%) students received insufficient marks, 3 (10%) students received suitable marks, 14 (46.67%) students received good marks, and 9 (30%) students received exceptional marks. According to the posttest, 19 (63.3%) students received excellent grades, 10 (33.3%) students received good grades, and 1 (3.3%) students received adequate grades.

The researcher discovered that the students' performance had significantly improved based on the score. Based on the posttest after the students' got the treatment.Based on the result of the research, the researcher got the conclusion that Words Connection Game improves students' vocabulary mastery at VIII Tahfiz class in MTs MUQ Langsa.

B. Suggestion

According to the conclusion above, the researcher gives some

suggestion as follows:

a. The English Teachers are suggested to use Words Connection Gameas one of the way in teaching vocabulary.

b. The students should be more creative in finding the favorite way to learn English Language.

c. Other researchers are recommended to do the other research about vocabularies in other to find the best way in teaching vocabularies tothe students'.

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CURRICULUM VITAE

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Occupation : Student

Marital Status : Single

Nationality / Ethnic : Indonesia / Acehnese

Hobbies : Watching Drama

Address : Jl T Chik Ditiro Dsn Bahagia Gg Kesehatan No 09

B. Background of Education

Elementary School : SD Negeri 1 Kota Langsa (2005 - 2011)

Junior High School : MTS Muq Langsa (2011 - 2014)

Senior High School : MA Muq Langsa (2014 - 2017)

University : IAIN Langsa, Tarbiyah Faculty / English

Educational Department

C. Family

Father's Name : Novi Hadrani S.E

Mother's Name : Erlinda Yanti S.E

Brother's Name : M. Fawwaz Farrel