

**THE USE OF GO FISH GAMES TO IMPROVE STUDENTS'
VOCABULARY MASTERY AT THE SECOND GRADE OF SMP
TRINITAS BANDAR LAMPUNG**

(Undergraduate Thesis)

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2025**

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Submitted in a Partial Fulfillment
of the Requirement for S-1 Degree

in

The Language and Arts Department
of Teacher Training and Education Faculty



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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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ABSTRACT

**THE USE OF GO FISH GAMES TO IMPROVE STUDENTS'
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TRINITAS BANDAR LAMPUNG**

By
TANNA ERREN EKAMOZA

This research aimed to find out whether there was a significantly improve of students' vocabulary mastery between pretest and posttest after the implementation of Go Fish Game as learning activities. This research was conducted by quantitative research using one group pretest and posttest design. The samples of this research were 30 students' in class 8-B at SMP Trinitas Bandar Lampung in the academic year 2024/2025. The data were collected using pretest and posttest of vocabulary test. In order to analyze the result, paired sample t-test was used to test the hypothesis. It was prove by the increase of the students' mean score in the pretest was 60.60 and the students' mean score in the posttest was 80.23. It showed that the gain of students' improvement was 19.63. The result showed that there was a significant difference of students' vocabulary with the significant level ($0.00 < 0.05$) and the t-value was (19.993) higher than t-table (2.0422). This research suggests that teaching vocabulary using Go Fish Game can facilitate students' to learn vocabulary.

Keywords: *Vocabulary Mastery, Go Fish Game, improvement.*

Research Title

: **THE USE OF GO FISH GAMES TO
IMPROVE STUDENTS' VOCABULARY
MASTERY AT THE SECOND GRADE OF
SMP TRINITAS BANDAR LAMPUNG**

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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya akan menjadi tanggung jawab saya.

Bandar Lampung, 16 April 2025

A handwritten signature in black ink is written over a rectangular postage stamp. The stamp is yellow and features the number '10000' in large black digits, indicating a value of 10,000 Rupiah. Below the number, the words 'METERAI TEMPEL' are printed. At the bottom of the stamp, the alphanumeric code '4F389AMX213049058' is visible. The signature is fluid and cursive, extending across the width of the stamp.

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CURRICULUM VITAE

Tanna Erren Ekamoza was born in Makassar, March 28th, 2003. She is the first child of three children in the family of Juli Tan and Iin Susanto. She has one younger sister whose name Michaela Tannael Dimoza and one younger brother whose name Tobias Tan Timoza.

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DEDICATION

*In the name of Jesus Christ,
This script is proudly dedicated to:*

My greatest parents Juli Tan and Iin Susanto who always support me endlessly
and unconditionally.

My beloved siblings Michaela Tannael Dimoza and Tobias Tan Timoza.

My lecturers at English Education Study Program.

My dearest best friends

My beloved friends in English Education Study Program batch 2021

My Almamater, Lampung University

MOTTO

“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go”.

(Joshua 1: 9)

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All glory belongs to Jesus Christ, the Almighty God, whose blessings of health and faith have enabled the writer to complete this script. Titled “The Use of Go Fish Game to Improve Students’ Vocabulary Mastery at the Second Grade of SMP Trinitas Bandar Lampung,” this work is submitted to the Language and Arts Education Department, Faculty of Teacher Training and Education, at Lampung University as a partial requirement for obtaining an S-1 degree in the English Department. Upon completing this work, the writer acknowledges the invaluable support and thoughtful guidance from many individuals throughout the process. With deep appreciation and respect, the writer wishes to extend heartfelt gratitude and sincere to:

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In conclusion, the writer acknowledges that this work is still far from perfect. Therefore, constructive feedback, critiques, and suggestions are highly welcomed to enhance future research. It is the writer's hope that this study will provide valuable contributions to educational development, benefit readers, and serve as a useful reference for future researchers.

Bandar Lampung, April 16th, 2025

The Writer,

Tanna Erren Ekamoza

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I. INTRODUCTION

This research presents some few points such as background of the research, research questions, objective of the research, uses of the research, scope of the research, and definition of term.

1.1 Background of The Research

English serves as a widely recognized medium for global interaction. Mastering effective word usage is crucial for students to communicate successfully in personal discussions. Rather than being treated merely as a secondary language, English—like other foreign languages—should be integrated into school curricula (Ivone, 2005; Mappiasse & Sihes, 2014; Renandya et al., 2018; Sutaryo et al., 2022). Across various educational systems, including Indonesia's, English has been part of the curriculum from elementary levels through higher education. To achieve proficiency, students must hone their listening, speaking, reading, and writing abilities. Building a strong vocabulary foundation is particularly important, as it underpins their overall language development.

Vocabulary is described as "all the words in a specific language" (Wehmeier et al., (2005: 1707). Vocabulary plays a crucial role to support students' in language development proficiency. Teaching vocabulary aims to assist students in identifying and understanding unfamiliar words, expanding their words knowledge, and using words effectively for communication. Widiati (2011) highlights that a solid vocabulary foundation is essential for developing proficiency in all four language skills, encompassing receptive abilities like

reading and listening, as well as productive skills such as speaking and writing. In essence, mastering a foreign language begins with vocabulary acquisition, as students will consistently come across new words in their daily experiences. Vocabulary acquisition is a continuous process that persists throughout someone's life, regardless of whether it is in their native or foreign language.

Nonetheless, mastering vocabulary is one of the most challenging aspects of learning a language, particularly English. Students often face various obstacles when trying to expand their vocabulary. According to Cohen (2011) students have difficulty for remembering new words because they do not have effective strategies and lack of practice. According to Nation (2001) students do not understand a clear context about the words that used in a sentence or texts. According to Folse (2004) students may have difficulty to understanding the meaning of new words because they do not have knowledge of related concepts or topics. We can develop more effective strategies by understanding the students' problems to help them achieve their vocabulary mastery.

Allen (2007: 3) states that, there are many strategies and technique can help students to acquire, learn and mastering vocabulary. Most teachers believe that vocabulary teaching is very important. Definitely, teaching vocabulary is very important, but there is how teachers can make vocabulary have meaning beyond the specified list of words. Most teachers have searched a lot for ways to teach vocabulary in a way both meaningful and effective, enabling students' engagement with words in reading, writing, and thinking, it can be concluded that learning strategies are essential and crucial.

In the educational process, learning strategies play a crucial role in fostering students' engagement and active participation. According to Hunt and Beglar (2002), as cited in Cahyono and Widiati (2011: 110), there are three key approaches: incidental learning, explicit instruction, and independent strategy development. Unlike incidental learning, explicit instruction involves deliberately teaching vocabulary, which is particularly vital for beginners whose limited word knowledge hinders their reading comprehension.

Findings techniques to persuade students to learn English should be a difficult assignment for the English teacher, because teacher is required to have a creative way to think and teach. There are many varieties of teaching vocabulary, to make the students not bored and interested to acquiring it. One of the strategies the teacher can be used for improving students' vocabulary mastery is game. Sadiman (2010: 75) states that game are one of the ways that can be used for learning, because there is interaction between one person and another by following the rules given to achieve the goal. According to Pribadi (2009: 43), believes that games are competitive and guide students to learn a specific learning objective. Students should enjoy playing the game. The fundamental concept of a game is that there are winners and losers. While, the losing team must put more effort to win the game, the victorious team will receive a reward.

Go Fish Game might be an alternative to enhance students' vocabulary mastery, as mentioned above. The usefulness of Go Fish Game in helping students' to learn vocabulary is something the researcher interest to analyze and concentrate. However, there are some distinctions between the previous researches with this research. In this research, level of participants and subjects are not the same. In consideration to all of this, the researcher conducted a study on how Go Fish Game in improving students' vocabulary mastery.

1.2 Research Question

Referring the explanation that provided in the background earlier, the researcher formulates the problem statement; in the following way "Is there any significant difference of students' vocabulary mastery before and after the implementation of go fish games for learning vocabulary?"

1.3 Objective of The Research

From the question above, findings of this research can be utilizes to to find out whether go fish game can increase students' vocabulary mastery after taught by go fish games.

1.4 Assumption

The use of go fish game can be increase vocabulary mastery at the second grade of SMP Trinitas Bandar Lampung. This encourages active participation, reinforces word recognition, and promotes through repetition in a fun context.

1.5 Uses of The Research

The result of this research can be used as follows:

1. Theoretically, the findings of this research might support the theories that Go Fish Game can increase students' achievement, particularly in vocabulary mastery.
2. Practically, this research is anticipated to serve a valuable alternative strategy for the teachers in teaching vocabulary mastery trough go fish game, aiming to enhance students' vocabulary skills and make the learning process more engaging and enjoyable.

1.6 Scope of The Research

This study focuses on improving students' vocabulary proficiency using the Go Fish game. Specifically, it aims to identify vocabulary mastery improvement after implementing the Go Fish game in the learning process.

1.7 Definition of The Terms

To avoid any potential misunderstandings, several key terms are defined, as follows:

1. Vocabulary

Vocabulary plays a vital role in language proficiency, as it directly influences students' ability to speak, listen, read, and write effectively (Richard, 2002, p.255).

2. Flashcards

A flashcard is a small card consisy a word, phrase, or basic image designed to aid learning and memory retention (Komachali & Khodareza, 2012).

3. Games

A game is a structured activity characterized by specific elements, including a defined objective, established rules, player competition, and interaction through spoken or written language (Platte, 1992).

4. Go fish

“Go Fish” is an example of a seeking game. The object of a seeking game is to collect a complete set. It can be similar to a matching game in that the students look for the same item as they hold (Harrington, 2004)

5. Aspect of Vocabulary

Aspect of vocabulary is an important part of speech of any words you study that serves at least five aspects as a guide to learned vocabulary (Utami, 2015)

The definition of terms concludes the first chapter which is explain and elaborates the background of the research, research question, objectives of the research, uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter presents several topics that related to the topic theories in this study. Those are the definition of vocabulary Mastery, teaching of vocabulary, aspect of vocabulary, games in teaching vocabulary, go fish game, procedure of go fish game, theoretical assumption, and hypothesis.

2.1 Previous Researches

The researcher discovered some previous research on the same strategy that had been done by other researchers. These studies are regarded as valuable resources that help the researcher to finish this research. These studies are:

The initial study was conducted by Hanafi Wibowo and Umi Laila Syarifah, titled "*The Implementation of Go Fish Game in Improving Students' Vocabulary.*" This research examined how the Go Fish Game can be applied to enhance students' vocabulary while also exploring engaging and creative learning methods. Data collection was carried out through testing as part of a classroom action research approach. The study's findings highlight the steps for integrating the Go Fish Game into classroom activities and its effectiveness in boosting students' vocabulary acquisition.

The second study was conducted by Moh. Nurman and titled "Improving the Students' Vocabulary by Using 'Go Fish' Game," also explored the use of the Go Fish Game in enhancing students' vocabulary proficiency. Data collection was carried out through tests as part of a classroom action research approach. The findings of this study indicate that incorporating the Go Fish Game into vocabulary instruction can significantly enhance students' vocabulary mastery.

The third study, conducted by Nurhayati and Dwi Astuti Wahyu titled “Improving Students’ English Pronunciation Ability Through Go Fish Game and Maze Game” the students’ practice their pronunciation through asking each other for cards to match those they have in their hands, arranging a word and sticking the alphabets on the flannel board in order to arrange the parts of tree, pronouncing the word, giving the meaning and making a sentence such as "Go Fish Game and Maze Game." By conducting these games, using interesting media, creating various interesting tasks and activities can increase the students' motivation in learning English and pronunciation ability.

It is clear from the previous studies that the sample and aspect used in this research distinguishes it from others. This study will focus on second-grade junior high school students as its sample, using a one-group pretest and posttest research design. In contrast, Moh. Nurman’s study involved first-grade junior high school students, while Hanafi Wibowo and Umi Laila Syarifah's research involved fifth-grade elementary school students and employed classroom action research, while Nurhayati and Dwi Astuti Wahyu research involved kindergarten and using observational technique. Therefore, the primary focus of this research will be on students' vocabulary mastery.

2.2 Definition of Vocabulary Mastery

In English learning, students must develop proficiency in four key language skills: speaking, listening, reading, and writing. To achieve students’ vocabulary mastery in these areas, one must begin with the most fundamental step learning vocabulary. Several experts have offered various definitions of vocabulary. Thornbury (2002) asserts that without vocabulary, no meaningful interaction can occur, as it enables students to grasp the meaning of interactions. Linse (2005: 121) describes vocabulary as “the set of words an individual is familiar with”, suggesting that it include the words a person knows and can utilize for interaction.

Learning words is a process where you come across of new words and learn it from the beginning, and follow it up with those words again and again.

When studying vocabulary, there will always be an extension of knowledge about the meaning of the word and how it is used in foreign language. According to Hornby (1995) as cited in Susanto (2015) defines mastery as a complete knowledge or complete skill that makes someone to master the certain subject, especially vocabulary. While Alqathani (2015) state “it is an individual achievement and possession” it indicates that every individual has their own uniqueness, experience, and their background knowledge to master the vocabulary. It is a collection of words known by each individual, allowing them to fully control, develop, and expand their vocabulary mastery.

According to Richards (2001), states that there are four common vocabulary goals in English courses, which are as follows:

- a. Elementary level (Elementary School) : 1.000 words
- b. Intermediate level (Junior High School) : 2.000 words
- c. Upper-Intermediate level (Senior High School): In additional 2.000 words
- d. Advanced level (College) : In additional 2.000 words

However, it is not always possible to achieve the vocabulary mastery at certain level. It requires a plenty of time and perseverance on the part of the students' to master the vocabulary.

Based on the definitions above, vocabulary mastery refers to the ability to comprehend words and their meanings. Students' are expected not only to recognize words but also understand their meanings. Mastering vocabulary plays a crucial roles in enhancing students' vocabulary skills and should be considered as an essential components of learning language and communicate with others (Susanto, 2015).

2.3 Teaching Vocabulary

As stated by Alqathani (2015), vocabulary plays a fundamental role in language instruction. Teaching vocabulary is a process that helps students' to achieve learning objectives, specifically improving their knowledge to attain vocabulary mastery which is essential for expressing ideas and conveying ideas. Doff (1988) identifies four stages in teaching vocabulary, such as:

1. Presentation

Introducing new vocabulary is a crucial and intricate phase in language instruction. This stage serves the purpose of familiarizing students with fundamental words. According to Thornbury (2002, pp. 75-76), learners must grasp both the meaning and structure of a new word. He also highlights several key factors that influence the number of words introduced, including:

- The proficiency level of learners (beginner, intermediate, or advanced)
- The extent to which learners are already familiar with the words
- The complexity of the vocabulary items
- Their “teach ability”, which means whether they can be easily explained or demonstrated within the context of the classroom.
- Whether the words are being learned for active use (speaking and writing) or for passive recognition (listening and reading).

Thornbury (2002; 77) proposes a number of methods for introducing vocabulary, including definitions, illustrations, situations, real objects, translations, and gestures. Meanwhile, Doff (1988, p. 96) categorizes these techniques into four main types: translation, using synonyms or antonyms, demonstrating word meanings through context, and illustrating meanings visually. He further suggests that when introducing new vocabulary, a combination of these strategies should be applied for effective learning.

2. Practice

When a teacher explains the meaning of a word, students are likely to only use it as passive vocabulary, which increases the chances that they will forget it or misuse it. Students' vocabulary can only be effectively engaged when teachers offer opportunities for practice through vocabulary exercises or activities. Thornbury (2002) emphasizes the common belief that "practice makes perfect," stressing the importance of moving words from short-term to long-term memory. Retaining words in long-term memory requires consistent practice with those words or lexical elements.

3. Production

To ensure that students get the most out of their prior knowledge, they must become fluent with it. Students are encouraged to do high-level assignments at this point, such as production activities (Thornbury, 2002). Fluency development activities, according to Hunt and Beglar (2002), reuse words that students already know in well-known grammatical and organizational patterns, freeing them up to concentrate on recognizing or using words without hesitation. Activities aimed at fostering students' creativity vocabulary may also involve the following: comparing and translating words for words between first and second languages; repeating and recycling activities, like summarizing a text aloud one day and then again a few days later, to keep newly learned words and expressions active; observing and documenting language patterns and collocations; and working with teacher-created language corpuses for use in the classroom (Nation, 1990).

4. Review

Reviewing vocabulary can be carried out individually or in groups. According to Doff (1988), vocabulary is often revisited during the warm-up session, where teachers reinforce words learned in previous lessons. This helps refresh students' memories or prepares them for new content.

2.4 Aspect of Vocabulary

Harmer (1991, p. 158) states that a strong vocabulary involves understanding word meaning, usage, formation, and grammar. Similarly, Lado (1957) emphasizes that several aspects must be mastered in vocabulary, including meaning, spelling, pronunciation, word categories, and usage.

1. Word Meaning

Understanding meaning is a crucial aspect of vocabulary learning, as it determines how words convey messages to language users. Often, a single word can have multiple meanings depending on the context in which it is used. Therefore, it is essential for students to grasp word meanings, as this enables them to interpret and use words correctly across various contexts.

2. Word Spelling

When students come across a new word for the first time, they must learn its correct spelling. Spelling refers to the visual representation of a word. By mastering spelling, students can accurately write words in their written work. Therefore, understanding word spelling is essential for effective written communication.

3. Word Pronunciation

When learning vocabulary, students must also familiarize themselves with how a word is pronounced. Proper pronunciation helps them comprehend spoken language and communicate effectively. Therefore, mastering correct pronunciation is crucial to prevent misunderstandings in verbal interactions.

4. Word Classes

Word classes refer to different categories of words based on their roles in communication. These categories include nouns like “car,” verbs like “grow,” adverbs like “recently,” and adjectives like “happy.” The classification of words in a language is determined by their function within a sentence.

5. Word Use

Word usage refers to the way a word functions within a language. It can also involve grammatical rules and may require in-depth analysis (Mardianawati, 2012, p. 11).

2.5 Games In Teaching Vocabulary

One approach the teachers may use to teach vocabulary is through games. Teachers incorporate games as an innovative method to introduce and teach the subject, especially when focusing on vocabulary. This approach was selected because teachers wanted to avoid using the same repetitive practices. Teachers should create games for the classroom that are enjoyable, easy, comfortable, and promote vocabulary development. Wallace (1987) stated, "The aim of vocabulary games and exercises is to develop students' vocabulary and practice it through

enjoyable activities." This suggests that games provide an enjoyable approach for students to practice vocabulary without the stress of memorizing a word list

Furthermore, Hadfield (1996) defined "A game is an activity with rules, a goal and element of fun" In accordance with Hadfield's (1996) opinion about the games; the teachers could use any game that is appropriate to apply in their classes for the students'. The teachers also need to plan the games so it can make students enjoy in learning vocabulary.

Moreover Wright (2006) defined "Game as an activity in which is entertaining and engaging, often challenging and activity in which the learners play and usually interact with others"." It indicates that games can lead to a creative way and communicative activity that is for practice English language use in a classroom. Based on the definition, the researcher concludes that a game is an activity that can be used for teaching vocabulary, providing a relaxed and enjoyable atmosphere for students' during the learning session, which can be carried out by a set of rules and goals.

From the explanation above, games is one of the tools which can provide the teacher to reach the goals of teaching material. Teacher must adapt to all developments in the world of technology vocabulary.

2.6 Go Fish Game

According to Arnold (2001) Go Fish is characterized by its emphasis on memory, strategy, and social interaction, making it an engaging activity for players of various ages. It serves not only as a recreational game but also as a tool for developing cognitive skills such as memory and matching. Go fish game is a game that provides a picture, words, and a sentence, that contains specific meaning. According to Fullerton (2014) Go fish game is a card game for three to six players using a standard deck of 52 cards. The objective of the game is to collect matching set of cards, usually of the same picture and comes with words.

Additionally, Mukarto (1989) proposed using games to address challenges in vocabulary teaching and learning. Widiati (2008) described the Go Fish game as an activity where students request cards from one to other students to make pairs. Each student thinks of a word and draws a series of lines to indicate the

number of letters in the word, which others must guess. The Go Fish game can be an effective solution; allowing students to play outside of class hours and helping them improve their vocabulary mastery.

2.7 Teaching Vocabulary Using Go Fish Game

One of the finest solutions, is trough go fish game, which may help students' improve their inadequate vocabulary mastery according to Mukarto (1989) as cited in Cahyono and Widiati (2011; 115). Every student's in English class plays a significant part in this game. Playing go fish game helps the students' to enjoy their language lessons. It is intended that using this approach to teach vocabulary will help students' become more proficient in their learning vocabulary.

2.8 The Procedure of Teaching Vocabulary Using Go Fish Game

The application of go fish game is employed to methodically organize this study and prevent misunderstanding. The procedures for implementing Go Fish Game in a learning approach are as follows, according to Nurhayati (2008):

1. The teacher prepares all necessary materials, including observation sheets, interview forms, documents, and Go Fish cards and games.
2. Teachers will introduce a specific topic related to technology and provide students with relevant vocabulary to learn and master.
3. After demonstrating the vocabulary, the teacher will explain each words meaning in a sentence.
4. The teacher presents the topic and gives students time to reflect and formulate questions they need to answer.
5. The teacher directs students to respond to questions related to the vocabulary topic, serving as their initial score draft.
6. The teacher will showcase and clarify the use of the Go Fish game in the classroom, motivating students to play until they demonstrate proficiency in the vocabulary.
7. After the game, the teacher will inquire about the experience, conduct interviews, observation, and assess the game efficacy.

8. The teacher will use observation and interview notes to evaluate how Go Fish Game supports students' vocabulary mastery after they been taught and played the game. Their performance on a paper test is another outcome to take.

In conclusion, these are the steps for teaching vocabulary through the Go Fish game that implemented.

2.9 The Advantages and Disadvantages of Using Go Fish Games

Anas (2014) identified several benefits of using games in language learning. They can help minimize repetitive drills in the classroom, make students feel more relaxed, and enhance their focus on the lesson. Wright (2006) also outlined the benefits of incorporating games into language learning, such as:

1. Games encourage students and keep them engaged by sustaining their interest.
2. By incorporating games, the teacher can create a meaningful and relevant language-learning environment. To participate, students must understand spoken or written language and effectively express their thoughts or share information through speaking or writing.
3. Numerous games offer just as many opportunities for practice as conventional drill exercises.
4. Games can be utilized to provide practice in all language skills, including reading, writing, listening, and speaking.

According to Stojkovich (2011) there are also disadvantages for using games to teach language, such as:

1. Deviating from the primary objective of the game activity due to unclear or incomplete rules.
2. Some students', particularly teenagers, might consider games to be unnecessary and childish.
3. Limited educational value, card games may not provide a significant educational benefit.

Based on the aforementioned explanation, the researcher assumes that implementing the Go Fish Game could be an effective method for enhancing students' vocabulary while still incorporating essential aspects of the English language. But, on the other side teachers' creativity can be limitations. Teachers must have the ability to omit the obstacle during the teaching session.

2.10 Theoretical Assumption

Nowadays, vocabulary is a crucial for all aspect in learning English. However, many students are afraid to learn English because they have not known how to say it in English and express their feelings using English. Lack of vocabulary is one of the biggest problem that effect many aspects of English

In considering this issue, numerous methods and strategies may be employed by the teachers to enhance students' vocabulary mastery. It belongs to the teachers to decide which approach is best to use in teaching sessions. The Go Fish Game serves as a learning technique that aids in vocabulary acquisition, helping to achieve the goals of the overall learning process.

According to previous studies, the Go Fish Game has a beneficial effect on learning English. Its implementation has proven effective in enhancing students' vocabulary mastery, and students may also develop a positive attitude toward learning vocabulary through this game. Using flashcards especially Go Fish game as a learning media are more enjoyable, interesting, and easy to increase vocabulary.

In summary, the explanations above cover all the concept of vocabulary, aspects of vocabulary, teaching vocabulary, go fish game, advantages and disadvantages using go fish game, and the procedure of teaching go fish game.

2.11 Hypothesis

A hypothesis is a provisional solution to a problem that requires further verification through more accurate data. In this study, the researcher has formulated a hypothesis related to the research questions presented. Regarding to the theories and theoretical assumption above, the researcher formulated the hypothesis as follows:

1. Is there any significant difference of students' vocabulary mastery after the implementation of go fish games as a strategy for learning vocabulary

Formulation:

H₀ : there is no significant difference in students' vocabulary mastery after using Go Fish Game as a strategy for learning vocabulary.

H₁ : there is a significant difference in students' vocabulary mastery after using Go Fish Game as a strategy for learning vocabulary.

This chapter has explored the theories that form the foundation of this research, covering topics such as the definition of vocabulary mastery, vocabulary instruction, aspects of vocabulary, the go fish game, using the go fish game for teaching vocabulary, the procedure for teaching vocabulary through the go fish game, and the advantages and disadvantages of using the Go Fish Game. The research methodology will be addressed in the next chapter.

III. METHODS

This chapter discusses several topics, including: the research design, variables, populations and sample, variable of the research, research instruments, research procedures, data analysis, scoring system, data treatments, and hypothesis testing.

3.1 Research Design

This study aimed to examine whether the use of the Go Fish game led to a significant difference in students' vocabulary mastery. A pre-test was administered to assess students' initial vocabulary proficiency before implementing the Go Fish game as a treatment. After the treatment, a post-test was conducted to evaluate whether there was a significant improvement in their vocabulary mastery. Consequently, the researcher designated one class as the experimental group, which received vocabulary instruction through the Go Fish game. The research design follows the framework outlined by Sugiyono (2013), as illustrated below.

O1 X O2

The design could be further described as follows:

- O1 : Pre-Test (Pre-test was given before the researcher teaches vocabulary by Go Fish game to measure the students' ability before the treatment)
- X : Treatment by using Go Fish game
- O2 : Post-test (Posttest was given after the treatment after the students' have been taught by Go Fish Game)

3.2 Population and Sample

The subjects of this study were second-grade students at SMP Trinitas Bandar Lampung. The researcher selected two classes for this research: Class 8A was designated as the tryout class, while Class 8B served as the experimental class. Each class consisted of thirty students. This study was carried out over six meetings: one for the pretest, three for the treatment, one for the posttest, and one for the try out.

One class of the sample in an experiment receives a treatment as part of the one-experimental group sampling technique utilized in this study. It indicates that the results are documented after the experimental class is subjected to variations in the independent variable.

3.3 Variables of The Research

As stated by Fraenkle and Wallen (2012, p.77), a variable is a concept that exhibits considerable variation within a specific category of objects. There were two types of variables: independent and dependent variables. There was only one variable used in this study. It was vocabulary mastery as dependent variable. Optionally, the dependent variable was measured to see the effect of the implementation of Go Fish Game.

3.4 Data Collecting Technique

The researcher utilized the following methods to collect data, as detailed below:

1. Vocabulary Test

To assess the reliability of the test, a trial test was conducted using contextually relevant questions. The test consisted of 50 multiple-choice questions, each providing four answer choices (a, b, c, and d), with one correct answer and three distractors.

2. Pretest

After selecting well-structured questions from the tryout test, a pre-test was administered to assess the vocabulary mastery of students in the experimental class before implementing the Go Fish game as a treatment.

There were 40 multiple-choice questions on the test, with four options answers (a, b, c, and d), one right answer and three wrong answers.

3. Treatment

After the researcher administered the pretest, the treatment was given. Using go fish game to instruct the students' was the treatment. The intervention was conducted across three sessions, with each session lasting 2×45 minutes.

4. Posttest

Following the implementation of the treatment, a post-test was conducted to evaluate whether there was a significant improvement in students' vocabulary mastery after using the Go Fish game as a vocabulary teaching technique.

3.5 Research Instrument

This study utilized a vocabulary test as its research instrument, comprising items relevant to second-grade junior high school students. The test consisted of multiple-choice questions. Prior to conducting the pre-test, treatments, and post-test in the experimental class, the researcher carried out a tryout test at SMP Trinitas Bandar Lampung. The pre-test was given during the first session, while the post-test was administered in the final session following the implementation of the Go Fish game treatment. The vocabulary evaluation criteria included word meaning, word classes, and word used. Based on the provided topic, both pretest and post-test were covered with the same topic and students' were asked to respond the questions.

3.5.1 Validity

Hatch & Farhady (1982) stated that a test is considered valid if it accurately assesses the intended object and aligns with its purpose. Validity refers to the degree to which an instrument genuinely measures what it is supposed to measure. Contemporary perspectives on validity emphasize not just the instrument itself but also the interpretation and significance of the scores obtained from it. The validity of a question item can be seen in the SPSS output, namely by comparing the

calculated value with the table value. If the r_{count} is higher than the r_{table} , then it can be said that the item is valid. Conversely, if the r_{count} is lower than the r_{table} , then it is concluded that the item is invalid and needs to be replaced or dropped.

a. Content Validity

Content validity is used for assessment of learning outcomes (achievement test). Validity content is often also called curricular validity because assessments are prepared based on the curriculum lesson to be assessed. Form of assessment this kind of wants to judge how far someone is master ability according to demands curriculum (Gay, 1987:129). The test was focused on Junior high school material from the syllabus and Merdeka Curriculum (See Appendix 1. Lesson Plan). In other words, the researcher designed the test based on the curriculum materials to ensure its alignment with the learning objectives. In this context, Expert judgment involves seeking opinions or evaluations from specialists in relevant fields to determine the suitability and relevance of the content within a measurement instrument. These experts assess whether each item or question accurately reflects and represents the concept being measured (Curcin, 2010)

b. Construct Validity

According to Bachman and Palmer (1996:21), construct validity pertains to the significance and relevance of the interpretations derived from test scores. Similarly, Heaton (1975:159) defines construct validity as a test's ability to measure specific characteristics in alignment with a theoretical framework of language learning and behavior. In construct validity, the researcher measured the students by using multiple choices with four alternatives. Each of items will be provided in terms of word classes of vocabulary, such as: Noun, Verb, Adjectives, and Adverb.

Table 3.1 Specification of an Items Number Test

No	Types of Content Words	Number of Items	Items Numbers	Yes	No
1	Are these items relevant to measure the use of noun?	19	3, 5, 8, 11, 13, 15, 17, 24, 25, 26, 28, 29, 30, 32, 35, 36, 43, 45, 48.	√	
2	Are these items relevant to measure the use of verb?	11	7, 9, 10, 12, 13, 14, 16, 18, 20, 21, 22.	√	
3	Are these items relevant to measure the use of adjective?	8	1, 2, 4, 6, 19, 34, 40, 50.	√	
4	Are these items relevant to measure the use of adverb?	13	23, 27, 31, 33, 37, 38, 39, 41, 42, 44, 46, 47, 49.	√	
Total		50 Soal			

(See Appendix 3. The Result of Tryout Test)

Table 3.1 indicated that the vocabulary test initially contained 50 items approved by the expert that the relevant to measure word classes of vocabulary. However, 10 each of these items were removed as they failed to meet the required standards for difficulty level and discrimination power (See Appendix 3).

Table 3.2 Specification of Pretest Items

No	Types of Content Words	Number of Items	Percentage	Items Numbers
1	Noun	15	37.5%	3, 5, 8, 11, 15, 17, 24, 25, 26, 28, 30, 35, 43, 45, 48.
2	Verb	10	25%	7, 9, 10, 12, 13, 14, 16, 18, 20, 22

3	Adjective	7	17.5%	1, 2, 4, 6, 34, 40, 50.
4	Adverb	9	22,5%	23, 27, 31, 33, 38, 39, 41, 42, 46.
Total		40	100%	

Referring to Table 3.2, it was determined that 40 test items were suitable for both the pretest and posttest. Moreover, the posttest was administered after the third treatment session, using the same test but with a different format. The test consisted of 40 multiple-choice questions, each offering four answer options (a, b, c, and d).

3.5.2 Reliability

According to Gay (1992:161), reliability refers to the consistency of a test, consistently measured which it is intended to measure, which was an absolute essential requirements to determine the effect of one variable to another. Furthermore, Arikunto (2013; 178) states that reliability helps to assess the stability of an instrument. A test was considered reliable if it produces a consistent and a stable scores when administered on a different occasions. In this research, to gain the reliability of the test, the result of the test can be examined by Split-Half Method, odd, and even number in *Statistical Package for Social Science* (SPSS).

Once the students' final scores were obtained and calculated, the researcher utilized the Pearson Product Moment formula in SPSS to determine the reliability of the test. The formula for Pearson Product Moment is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Description:

Γ_{xy} : signifies to the coefficient of correlation between odd and even numbers

X : indicates the odd numbers

Y : concerns with even numbers

Σxy : signifies to the total number of the odd and even number

Σx^2 : described the total score of odd number of items
 Σy^2 : denotes the total score o even number of items

Once the reliability is obtained, the researcher will apply *Spearman-Brown's Proficiency Formula* to calculate the overall reliability of the test. As shown below:

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

This design can be further explained as follows:

R_k : refers to the reliability of the whole tests

r_{xy} : denotes the reliability of half tests

The criteria for the reliability are:

0.00 – 0.19 : Very low

0.20 – 0.39 : Low

0.40 – 0.59 : Average

0.60 – 0.79 : High

0.80 – 1.00 : Very high

(Hatch & Farhady, 1982)

After assessing the vocabulary test using the Split-Half Method, the reliability score was found to be 0.962 (see Appendix 3). Based on the previously mentioned reliability criteria, this result signifies that the test demonstrated a very high level of consistency and was trustworthy for measuring the intended construct validity. In other words, the instrument confirmed that the test was reliable.

3.5.3 Level of Difficulty

The level of difficulty indicates how easy or challenging the test items are for students to complete. It can be determined using the following formula:

$$LD = \frac{U+L}{N}$$

Description:

LD : refers to the level of difficulty

U : refers to the number of upper group who answer correctly

L : refers to the number of lower group who answer correctly

N : refers to the number of students who join the test

The criteria of level of difficulty:

<0.30 : Difficult

0.30 – 0.70 : Average

>0.70 : Easy

(Shohamy, 1985)

After analyzing the level of difficulty, there were 43 average items and 7 easy items from 50 test items (See appendix 3)

3.5.4 Discrimination Power

Discrimination power measures how effectively a test distinguishes between high-achieving and low-achieving students in the class. It can be determined using the following formula:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

Description:

DP : refers to the discrimination power

U : refers to upper group of students who answer correctly

L : refers to lower group of students who answer correctly

N : is concerned with the total number of the students

The criteria of discrimination power:

0.00 – 0.19 : Poor items

0.20 – 0.39 : Satisfactory items

0.40 – 0.69 : Good items

0.70 – 1.00 : Excellent items

- (Negative) means the bad items, it should be omitted.

(Heaton, 1975)

After analyzing the discrimination power, there were 4 poor items, 36 satisfactory items, and 10 good items (see appendix 4). Some of poor and difficult items were dropped. The items that had criteria level of difficulty >0.70 and had average and poor discrimination power were revised.

Meanwhile, test items with a moderate difficulty level and acceptable or good discrimination indexes were used for both the pretest and posttest. However, ten items (13, 19, 21, 29, 32, 36, 37, 44, 47, and 49) were removed, while the remaining items with average and satisfactory characteristics were included in the assessments.

By evaluating the test using difficulty level and discrimination power, it was determined that 20 items, including numbers (13, 19, 21, 29, 32, 36, 37, 44, 47, and 49), were eliminated. Test items that were deemed too easy or too difficult were removed based on their difficulty level and discrimination power.

Based on the result, 40 items were selected for the pretest and posttest after the discrimination power and level of difficulty were examined. However, 10 items were bad and dropped due to their criteria of the level of difficulty and discrimination power requirements. According to the foregoing explanation, the test would have 40 questions and administered by the researcher.

3.6 Research Procedure

The research procedures were carried out as follows:

1. Determining the problem

This study aimed to evaluate whether the use of the Go Fish game led to a significant improvement in students' vocabulary skills.

2. Determining the Population and Sample

The researcher targeted second-grade students at SMP Trinitas Bandar Lampung, designating one class as the experimental group and another as the tryout group.

3. Selecting Material

The researcher used the syllabus, which was based on teaching materials from the Merdeka Curriculum, to choose resources. It said that there were numerous themes for the pupils to study.

4. Vocabulary test

The purpose of the tryout test was to identify high-quality questions for the study. The test included 50 multiple-choice items, each with four answer options (a, b, c, and d).

5. Administering Pre-Test

Following the completion of the tryout test, a Pre-Test was given to the experimental class. This stage aimed to assess students' vocabulary proficiency. The test comprised 40 multiple-choice questions, each with four answer choices (a, b, c, and d). Students were allocated 90 minutes to complete the test.

6. Giving treatment using Go Fish Game

During this stage, the researcher provided instructions on how to play the Go Fish game. The treatment was conducted over three sessions, with each session lasting 90 minutes.

7. Conducting the Post-test

Following the implementation of the treatments, a post-test was conducted to assess the extent to which the Go Fish game had enhanced students' vocabulary mastery. The test comprised 40 multiple-choice questions, each with four answer options (a, b, c, and d). While the questions remained the same, their sequence was altered. Students were required to respond to the questions based on the previously covered topics. The allocated time for the test was approximately 90 minutes.

8. Analyzing the Data

In analyzing quantitative data, both the pre-test and post-test results were assessed. To determine whether there were significant differences in students' vocabulary mastery before and after the treatment, the data was processed using the SPSS 26.0 software program.

3.7 Scoring System

To calculate the result of Pretest and Post-test, the researcher used the scoring system which was dividing the correct answer by total items. It can be calculated by using this formula below:

$$S = \frac{R - W}{N - 1} \times 100$$

Where:

- S : The score of the test
 R : The total of the right answers
 W : Refers to number of wrong items
 N : The total of items

(Arikunto, 1997)

3.8 Data Analysis

To obtain the findings for the research question, the data was analyzed through several sequential steps:

1. The Pretest scoring and Posttest scoring.
2. To calculate the mean scores of the Pretest and Posttest, the researcher applied the formula developed by Arikunto (2006) as outlined below:

$$x = \frac{\sum xy}{N}$$

This formula is described as follows:

X : Mean score

Σxy : Sum of individual score

N : Number of the students

3. To determine whether there is a significant difference in students' vocabulary mastery after the use of go fish game. The researcher comparing the means of the Pretest and Posttest, which could be statistically, analyzed using the Repeated T-Test (Paired Sample T-Test).

In order to get the result of the research question, the data was analyzed by using some steps to follows:

1. Scoring the pretest and posttest.
2. The researcher determined and analyzed the average scores of the pretest and posttest using the following formula, as proposed by Arikunto (2006):

$$N \text{ Gain} = \frac{\text{Mean Score} - \text{Mean Score of Pre-test}}{\text{Score Ideal} - \text{Mean Score Pre-test}}$$

3. To assess whether the implementation of the Go Fish game led to a significant improvement in students' vocabulary mastery, the pretest and posttest results were compared and statistically analyzed using the Repeated T-Test (Paired Sample T-Test).

In this study, the mean scores indicate the effectiveness of the treatment. A higher mean score suggests that the treatment was successfully implemented, whereas a lower mean score implies that the treatment was not effectively applied to the students.

3.9 Hypothesis Testing

After gathering the data, the researcher examined it to assess whether students' vocabulary mastery had significantly improved due to the implementation of the Go Fish game. To determine the difference in the treatment, the researcher used the Repeated Measured T-Test. This test was statically computed by SPPSS 26.0. The Hypothesis was as follows:

The formula of criteria acceptance:

$$H_0 = \text{Sig} > 0.05$$

$$H_1 = \text{Sig} < 0.05$$

H_0 There is no significant difference of the students' vocabulary mastery after being taught through Go Fish Games.

H_1 There is a significant difference of the students' vocabulary mastery after being taught through Go Fish Games.

V. CONCLUSION AND SUGGESTION

This chapter present about the conclusion based on the research findings and suggestions are provided for English teachers who want to apply Go Fish Games in teaching vocabulary.

5.1 Conclusion

It has been discovered that Go Fish Game greatly enhances students' vocabulary mastery, encompassing their comprehension of word use, meaning, and context. The advantages of Go Fish Game for students are improved their communication among classmates, understanding the text, and students' engagement during the learning process. By actively involving students in vocabulary mastery development, go fish game encourage the students to understand the meaning of the words by theirself and get detailed information on the card. It can expand their knowledge, share their ideas in using new vocabulary, and develop their ability to make decision. Overall, go fish game offer a learner centered approach to encourage students to be active, managing conflict, and meaningful application of vocabulary, thus participating to students' overall understanding, language proficiency and happiness.

5.2 Suggestion

This research gives basic information and result about go fish game. Since the study was carried out in a junior high school and the context was vocabulary-related, the researcher expect more research can perform in another experiment to examine the use of go fish game to different students levels, aspects of English, or context types.

To enhance the advantages of Go fish game, teachers may simplify the rules for young learners or higher adapt the gameplay to accommodate various age groups and skill levels. Pairing students can encourage collaboration and teamwork, enabling them to assist each other while honing social skills. Furthermore, go fish game can function as an effective classroom management tool, teachers may offering a structured and offer enjoyable activity that can be utilizes as a reward for the students' or break form intensive learning session. Integrating Go fish game into lesson plan can foster a positive classroom atmosphere, as it promotes participation and interaction among students.

It is essential for the students to embrace a few suggestions. First and foremost, always be polite and respectful to each other it means avoid interrupting or speaking over other during their turns. Students need to listen carefully when other players ask for cards. Honesty is equally important to provide what you have without resorting to cheating, as it undermines the fun and fairness of the game. By paying attention to who asks for which cards, as this not only sharpens your memory but also make the game more engaging. Lastly, always adhere to the agreed upon rules to ensure fair play and enjoyment for everyone involved. By apply these suggestions, students' contribute to a respectful, fun, and fair gameplay experience for all.

Go fish game offers a significant opportunity for further investigation into educational strategies. Further research might investigate the effectiveness of digital compared to traditional forms of go fish, or the influence of go fish game in communication abilities. The researcher might look into longitudinal studies to assess the lasting advantages of Go Fish game into educational programs, especially in varied classroom settings. In summary, examining Go Fish as a teaching resource could produce valuable insights that guide optimal practices in educational strategies and instruction.

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