

ABSTRACT

CHANGE THE STORY GAME AS A TECHNIQUE TO IMPROVE VOCABULARY MASTERY OF JUNIOR HIGH SCHOOL STUDENTS (a proposal)

BY

JUNI HARTIWI

The research is intended to describe the influence of Chngae The Story Game toward students' vocabulary and to know the average score of students' vocabulary mastery who learn vocabulary through Change The Story Game. The population is first semester of eight class of SMPN 3 Tanjung Raja Lampung Utara. The sample taken is 36 students. The students were treated by Change The Story Game. To analyze the improvement of the students' vocabulary mastery through Change the Story Game, the writer will employ t-test formula to test the hypothesis at significant level 5 %. In this research, the writer focuses on the influence of using Change The Story Game toward students' vocabulary mastery. The research will be done at the first semester of eighth class. The research will be used to give information to English teacher about the influence of Change the Story Game toward students' vocabulary mastery, to give information for further research with certain interest, and to motivate students in learning English especially in learning vocabulary.

Keywords : *Change The Story Game, vocabulary mastery, game*

I. INTRODUCTION

1.1 The Background of The Problem

Language is very important for communication in real life situation. Language is used by people to express emotion and for communication. Language is also used as an effective way for social interaction with the environment. It can help people to make a good relationship with others.

English becomes an important language in the world. It is widely used as an international language for communication by other countries. As an international language which is used by almost all people in the world, it should be mastered by people who want to develop their knowledge. Because there are many books of

science, technology, economic, business, and culture written in English, so we can access more information by mastering English well.

In learning English, students have to learn about language skills. Then, students must be trained adequately in all four basic language skills. Language skills are divided into listening, speaking, reading and writing. These skills should be mastered by students by achieving the element of language vocabulary and appropriate grammar. Vocabulary can help students in listening, speaking, reading and writing. As we know that vocabulary is one of the important factors in understanding and using language. It would be impossible to learn English without vocabulary. It means that we will not know how to develop our skills without vocabulary. Thornbury (2002:13) stated that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means that vocabulary is very important for communication in learning English. Without vocabulary we cannot master English well. Because vocabulary as aspect in learning especially English that cannot be separated.

To make students interested in learning English, the teacher must use the interesting teaching techniques in the classroom. A good situation can create for making students enjoy and also feel fun in the learning process. Giving the ice breaker with games also can help students to feel comfortable. Certainly the teacher should understand what the students’ needs. Therefore, the students will feel fun, enjoy and comfortable for learning the materials from the teacher.

Based on the preliminary research, the writer found that the students’ vocabulary mastery needs to be increased. They found difficulties in mastering vocabulary. The students need much time to understand the meaning of vocabulary. The teacher in this school has never used *Change the Story Game* in teaching process.

There are many techniques and media that can be used in teaching vocabulary, such as game, songs, picture, charts, audio, visual and audio-visual. Game is one of the teaching techniques that can be used in teaching process. It can make the lesson more

interesting to learn and it is one of the ways to encourage students' motivation in learning English. The reason from the writer using game in teaching process is to motivate the students to increase their vocabulary. As we know that game is one of the interesting teaching techniques that can be applied in teaching learning process. It is interesting and it can make the students feel enjoy and feel fun when they learn the materials from the teacher.

Change the Story Game is one of the games that can be used in teaching vocabulary. This game is an interesting game to increase students' ability in making sentence and description. The teacher will ask them to make a description and they will underline all the nouns and change all nouns in their text to other noun. The writer assumes that this game is one of the interesting teaching techniques in teaching vocabulary. Therefore the writer proposes a research entitled: "*Change the Story Game as a Technique to Improve Vocabulary Mastery of Junior High School Students*".

1.2 The Identification of Problem

Based on the background of problem above, the writer identified the problem as follow:

1. The students find difficulties in mastering vocabulary
2. The students' vocabulary mastery need to be increased
3. The students need much time to understand the meaning vocabulary
4. The teacher has never used *Change the Story Game* in teaching vocabulary

1.3 The Limitation of Problem

In this research, the writer focuses on the influence of using *Change the Story Game* toward students' vocabulary mastery.

1.4 The Formulation of Problem

Based on the identification and the limitation of the problem above, the formulations of problem in this research are:

1. How is the influence of *Change the Story Game* toward students' vocabulary mastery?

2. How is the average score of students' vocabulary mastery who learn vocabulary through *Change the Story Game*?

1.5 The Objective and The Uses of Research

1.5.1 The Objective of Research

1. To know and describe the influence of *Change the Story Game* toward students' vocabulary mastery
2. To know and describe the average score of students' vocabulary mastery who learn vocabulary through *Change the Story Game*

1.5.2 The Uses of Research

1. To give information to the English teachers about the influence of using *Change the Story Game* toward students' vocabulary mastery
2. To give information for further research with certain interest
3. To motivate students in learning English especially in learning vocabulary

1.6 The Scope of Research

1.6.1 The Subjects of Research

The subjects of the research are the students at the first semester of the eighth class at SMPN 3 Tanjung Raja Lampung Utara in 2016/2017.

1.6.2 The Object of Research

The object of the research is students' vocabulary mastery.

1.6.3 The Place of Research

The research will be conducted at SMPN 3 Tanjung Raja Jalan Sinar Harapan No. 42 Sindang Agung Tanjung Raja Lampung Utara.

1.6.4 The Time of Research

The research will be done at the first semester of eighth class at SMPN 3 Tanjung Raja in 2016/2017.

II. THE FRAME OF THEORIES

2.1 The Concept of Language

Language is a tool that used by people to express emotion, for communication and for social interaction in society. By using language people get new information from others and also from social media by reading books, newspapers, magazines, watching television and news.

As supported by Harley (2005:1) who stated that “Although we often take language for granted, a moment’s reflection will show how important it is in our lives. In some form or another it so dominates our social and cognitive activity that it would be difficult to imagine what life would be like without it.”

And Rivers (1987:14) in Gebhard (2009:63) stated that “Language and learning and teaching can be an exciting and refreshing interval in the day for students and teacher. There are so many possible ways of stimulating communicative interaction, yet, all over the world, one still finds classrooms where language learning is a tedious, dry-as-dust process, devoid of contact with the real world in which language use is as natural as breathing”.

Language is very important because it is used as an effective way for social interaction to our environment, and it can help people to make a good relationship with others. Not only for people each other, but also it can be a good way to stimulate a communicative interaction between students and teacher in teaching learning process in classroom. Without language whoever cannot do anything and cannot socialize with others.

Brown (2007:6) states as follows:

A consolidation of a number of possible definitions of language yields the following composite definition.

1. Language is systematic.

2. Language is a set of arbitrary symbols.
3. Those symbols are primarily vocal, but may also be visual.
4. The symbols have conventionalized meanings to which they refer.
5. Language is used for communication.
6. Language operates in a speech community or culture.
7. Language is essentially human, although possibly not limited to humans.
8. Language is acquired by all people in much the same way: language and language learning both have universal characteristics.

Cameron (2001:11) stated that “People using the language for everyday life purposes all around them”. Language will be used in everyday aspects in daily life. It is also used to help people to create a close social relationship in society.

Furthermore, Richard et. al. (2001:19) stated that “Language is a system for expression of meaning and primary function of language is for interaction and communication”. Interactions will be good if there is a good communication between people each other.

Harmer (1993:180) stated that “Knowing a language is just not a matter of having grammatical competent, however we have seen that we also need to add communicative competence”.

Based on the statements above, the writer assumes that language is very important tool for communication, for social interaction and for expressing emotion in our daily life. People can interact with others and express their feelings, ideas and opinion communicatively by using language.

2.2 The Concept of Teaching English as a Foreign Language

English is an international language that widely used in many countries in the world. It becomes a tool for communication and social interaction. There are some countries using English as a native language. It means that English become the first language for their countries. In Indonesia English becomes a foreign language or second

language. English is regarded as a first foreign language in our country. It is widely taught as a foreign language in the school subject.

Gebhard (2009:39) states as follows:

EFL is an acronym for English as a Foreign Language and it is studied by people who live in places where English is not a first language, such as in Italy, Saudi Arabia, and Vietnam. ESL is an acronym for English as a Second Language. People who study ESL speak other languages, such as Spanish, Arabic, Chinese, or Swahili as their first or native language. However, they live in places where English is used as the first or native language, such as Australia, New Zealand, Canada, the United Kingdom, and United States.

Paul (2003:160) stated that “If we focus on the process of learning, it will enable the children to discover and use many more words and patterns than they would if we were to teach them knowledge in a teacher-centered way. We need to emphasize each stage of...already learned”.

Based on the statements above, the writer assumes that English as a Foreign Language and English as a Second language are different in meaning. In Indonesia English becomes the first foreign language where English is not a first language.

2.3 The Concept of Vocabulary

Learning language requires learning its vocabulary. Without knowledge of vocabulary, people are not able to interact and communicate well. They can not transfer and receive message from others. Learning language will be easier if there are some skills to learn English. The skills are listening, speaking, reading and writing.

Vocabulary is the important part in language. Without vocabulary we can not do anything. Thornbury (2002:13) stated that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means that vocabulary is very important part for communication and learning English. Without vocabulary we

can not master English well, because vocabulary as an aspect in learning English can not be separated.

Roselina in Cahyono and Shirly (2011:131) stated that “Simply stated, words memorization is one of imperative language learning stages which need to be highlighted, so there will be a meaningful communication between people in both spoken and written forms.” Furthermore, Harmer (1991:153) stated that “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organ and the flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used.”

Vocabulary is one of the important things that should be mastered by students. If the students master vocabulary well, they can communicate fluently and they will not find difficulties in learning English.

Cameron (2001:94) stated that “Vocabulary has been a major resource for language use”. Teacher as an instructor in the class should help students to improve their vocabulary. It will be better to the teacher for creating some ways in teaching vocabulary. It means that teacher does not only explain the material but also make teaching learning process enjoyable and the students will feel more interested to learn the material in learning process.

Astya in Cahyono and Shirly (2011:127) also stated “Vocabulary is one of the language components that needs to be mastered when the students are learning English. Without having enough vocabulary, the students will have difficulties to know the meaning of what they listen and read as well as to express their aim in communication”. Hornby (1995:959) stated that “Vocabulary is total number of word which (with rules for combining them) make up a language: *No dictionary could list the whole-of a language*”.

Based on the statements above, the writer assumes that vocabulary is very important part for creating language. Without mastering vocabulary, we cannot do anything and we will find difficulties in learning English. People who have enough vocabulary will be easier to comprehend and understand the meaning of sentences.

2.4 The Concept of Teaching Vocabulary

Language is meaningful and useful when it uses for communication with others. Vocabulary is fundamental in learning language. It relates to express the opinions, ideas, thinking and feelings. Cameron (2001:95) stated that “Vocabulary is fundamental to use foreign language as discourse, since vocabulary is both learning from participating in discourse, and is essential to participating in it”.

Thornbury (2002:1) states as follows:

All languages have word. Language emerges first as word, both historical, and in terms of the way each of us learned our first and any subsequent languages. The coining of new word never stops. Nor does the acquisition of words. Even in our first language we are continually leaning new words, and learning new meanings for old words.

Learning vocabulary is needed for students to understand the meaning of words. It will be impossible for students to communicate fluently without knowing vocabulary and its meaning. If students want to use language fluently and want to sound like native-speaker, they need to be able to put words together quickly in typical combinations (Pawley and Syder, 1983). Furthermore, Thornbury (2002:20) stated that “Most adult second language learners, however, will be lucky to have acquired 5,000 words families even after several years of study”.

And Brown (2007:372) also states as follows:

There are some essential steps in learning vocabulary based on the research into learners’ strategies:

1. Having sources for encountering new words

2. Getting a clear image, whether visual or auditory for the form of the new words
3. Learning the meaning of the words
4. Making strong memory in connection between the forms and meaning of the words
5. Using the words

Nunan (2003:138) also stated that “Using word parts to help remember words, and using guessing from context are to very important strategies for dealing with low frequency words”.

Based on the statements above, the writer assumes that teaching vocabulary is not only teaching the words but also teaching the meaning of words. In teaching vocabulary, the teachers should realize that students need to master the ability to increase their vocabulary. So, the teachers should encourage the students to learn and practice for understanding vocabulary and its meaning well by giving a good strategy in teaching learning process in classroom.

2.5 The Concept of Game

Learning is one of the primary activities of students in the classroom. Successful learning is only on the right way to lead the process. Good learning and method can make the students learn more and meaningful. To accomplish that condition, teachers must create various and attractive methods for the class. Using various games can be an alternative solution to handle this problem.

There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. Games can help the teachers to create contexts in which the language is useful and meaningful. In the whole process of teaching and learning by games, the students can take part widely and open-mindedly. To win the games each student or group should

competitively answer the questions addressed by the teacher or other students or groups. In order to do so they must understand what the teacher or others are saying or have written, and they must speak or write in order to express their own point of view or give information.

The English instruction is intended to endorse the mastery and development of the four basic abilities and skills. There are listening, speaking, reading and writing as reflected in abilities and skills concerning language use. So that, the students are able to express simple expression with emphasis their vocabulary mastery in order to avoid to vocabulary infraction and attain better out comes.

The teacher should choose an appropriate teaching method, which is suitable with subject matter in teaching learning process. They need to use various instructional media that will be able to help students to increase their English vocabulary. Teaching vocabulary is clearly more than just presenting new words. It also includes a decision that words should teach the basic of how frequent it is used by speaker of the language. The most commonly used words are those a teacher should teach first. Commonly the way of teaching makes the students lazy and bored. The teacher needs something different to make students interested, mostly children, because they are very easy to get bored. Therefore, teacher needs something interesting that can make motivate them.

(<http://www.scribd.com/doc/9639825/Teaching-English-Vocabulary-Using-Games>)

Game is one of the techniques in teaching process. It can be defined as an activity that usually conducted by people in order to entertain them. Game should interest to make people get pleasure when they do the game.

Game is one variation that can motivate students to increase their skills especially in learning vocabulary. It can encourage students to use the word exactly. Game also can help the teacher to create new situation and make the students feel fun, enjoy and comfortable in learning process.

Allen (1983: 52) states the importance of games in teaching vocabulary as follows:

Games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved. Guessing game, for example, create conditions in which the use of the target language is necessary for leading the players to the correct guess.

Harmer (1991:1) stated that “Games are a vital part of teacher’s equipments, not only for the language practice they provide, but also therapeutic effect they have. They can be used at any stage of a class to provide an amazing and challenging respite from another classroom activity, and are especially useful at the end of a long day to send the students away feeling cheerful about their English class”.

Wallace (1982:104) puts forward the objectives of using language games in vocabulary instructions as follows:

The basic aims of vocabulary games and vocabulary exercises are usually very similar: to develop the student’s vocabulary, perhaps by extending his vocabulary or perhaps by giving him practice in using what he already knows receptively. In the vocabulary game there will be the additional aim of adding an element of fun, relaxation and enjoyment to the lesson. Sometimes the fun element will be the main aim, and the teacher is not fussy about which are of language is being practiced.

Based on the statements above, the writer assumes that by using game in teaching vocabulary the teacher will be able to encourage and motivate students in learning vocabulary. Because, students will feel fun, enjoy and more interested when they find new vocabulary in learning process in classroom.

2.6 The Concept of Change the Story Game

Game is kind of teaching techniques that can be applied in teaching process. It should have a particular objective to achieve. By using game in teaching process, the teacher is able to create a good way to make the students feel fun, enjoy and interest to learn.

Wright, David and Michael (2006: 119) stated that “*Change the Story Game* is one of the games that can be used in teaching vocabulary. This game is an interesting game to increase their ability in making sentence and description. The teacher will ask them to make a description and then they will underline all the nouns and change all the nouns in their text to other noun.”

Based on the explanation above, the writer assumes that *Change the Story Game* is one of the interesting games that can be used in teaching learning process. Because, it can motivate and encourage students for making a description and change all the noun with new noun or vocabulary that has a relation each other.

2.7 The Procedure of Change the Story Game

This is the procedure of *Change the Story Game* according to Wright, David and Michael (2006: 119). The steps are as follow:

1. Ask learners to write a 70-word short story or description, and to underline all the nouns in their text. You may wish to channel the learners’ creativity by suggesting topic.
2. Help the class to compile a list of about twenty nouns through brainstorming.
3. Ask individual learners to read out their text, omitting the nouns. As they pause in place of a noun, the other learners supply a random noun from the list. Alternatively, each learner substitutes a noun at random into their text before reading it. The result can be very amusing, depending, of course, on comprehension of the word in context.

2.8 The Strengths and Weaknesses of Change the Story Game

2.8.1 The Strengths of Change the Story Game

According to Wright, David and Michael’s (2006: 119) Procedure, the strengths are:

1. Games can make students more interested in learning material because the result can be very amusing
2. Games can help students to channel the students’ creativity

3. Games can improve students' vocabularies

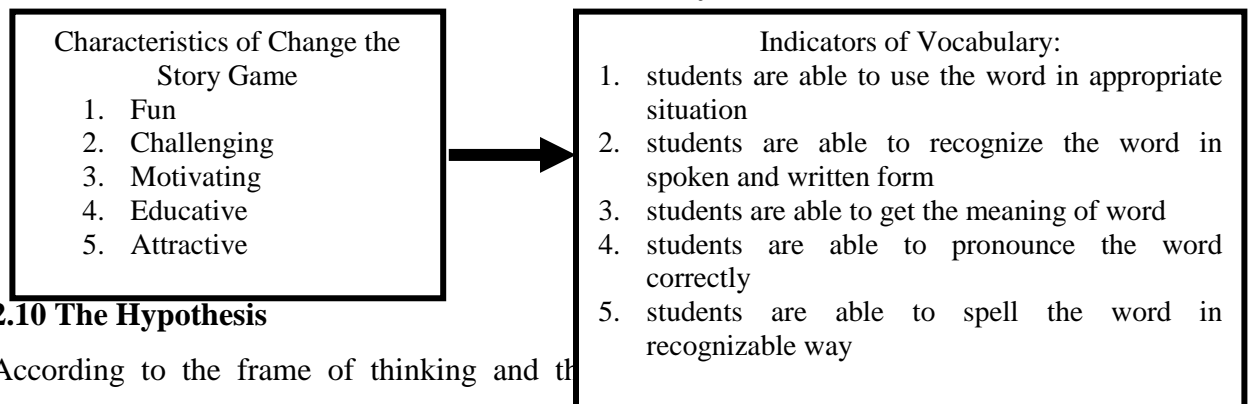
2.8.2 The Weaknesses of Change the Story Game

1. It is difficult for the students who have low vocabulary mastery
2. The noisy condition makes the teacher difficult to control the class.

2.9 The Frame of Thinking

Based on the theories above, the writer assumes that teaching vocabulary by using *Change the Story Game* can increase students' vocabulary mastery because this game can make the students more enthusiastically. This game is suitable for teaching new vocabulary because it might be able to increase the students' interest. So, they will be interested to study with this game.

Picture 1
Indicators of Vocabulary



2.10 The Hypothesis

According to the frame of thinking and the indicators of vocabulary, the writer formulates the hypotheses as follows:

1. There is a significant influence of *Change the Story Game* towards students' vocabulary mastery.
2. The average score of the vocabulary mastery of the students who are taught by using *Change the Story Game* is higher than that of those who are taught by using Translation Technique.

III. THE METHOD OF RESEARCH

3.1 The Method of Research

In this research the writer uses experimental method. It means that the writer will involve in teaching and learning process. The writer will use two classes. The first class is as experimental class which will be taught by using *Change the Story Game* and the second class is as control class which will not be taught by using *Change the Story Game* at the same level. The result of the test both classes will be compared to know whether there is an influence of students' vocabulary mastery taught by using *Change the Story game*.

3.2 The Variable of Research

This research consists of two variables:

1. Independent Variable

The independent variable of this research is the *Change the Story Game* (x)

2. Dependent Variable

The dependent variable of this research is students' vocabulary mastery (y)

3.3 The Operational Definition of Variable

The operational definition of variables is the characteristics of variable that will be investigated in order to help the writer collecting the data and information accurately.

1. Teaching vocabulary by using *Change the Story Game*. It means that the writer is going to use *Change the Story Game* as a teaching technique in teaching vocabulary
2. The students' vocabulary mastery is the ability of the students to understand the meaning of words and to use it in making sentences and also for communication.

3.4 Data Collecting Techniques

3.4.1 The Main Technique

To know the students' vocabulary mastery the writer uses the objective test that is multiple choice test consists of 50 items, each items consists of four options a, b, c and d. And the point of each item is 2. So, the highest score is 100 and the lowest score is 0.

3.4.2 The Supporting Technique

In collecting the data, the writer will have the observation and interview to the students of SMPN 3 Tanjung Raja Lampung Utara. And also documentation is used to know the condition of students and teachers to complete the data.

3.5 The Population, Sample and Sampling Technique

3.5.1 The Population

The population of this research is the students at the first semester of eighth class of SMPN 3 Tanjung Raja Lampung Utara. There are four classes consist of 148 students.

Table 1
The Total Students of the Eighth Class at SMPN 3 Tanjung Raja Lampung Utara in 2016/2017

No.	Class	Gender		Total
		Male	Female	
1	VIII A	19	17	36
2	VIII B	19	19	38
3	VIII C	20	18	38
4	VIII D	20	16	36
Total				148

Source from SMPN3 Tanjung Raja Lampung Utara

3.5.2 The Sample

In this research the writer takes two classes as the sample. They are VIII A consisting of 36 students and VIII D consisting of 36 students. They are as an experimental class and control class.

3.5.3 The Sampling Technique

In taking the sample of the research, the writer will employ cluster random sampling technique because the samples are homogenous.

3.6 The Validity and Reliability of Test

3.6.1 The Validity of Test

Validity refers to how well a test measure what it is purposed to measure. To know the validity of test, the writer uses content and construct validity. It means that the test is suitable with the material that has been given. It is designed based on the content curriculum that has been used.

3.6.2 The Reliability of Test

Reliability is the degree to which an assessment tool produces stable and consistent result. To know the reliability of test, the writer uses the Split-Half technique as follows:

1. Giving the test items to the students out of the sample of research
2. Dividing the result to odd and even items
3. Analyzing the result by using Product Moment formula as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Notes:

r_{xy} : coefficient correlation between x and y

xy : the total of x and y

x : the total number of x score (odd items)

y : the total number of y score (even items)

x^2 : the sum square of x variable

y : the sum square of y variable

N : total of sample

(Arikunto, 2009:72)

4. Calculating of the reliability of the item test by using Spearman Brown Formula as follows:

$$r_{11} = \frac{2r_{xy}}{1+(r_{xy})}$$

Notes:

r_{11} : the full coefficient reliability of test

r_{xy} : the coefficient correlation between x and y

(Arikunto, 2009:95)

5. Consulting the result with the criteria of reliability as follows:

1. Reliability Coefficient between 0.800-1.000 is very high
2. Reliability Coefficient between 0.600-0.800 is high
3. Reliability Coefficient between 0.400-0.600 is fair
4. Reliability Coefficient between 0.200-0.400 is low
5. Reliability Coefficient between 0.000-0.200 is very low

(Arikunto, 2009:75)

Table 2
The Result of the Test Instrument From the Odd Number (X)

No	Number of The Odd Items (X)											
	1	3	5	7	9	11	13	15	17	19	21	23
1	0	0	0	1	0	1	0	0	0	1	0	1
2	0	0	0	1	0	1	0	1	0	1	1	1
3	1	0	1	1	1	1	0	0	1	1	1	1
4	0	0	1	1	1	1	1	1	1	1	1	1
5	0	1	0	1	0	0	1	0	1	1	1	1
6	0	0	1	0	1	1	1	1	1	0	0	1
7	1	0	0	1	1	0	0	0	0	1	1	1
8	0	1	1	1	0	0	1	1	0	1	0	0

9	1	1	0	1	1	1	1	1	1	1	0	0
10	0	1	0	1	0	0	1	0	1	1	1	1
11	1	1	1	1	1	0	0	1	1	1	1	0
12	0	0	1	0	1	1	1	1	0	0	0	0
13	0	0	1	1	1	0	0	1	1	0	1	0
14	1	1	1	1	1	0	0	0	0	0	0	0
15	0	0	0	0	1	1	0	0	1	1	1	1
16	0	0	0	0	1	1	1	1	1	1	1	1
17	1	0	1	1	1	1	0	1	1	0	1	0
18	1	0	1	1	1	1	1	0	0	1	1	1
19	0	0	0	0	1	1	0	0	1	1	1	1
20	0	1	1	1	0	1	1	1	0	1	0	0
Σ												

Table 2
The Result of the Test Instrument From the Odd Number (X)

No	Number of The Odd Items (X)													Score
	25	27	29	31	33	35	37	39	41	43	45	47	49	
1	0	1	1	1	1	1	0	0	0	1	1	1	1	13
2	1	0	0	1	0	1	0	0	0	0	1	0	0	10
3	1	1	1	1	0	0	0	0	1	1	1	1	1	18
4	0	0	0	1	0	0	1	0	0	0	0	0	1	13
5	1	1	1	0	0	0	0	0	1	1	1	0	0	13
6	1	1	1	0	0	0	0	0	1	0	0	1	0	12
7	0	0	1	0	0	0	0	0	1	1	0	1	1	11
8	0	0	1	1	1	1	0	0	0	1	0	1	0	12

9	0	0	1	1	0	0	0	0	1	0	1	1	1	15
10	1	1	1	0	0	0	0	0	1	1	0	0	0	12
11	0	0	1	1	1	1	0	1	1	1	1	1	1	19
12	0	0	0	0	0	0	1	0	0	0	1	0	1	8
13	0	0	0	1	1	1	1	1	1	0	0	0	0	12
14	0	1	1	1	0	0	0	1	0	0	0	1	0	10
15	1	1	0	1	0	0	1	0	1	1	0	1	1	14
16	0	0	0	1	0	1	1	0	0	1	1	0	0	13
17	0	0	0	1	1	1	1	1	1	0	0	1	0	14
18	0	0	0	1	0	0	0	1	0	1	0	1	0	13
19	1	1	0	1	0	1	1	1	1	0	0	0	1	15
20	1	0	1	1	1	1	1	0	1	0	1	0	1	16
Σ														263

Table 3
The Result of the Test Instrument From the Even Number (Y)

No	Number of The even Items (Y)											
	2	4	6	8	10	12	14	16	18	20	22	24
1	1	0	0	1	1	1	0	1	1	0	1	1
2	0	0	0	0	0	0	0	0	0	0	1	1
3	0	1	1	1	1	1	1	1	1	1	1	0
4	1	1	1	0	0	0	0	0	0	1	1	1
5	0	0	0	0	1	0	0	0	1	1	0	0
6	1	1	1	0	0	0	1	1	0	0	1	1
7	0	0	0	0	1	0	0	1	1	1	0	0
8	1	1	1	1	0	1	1	1	0	1	1	1

9	0	1	1	1	0	1	0	1	1	0	1	1		
10	1	1	0	0	1	1	1	0	1	1	1	0		
11	0	1	1	1	1	1	0	1	1	1	0	1		
12	0	0	0	1	0	0	1	1	0	0	1	0		
13	1	1	1	1	0	1	1	1	0	0	1	0		
14	1	0	0	0	0	0	0	0	1	1	1	1		
15	0	0	0	0	1	1	1	1	0	1	0	0		
16	1	1	1	1	1	1	0	1	1	0	1	1		
17	1	0	0	0	0	0	0	1	0	0	1	0		
18	1	1	1	1	1	1	1	0	0	0	0	0		
19	0	0	0	0	0	1	1	1	1	0	1	1		
20	1	1	1	1	0	0	0	0	0	1	1	1		
Σ														
No	Number of The Even Items (Y)													Score
	26	28	30	32	34	36	38	40	42	44	46	48	50	
1	0	1	0	1	0	0	0	0	1	0	0	1	1	13
2	1	0	1	1	1	1	1	1	1	0	0	1	1	9
3	0	0	0	0	0	0	0	0	0	1	1	1	1	14
4	1	1	1	0	0	1	1	0	1	1	1	0	0	14
5	1	0	0	1	1	1	1	1	0	0	0	0	1	10
6	1	0	0	0	0	0	0	0	1	1	1	0	0	11
7	1	1	1	0	1	1	1	1	0	0	0	0	1	12
8	0	1	1	1	0	0	0	0	1	1	1	1	0	17
9	1	1	0	1	1	1	1	1	0	1	1	1	0	18

10	0	1	1	0	0	0	1	1	1	1	0	0	1	15
11	0	0	0	1	1	1	1	1	0	1	1	1	1	18
12	1	0	0	0	1	1	0	0	0	0	0	1	1	9
13	0	0	0	0	0	0	0	0	1	1	1	1	0	12
14	1	0	1	1	0	1	0	1	1	0	0	0	0	11
15	0	1	1	1	1	1	1	1	0	0	0	0	1	13
16	0	1	1	0	1	1	0	0	1	1	1	1	1	19
17	0	0	1	1	1	0	1	0	1	0	0	0	0	8
18	1	1	1	1	1	1	1	0	1	1	1	1	1	19
19	1	0	1	1	1	0	0	1	0	0	0	0	0	11
20	1	0	0	0	0	1	0	1	1	1	1	1	0	14
Σ														267

Table 4
Table of Odd and Even Number

No	X	Y	X ²	Y ²	XY
1	13	13	169	169	169
2	10	9	100	81	90
3	18	14	324	196	252
4	13	14	169	196	182
5	13	10	169	100	130
6	12	11	144	121	132
7	11	12	121	144	132
8	12	17	144	289	204
9	15	18	225	324	270

10	12	15	144	225	180
11	19	18	361	324	342
12	8	9	64	81	72
13	12	12	144	144	144
14	10	11	100	121	110
15	14	13	196	169	182
16	13	19	169	361	247
17	14	8	196	64	112
18	13	19	169	361	247
19	15	11	225	121	165
20	16	14	256	196	224
Total (Σ)	263	267	3589	3787	3586

From the table of odd and even number, the writer get the data as follows:

$$N = 20$$

$$\sum X = 263$$

$$\sum Y = 267$$

$$\sum XY = 3586$$

$$\sum X^2 = 3589$$

$$\sum Y^2 = 3787$$

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{20 \cdot 3586 - (263)(267)}{\sqrt{\{20 \cdot 3589 - (263)^2\}\{20 \cdot 3787 - (267)^2\}}}$$

$$r_{xy} = \frac{1499}{\sqrt{\{2611\}\{4451\}}}$$

$$r_{xy} = \frac{1499}{\sqrt{11621561}}$$

$$r_{xy} = \frac{1499}{3409.04}$$

$$r_{xy} = 0.44$$

From the result above, the coefficient correlation is 0.44. The result above to measure the reliability of test, it is continued by using Spearman Brown's formulas follows:

$$r_{gg} = \frac{2(r_{xy})}{1 + (r_{xy})}$$

$$r_{gg} = \frac{2(0.44)}{1 + (0.44)}$$

$$r_{gg} = \frac{0.88}{1.44}$$

$$r_{gg} = 0.61$$

Based on result of calculation above is 0.61, and consulting it to the criteria of reliability 0.600-0.800. The result shows it has high reliability. The writer concludes that the test is reliable, therefore the writer uses the test in collecting the data in the research.

3.7 The Data Analysis and The Testing of The Hypothesis

3.7.1 Normality Data

Before executing the hypothesis, the writer wants to know whether the data normal or not. The writer used Chi Square ratio (χ^2_{ratio})

The formula of Normality Data test as follows:

$$\chi^2_{ratio} = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Notes:

O_i : Observed frequency

E_i : Expected frequency

With the criterion test:

Ho : the sample comes from population that has normal distribution

Ha : the sample comes from population that has not normal distribution

The criteria of test:

Ho is rejected if $\chi^2_{\text{ratio}} \geq \chi^2(1-\alpha)(k-3)$

3.7.2 The Homogeneity Test of Variance

It is used to know whether the data homogeneous or not. The formula of homogeneity as follows:

$$F = \frac{s^2(\text{the highest variance})}{s^2(\text{the lowest variance})}$$

Notes:

F = the homogeneity of variance

S = standard deviation

The hypotheses are:

Ho = the variance of the data are homogenous

Ha = the variance of the data are not homogenous

The criteria is accepted Ho if $F_{\text{cal}} < F_{\text{tab}} \frac{1}{2} \alpha (v_1, v_2)$

3.8 The Hypothesis Test

It is used to prove the hypothesis proposed by the writer whether they were accepted or not.

The formula of t-test as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{i}{n_1} + \frac{1}{n_2}}}$$

In which:

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

Notes:

X1 = the average score of control class
X2 = the average score of experimental class
 n_1 = the total of students of control class
 n_2 = the total of students of experimental class
 s_1^2 = the deviation of control class
 s_2^2 = the deviation of experimental class
S = the combination on derivation standard

(Sudjana, 2005:249)

3.9 The Testing of Hypothesis

3.9.1 Equality Test of Two Averages

H_0 1: $\mu_1 = \mu_2$ (There is no influence of Change the Story Game toward students' vocabulary mastery at the first semester of eighth class at SMPN 3 Tanjung Raja Lampung Utara)

H_a 1: $\mu_1 \neq \mu_2$ (There is influence of Change the Story Game toward students' vocabulary mastery at the first semester of eighth class at SMPN 3 Tanjung Raja Lampung Utara)

The criteria are accepted H_a 1 if $t_{cal} > t_{table}$ at significant level 5% and 1%.

3.9.2 Different Test of Two Averages

H_{02} : $\mu_1 < \mu_2$ (The average score of students' vocabulary mastery who are taught by using Change the Story Game is lower than that of those who are taught without Change the Story Game at the first semester of eighth class at SMPN 3 Tanjung Raja Lampung Utara)

H_{a2} : $\mu_1 > \mu_2$ (The average score of students' vocabulary mastery who are taught by using Change the Story Game is higher than that of those who are taught without Change the Story Game at the first semester of eighth class at SMPN 3 Tanjung Raja Lampung Utara)

The alternative criteria hypothesis (H_a) is accepted in this research, the criteria is accepted if $t_{cal} > t_{table}$ at significant level 5% and 1%.