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Author's Correspondence

E-mail: astiwahyunib@unidayan.ac.id



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**English Education Department
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Address:

Jl. Sultan Dayanu Ikhsanuddin No. 124
Baubau, post code 93724
Southeast Sulawesi, Indonesia

**THE USE OF TRADITIONAL GAME
“KABENTE” TO IMPROVE
VOCABULARY MASTERY OF SMP
NEGERI 1
SIOMPU BARAT**

**Asti Wahyuni B¹⁾, Wa Ode Nining Kurnia
Gafaruddin²⁾, Adelia³⁾**

^{1&2)} Lecturers, ³⁾ Student of English Education
Department, Universitas Dayanu Ikhsanuddin
Jl. Sultan Dayanu Ikhsanuddin No. 124
Baubau, Southeast Sulawesi, Indonesia

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Abstract

Problem in this research was whether the use of traditional game *Kabente* has a significant effect on students' vocabulary mastery. While the objective of this research was to know the significance effect of traditional game *Kabente* n students ocabularymastery at grade VII A SMP Negeri 1 Siompu Barat. This research was pre experimental research. The population of the research were all grade II students of SMPNegeri 1 Siompu Barat which consisted of 3 classes with total 79 students. Sample in this research was taken with random sampling technique. Sample of the research was class VII A consisted of 25 students. Instrument which used in this research was test. Research outcome obtained showed that the mean score in pre-test was 36.36, while in post-test was 80.06. From hypotehis test result by using t test, obtained $t_{count} = 2.54$ and obtained significant value $0.00 < 0.050$. therefore, it could be concluded that H_0 was rejected and H_1 was accepted. Therefore, the application of traditional game *Kabente* had significant effect on students vocabulary mastery at grade VII students of SMP Negeri 1 Siompu Barat, academic year 2020/2021.

Keywords: traditional game Kabente, vocabulary mastery

Abstrak

Permasalahan dalam penelitian ini adalah apakah penggunaan permainan tradisional *Kabente* memiliki efek yang signifikan dalam meningkatkan penguasaan kosakata siswa. Sedangkan tujuan dari penelitian ini untuk mengetahui efek yang signifikan dari permainan tradisional *Kabente* dalam menuingkatkan penguasaan kosakata siswa

di kelas VII A SMP Negeri 1 Siompu Barat. Penelitian ini penelitian eksperimen. Populasi dalam penelitian ini adalah keseluruhan siswa kelas VII SMP Negeri 1 Siompu Barat yang terdiri dari 3 kelas dengan total 79 siswa. Sampel pada penelitian ini siswa. Instrument yang digunakan pada penelitian ini adalah tes. Hasil penelitian yang diperoleh menunjukkan bahwa rata-rata hasil tes awal siswa adalah 36.36, sedangkan pada tes akhir adalah 80.06. dari hasil tes hipotesis dengan menggunakan uji t diperoleh bahwa $t_{hitung} = 2.54$ dan nilai signifikansi $0.00 < 0.050$. Oleh karena itu, dapat disimpulkan bahwa H_0 ditolak dan H_1 diterima. Oleh karena itu, penerapan permainan tradisional *Kabente* memiliki efek yang signifikan dalam meningkatkan penguasaan kosakata siswa pada kelas VII SMP Negeri 1 Siompu Barat, tahun akademik 2020/2021.

Kata Kunci: *Permainan Tradisional Kabente, Penguasaan Kosakata.*

1. INTRODUCTION

One of the important aspects of English language vocabulary. This is because the more words that the students know, the more they are able to understand what they hear, read, and will be easy to speak and write. Hence, it will be easy for students to speak, read, write and listen related to the target language by mastering the vocabulary. Vocabulary is the total number of words that communicate ideas and express the speakers' meaning [1]. In order to communicate effectively, we should know such various vocabulary. English vocabulary should be mastered by the students who will communicate with different people, environment and situation during the conversation for example in reading skill, in order to comprehend what message is delivered by the research it requires the students to learn various vocabulary to acquire the intention of message that conveyed. It is also necessary for the students to recognize numerous. Vocabulary is one of the curtail language components that language learners need to be able to use, in order to develop their language skill.

In junior high school, the students need to be able to communicate in oral and written English language. This makes vocabulary as the part of language components the students need. It also stated on scope of school-based curriculum competence standard for junior

high school that the students are expected to be able to reach functional stage. In that the students are expect to be able to communicate both in spoken and written English language to solve the problem in their daily life. Concerning the vocabulary teaching in junior high school, there are various a variety of applying fun teaching or fun techniques that help them remember vocabulary further and methods traditional game. One of the effective ways to solve the problem is using traditional game "Kabente". The effective technique in learning vocabulary is by using game "Kabente". The effect of the game in learning vocabulary is better than other techniques it is easy for the students to remember what they learned without any pressure students enjoy the activities.

However, in reality, based on the researcher experience when doing observation at seventh grade students of SMP Negeri 1 Siompu Barat, the researcher found the most of students face many problems in mastering vocabulary and this situation make them feel lazy to study English, namely, the students have low ability in memorizing vocabularies and the students have less practice their vocabulary. The researcher is experienced in doing/playing traditional game "Kabente". The researcher by herself was born in Siompu in playing game "Kabente", the most needed is place or fairly wide area. The mourn is used to run away by children. Time in playing traditional is free, maybe day or night. The most important thing is that the information is sufficient.

One of the game are interesting to be implemented in learning vocabulary are traditional game "Kabente". The traditional game "Kabente" is usually played by two groups. Each group consists of 4 to 8 people, even more. Both groups will choose a placethat is used as headquarters. Headquarters is usually a pole stone, or pillar, called the fort. The traditional game "Kabente" of a very nice is played by children because by playing a few the same child exercise.

One of the methods that can be used to solve this problem is by using traditional game. By using traditional "Kabente" in teaching English, it is hoped that students will learner joyfully, enjoy, and interest in

learning English especially in mastering the vocabulary and course it will help learning purposes reached optimally.

According to Soepandi [2] that children traditional games are games played by children. Traditional children of children to generation and who created the game. Therefore traditional game have the characteristic his age. Children traditional games are usually played by children in one environment, both the house yard, home, or school yard. Basically children know the procedures or various types of traditional games of the previous generation of inheritance by humans (children) with the aim of getting joy.

Definition of traditional game *Kabente* is one of the traditional games that to used be very interested in children to fill the time off or just eliminate tastes. Furthermore, *Kabente* is a game that nerves skills, dexterity, running speed, and the right strategy of this traditional game is to attack and take the fort expert from the verse, Mulyani [3].

The procedures of teaching vocabulary through traditional game "Kabente" are as follow:

- (1) Divide the class into two teams.
- (2) Each group consist of four to eight children both sons and daughters.
- (3) Each group select a pole pillar or tree called their fortress.
- (4) both groups must attack each other or take over opponents fortress by touching the pillar chosen by the opponent and shouting the word.
- (5) Victory can also be achieved by charming all opponents by running to touch their bodies.
- (6) To determine who has the right to become a several determine from who the end is touching their fortress.
- (7) A player gets a value by touching the enemy base camp.

The advantage of this game are students will be motivated to look words up in dictionary. Also, traditional game *Kabente* make students become more creative to find out the vocabulary. As the impact, students got improvement in vocabulary memorizing skill.

The disadvantage of this game are no clues to solve the answer, so students will busy to find out the answer. The game may be time-consuming activity if the teacher cannot control the class very well. Another

disadvantages the class will control because of the noise that is made by the students.

Traditional game of "Kabente" is one of the activities which can be used by the teacher to make the students' interested in learning vocabulary. It is considered as a suitable technique to be implemented in the classroom for teaching vocabulary, especially in reviewing vocabulary which has been studied by the students, since the teacher allows the students to active participants in recalling English vocabulary. Vocabulary as a basic element of learning English, is an important factor in reading, listening, writing and speaking. According to Richards, J.C and Schmidt, R [4], vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.

Learning vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correct usage. What is meant by the meaning of a word, and also determined by its relation to other words. Furthermore, teaching vocabulary is clearly more that just presenting new words.

In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language. In addition vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms. More specially, they use it to refer to "the kind of word that students must know to read increasingly demanding text with comprehension.

Vocabulary means the stock of words used by a person, class or profession. From the definition, we can infer that vocabulary is a stock of list of words with explanation of their meanings used to make up a language by a person class of profession.

It is often viewed as a critical tool for second language learners because a limited

vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition. Further, Nation, I.S.P. [5] stated that teaching vocabulary in this case is knowledge of vocabulary enables language use and, conversely language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated in and out the school. In classroom, the achieving students possess the most sufficient vocabulary as the research done by some of researchers such as Maximo, R [6], he stated that many reasons for devoting attention to vocabulary. First, a large vocabulary is of course essential for mastery of a language. Second, language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem”.

Many learners see second language acquisition (SLA) as essentially a matter of learning vocabulary and therefore they spend a great deal of time on memorizing lists of L2 words and rely on their bilingual dictionary as a basic communicative resource. As a result, language teachers and applied linguistic now generally recognize the importance of vocabulary learning and are exploring ways of promoting it more effectively.

Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to from and instructional emphasis on word learning a language as language, Walters, J.M. [7]. Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teachers should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself of herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.

The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his\her learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching.

Teaching vocabulary is an important way to make the students in increasing vocabulary knowledge. Teaching vocabulary is one of the least efficient ways of developing learners' vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary program.

Teaching vocabulary is very important for developing students' knowledge in order to be able to communicate. In teaching vocabulary, it is important for the teacher to find various methods and some teaching techniques which are appropriate with the condition of the students. Teacher should think about how to make students interested in learning vocabulary. In this research, the researcher used content word in teaching vocabulary.

Diamond and Gutlohn, L. [8] state that if we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest. In teaching vocabulary, it means that it is very important for the teacher to make the students have high curiosity in learning new vocabulary by using enjoyable teaching technique.

Based on the description above, the researcher is interested in conducting research by title “The use of traditional game *Kabente* to improve students' vocabulary mastery at SMP Negeri 1 Siempu Barat”.

2. METHOD OF THE RESEARCH

2.1 Type of the Research

The type of the research used in this quantitative research by applying an experimental method of pre-experimental with type of one group pre-test and post-test type. According to Sugiyono [9], research data on quantitative approach in the form of numbers and analysis using statistics. The research used conducted in seven grade of

SMP Negeri 1 Siompu Barat with one class as the research the object of the researcher, where the researcher gave treatment by using traditional game “Kabente” on experimental class. The paradigm of use the research is present in the following figure.

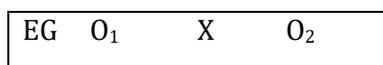


Figure 1. One group pre-test-post-test type

Remarks:

EG = Experimental class

O₁ = Pre-test

X = Treatment

O₂ = post-test

2.2 Variable of the Research

This research consists of two variables, namely dependent variable and independent variable. The variable are defined as follows:

- a. Independent variable is the use of traditional game “Kabente”.
- b. Dependent variable is the students’ vocabulary mastery.

2.3 Time and Place of the Research

This research done at SMP Negeri 1 Siompu Barat on September 2020. It focuses on grade VII A of SMP Negeri 1 Siompu Barat.

2.4 Population and Sample of the Research

1. Population

The population in this research is the seventh grade of SMP Negeri 1 Siompu Barat in academic year 2020/2021. The total number of classes VIIa, VIIb, VIIc, the populations are 79 students.

Table 1. The population SMP Negeri 1 Siompu Barat

Class	Students
VIIa	25 students
VIIb	28 students
VIIc	26students

2. Sample

The sample of this research is apply the cluster random sampling. Furthermore, Sugiyono [9] state that cluster random sampling in use to specify samples if objects are research too broad. Sampling is the process of selecting a number of individuals for a study in such a way that the individuals

represents the large group from which the select. The research took one class namely class VII A as the sample of this research that consist of 25 students.

2.5 Instrument

To find the data in this research instrument used by researcher consist of one kind, namely test. The research is given multiple choice test consist 30 items with the 4 items distructure namely a, b, c, and d. And the students’ must choice one correct answer. The test consist of pre-test and post-test. Pre-test is administered to find out the students’ prior vocabulary, while post-test is administered to find out the students’ vocabulary after applying game traditional “Kabente”. The function of this test is to find out the ability of students’ vocabulary mastery.

Table 2. Blueprint of students’ vocabulary mastery

Variable	Indicator	Items
Vocabulary Mastery	Identifying a conversation using greeting	1,2,3,4, 5
	Identifying a conversation using saying goodbye	6,7,8,9, 10
	Identifying a conversation use vocabulary thank you	11,12, 13, 14
	Identifying a conversation use vocabulary thank you	15,16, 17, 18,19, 20
	Identifying a conversation using in accordance with the reading text	21,22, 23
	Identifying questions according to context in text or conversation.	24,25, 26

	Identifying sentence related to the using word ownership	27,28
	Identify a sentence with the verb Identify a sentence with adjective vocabulary	29,30
Total		30

Source: I.S.P. Nation [5]

2.6 Technique of Data Collection

The following procedures applied by the researcher in collecting the data of the researcher:

a. Giving Pre-test

Pre-test consisted of 30 items in form of multiple choices test, it aimed to measure students' vocabulary mastery before the treatment applied.

b. Treatment

Treatment was given in four meetings by the researcher through the following procedures:

1. Greeting the students.
2. Checking the students' attendances.
3. The students explained about procedure traditional game "Kabente".
4. Dive the class into two teams.
5. Each group consist of 4 to 8 children both students.
6. Each group select a pole pillar or tree called fortress
7. Both groups must attack each other or take over opponents fortress by touching the pillar chosen by the opponent and shouting the word.
8. Victory can also be achieved by charming all opponents by running to touch their bodies.
9. To determine who has the right to become a several determine from who the end is touching their fortress.
10. A player gets a value by touching the enemy basecamp.
11. The researcher explained about the topic of the vocabulary.
12. The students' on focus particular language about material vocabulary verbs or noun phrases.

13. The researcher make a conclusion and closing the lesson.

c. Giving post-test

Post-test was similar to pre-test that is consisted of 30 items in form of multiple choices test, it aimed to measure students' vocabulary mastery after the treatment that is traditional game "Kabente was applied.

2.7 Technique of Data Analysis

There are two technique of data analysis, there are descriptive statistics and inferential statistics.

1. Descriptive Statistics

Creswell [10] state that descriptive statistic is require to indicate general tendency (mean, mode, and median), the spread of scores (variance, standard, deviation, and range). Based that, the descriptive statistic also use to display the minimum and maximum score. To analyze the students' vocabulary mastery from the test the researcher used the following steps:

a. Scoring the test

Students' vocabulary mastery was converted into the scoring scale of 100, through the following formula:

$$\text{Final score} = \frac{\text{Raw score}}{\text{maximun score}} \times 100$$

b. To determine the students' vocabulary mastery, the researcher used the following criteria:

Table. 3. Criteria of students' vocabulary mastery

Score Range	Classification	Score in Letter
90-100	Very High	A
70-89	High	B
60-69	Moderate	C
≤ 55	Low	D

Source: Depdiknas [11]

2. Inferential Statistics

Sugiyono [9] explain that inferential statistics is a technique of statistics used analyze the simple data and the result applied to population. This type statistics used to analyze the sample data and result will

appropriate to use in the sample from the population will randomly select.

In this research, the hypothesis examined by applying independent sample pre-test by using statistical package for science (SPSS) 21.0 version the value significant (α) = 0.05 or 5%. The criteria of receiving or rejecting the hypothesis are following:

- a. If probably value (sig. (2)) > 0.05, the null hypothesis (H_0) are accepted. It mean the use of getting a star method is not effective to improve students' vocabulary mastery.
- b. If probably value (sig. (2- tailed)) < 0.05 the alternative hypothesis (H_a) are accepted. It mean the use of getting a star method is effective to improving students' vocabulary mastery.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 Descriptive Statistics

The main objective of analysis to find out the score procedure by pretest and posttest. The objective test to measure vocabulary between who gave students game traditional "Kabente".

Before giving treatment the researcher gave pretest. the researcher gave treatment in teaching classes. The treatment is student's game traditional "Kabente". The researcher applied the game traditional "Kabente" to know the students vocabulary mastery. It done for four meetings. After giving treatments for several times, the researcher gave the pretest, the researcher gave the posttest. It used same test from pretest and also had same procedure to do it.

The result pretest and posttest were then tasted by descriptive statistics and followed by independent sample test to prove the hypothesis which formulated in this researcher. To analyze all the data, the researcher used SPSS 21 for windows. The data student's vocabulary mastery for traditional game "Kabente" can be displayed in the following table.

a. Students' vocabulary mastery in result of pretest and posttest

The data of students' vocabulary mastery in result of pretest are gotten from pretest and posttest of VII A with 25 students. The data can be seen from the table below.

1) Result of pretest

Result of pretest is obtained from class VII A as theof pretest before giving treatment. The result of the descriptive analysis can be seen the following table.

Table 4. Descriptive analysis of score students' vocabulary mastery in pretest

	N	Mini mum	Maxi mum	Me an	Std. Devi ation	Class ifica tion
Pre test	25	26	66	36.36	1.91	Low

The table above show that the result of pretest is obtained from class VII A as the pretest before giving treatment, it shows that the minimum score was 26, it was categorized as a low, the maximum score was 66, it was categorized as a slightly goodclassification. the mean score was 36.36, it was categorized as a bad category, and the std.Deviation score 1.91, it was categorized as a low classification. This means that average students' of the pretest still low a give a treatment. Frequency of each category of students' vocabulary mastery was display on table 5.

Table 5. Frequency distribution of students' vocabulary mastery in pretest

Score	Frequency	Percen tage	Classification
90-100	0	0%	Very High
70-89	0	0%	High
60-69	2	8,0%	Moderate
≤ 55	23	92,0%	Low

Based on the table above, was found that in pretest there was 0 students or 0% in very high, there was 0 students or 0% in high, there was 2 students 8,0% in moderate, and there are 23 students or 92,0% in low. Of the table above, it can be also conclude that the student's vocabulary mastery in pretest of was low. It because the low classification is the most classified achieved by students.

2) Result of posttest

Result of posttest was obtained from class VIIA after giving treatment. The treatment was held in four meetings by using students'

traditional game “Kabente”. The result of descriptive analysis can be seen the following table.

Table 6. Descriptive analysis of score students’ vocabulary mastery in posttest

	N	Mini mum	Maxi mum	Me an	Std. Devi ation	Classi fica tion
Post test	25	73	96	80.04	6.554	Very High

Result of posttest is obtained from class VII A after giving treatment shows that the minimum score was 73 categorized as a good classification, the maximum score was 96 categorized as a good classification, the mean score was 80.04, categorized as a good category and std. deviation score categorized as a good category. This means that average students’ of the posttest was increased. The frequency of each classified of student’s vocabulary mastery is display on table 7.

Table 7. Frequency distribution of students’ vocabulary mastery in posttest

Score	Frequency	Percentage	Classification
90-100	3	12%	Very High
70-89	22	88%	High
60-69	0	0%	Moderate
≤ 55	0	0%	Low

Based on the table above, was found that in posttest there are 3 students or 12% in very high classification, 22 students or 88% in high classification, 0 students or 0% in moderate classification, and students 0% in low classification. From the table , it can be also concluded that the student’s vocabulary mastery in the posttest is very high classification.

b. Hypothesis Testing

To test hypothesis the researcher used inferential analysis. In this case researcher used descriptive statistics. This test was used to see whether there was any significant in student’s vocabulary mastery and also game traditional *Kabente* after the treatment was implemented. This test was also assisted by SPSS v 21. The significance value or alpha (α) was 0.05. the result of independent sample T-test is presented as following:

Table 8. The result of independent sample T- test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Vocabulary Mastery	Equal variances assumed	1.975	.166	-17.153	48	.000	-43.68000	2.54647	-48.80003	-38.55997
	Equal variances not assumed			-17.153	39.314	.000	-43.68000	2.54647	-48.82942	-38.53058

Table 8 showed the statistical hypothesis of this research, the sig. (2-tailed) was 0.000 which was lower that 0.05, therefore, the alternative hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected. It means that there are was significant difference in students’ vocabulary mastery at SMP Negeri 1 Siompu Barat of class VII A. between students’ who are taught traditional game “Kabente”.

3.2 Discussion

This section deals with the discussion of the findings derived from the result of

statistical analysis and also the description of data gained from the pretest and posttest based on students vocabulary mastery.

Based on the findings and discussion in SMP Negeri 1 Siompu Barat, it was considered that there is significant difference between pretest and posttest. Based on the computation of the pretest the mean score of pretest on their vocabulary mastery was 36.36. While that of the posttest was 80.04. It can be interpreted that the mean score of the game traditional Kabente was higher.

In this case, pretest could not help students to increase their score in the pretest.

The frequency distribution shows that in the of pretest, there was no student's (0 %) classified into very high. there was 0 students (0 %) in high, 2 students (8,0 %) in moderate and 23 students (92,0%) in low. On the other side, based on the scores of the posttest, there was 3 students (12 %) classified into very high. There were 22 students (88 %) in high, 0 students (0%) in moderate, and 0 students (0%) in low. The findings showed that the pretest was high than posttest.

In this case. Based on the results of the analysis, the researcher concluded that students' were very interested in the use of traditional game "Kabente", this is because the average score of the pretest was low than the average score of the posttest was higher. This means there are good strategies in vocabulary learning. The reasons for use traditional game "Kabente" was:

1. Students' was happy and motivated to develop English vocabulary.
2. Students'feel challenged to think more about words.
3. Students' was enthusiastic and do not get bored while the lesson was in progress.

Teaching and learning process researcher in SMP Negeri 1 Siompu Barat of class VII.A four meetings. The firth,greeting the students, checking the attendances, giving students' pretest namely test multiple choice test consist 30 items with the 4 items structure namely a, b, c, and d. And student must choice one correct answer, take a picture, the researcher make a conclusion and closing the lesson.

The second, greeting the students, checking the attendances, the researcher explained about the topic of vocabulary, the students on focus particular language about material vocabulary verbs or noun phrase, the researcher make a conclusion and closing lesson.

The third, the researcher greeting the students, checking attendances, the researcher material procedure traditional game "Kabente" and a play traditional game "Kabente", dive the class in two teams, each group consist of 4 to 8 students, each group select a pole pillar or tree called fortress, both group must attack each other or take opponent and shouting the word, victory can also be achieved by charming all opponents

by running to touch their bodies, to determine who has the right to become a several determine from who the end is touching their fortress, a player gets a value by touching the enemy basecamp, the researcher make a conclusion and closing the lesson.

The fourth, the researcher greeting students, the researcher checking attendances, the researcher giving posttest was similar to pretest the score was take in the multiple choices test, it consist of 30 items with the 4 items structure namely a, b, c, and d, and the students must choice one correct answer, it aims to find out the students on vocabulary mastery before giving the material through traditional game "Kabente".

4. CONCLUSION

Based on the findings and discussion on the students vocabulary mastery of traditional game 'Kabente' in SMP Negeri 1 Siompu Barat, the conclusion was the use of traditional game Kabente as a media in teaching learning process of vocabulary can be make a significant improve on students score. In pretest the mean score was 36.36 classified low than in posttest. The mean score of posttest was 80,04, it therefore, the conclusion is traditional game of *Kabente* gave a significant effect in teaching students vocabulary mastery at SMP Negeri 1 Siompu Barat.

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