THE EFFECT OF I SPY GAME IN MASTERING VOCABULARY FOR 4th GRADE OF SDN 03 PAKAN LABUAH

A Research Proposal

Submitted as requirement to follow the of English Education Department

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PERSETUJUAN PEMBIMBING

Skripsi dengan judul "The Effect of I Spy Game in Mastering Vocabulary for 4th Grade of SDN 03 Pakan Labuah" yang disusun oleh Rahma Maulida, NIM 2319142, telah memenuhi persyaratan ilmiah dan disetujui untuk diajukan sidang munaqasyah pada Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan.

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ABSTRACT

Rahma Maulida, 2319142. The Effect of I Spy Game in Mastering Vocabulary For 4th Grade of SDN 03 Pakan Labuah, A Thesis, State Islamic University of Sjech M Djamil Djambek Bukittinggi, 2024.

The study aimed to find the effect of I Spy Game toward students' vocabulary mastery. This research was conducted at SDN 03 Pakan Labuah, especially at grade 4th. It was found that the students often don't understand the meaning of a word, had difficulty pronouncing and using vocabulary in English, and lack of motivation and interest in using English vocabulary.

This research used a quasi-experimental design to investigate the impact of the I Spy Game on students' vocabulary mastery, with two groups: an experimental group receiving the treatment and a control group receiving standard instruction. Pre-tests and post-tests were conducted for both groups to measure vocabulary mastery. The population comprised 55 students from SDN 03 Pakan Labuah, and a purposive sample of 27 students from class IV A (experimental) and IV B (control) was chosen based on similar levels of English proficiency and vocabulary difficulties. A multiple-choice vocabulary test was used as the instrument, with validity and reliability ensured through expert validation and the Kuder-Richardson formula (K-R 20). Data were analyzed using SPSS, including normality, homogeneity, and hypothesis testing. Since the data did not meet normality and homogeneity assumptions, the Mann-Whitney U test was applied.

The finding by hypothesis testing results show that the I Spy Game significantly improved students' vocabulary mastery. The first hypothesis was supported by a Mann-Whitney U test, with a significance value of 0.000 ($p < 0.05$), indicating a significant effect of using the game. The second hypothesis also showed significant differences in vocabulary mastery between students taught with the I Spy Game and those taught without it, as the Mann-Whitney U test produced a significance value of 0.000. Finally, a comparison of post-test scores revealed that the experimental group, taught using the I Spy Game, had a higher mean score (84.07) compared to the control group (55.36), demonstrating that the game was more effective than conventional teaching methods for improving vocabulary in 4th-grade students.

Key words: I Spy Game, Vocabulary

ABSTRAK

Rahma Maulida, 2319142. The Effect of I Spy Game in Mastering Vocabulary For 4th Grade of SDN 03 Pakan Labuah, A Thesis, State Islamic University of Sjech M Djamil Djambek Bukittinggi, 2024.

Penelitian ini bertujuan untuk mengetahui pengaruh permainan *I Spy* terhadap penguasaan kosakata siswa. Penelitian ini dilaksanakan di SDN 03 Pakan Labuah, khususnya pada siswa kelas 4. Ditemukan bahwa siswa sering kali tidak memahami makna kata, mengalami kesulitan dalam pengucapan dan penggunaan kosakata dalam bahasa Inggris, serta kurangnya motivasi dan minat dalam menggunakan kosakata bahasa Inggris.

Penelitian ini menggunakan desain kuasi-eksperimental untuk menyelidiki dampak permainan *I Spy* terhadap penguasaan kosakata siswa, dengan dua kelompok: kelompok eksperimen yang menerima perlakuan dan kelompok kontrol yang menerima pengajaran standar. Tes awal dan tes akhir dilakukan untuk kedua kelompok guna mengukur penguasaan kosakata. Populasi penelitian terdiri dari 55 siswa di SDN 03 Pakan Labuah, dan sampel purposif sebanyak 27 siswa dari kelas IV A (eksperimen) dan IV B (kontrol) dipilih berdasarkan tingkat kemahiran bahasa Inggris dan kesulitan kosakata yang serupa. Tes kosakata pilihan ganda digunakan sebagai instrumen, dengan validitas dan reliabilitas dijamin melalui validasi ahli dan rumus Kuder-Richardson (K-R 20). Data dianalisis menggunakan SPSS, termasuk uji normalitas, homogenitas, dan pengujian hipotesis. Karena data tidak memenuhi asumsi normalitas dan homogenitas, uji Mann-Whitney U diterapkan.

Hasil pengujian hipotesis menunjukkan bahwa permainan *I Spy* secara signifikan meningkatkan penguasaan kosakata siswa. Hipotesis pertama didukung oleh uji Mann-Whitney U, dengan nilai signifikansi 0,000 ($p < 0,05$), yang menunjukkan efek signifikan dari penggunaan permainan tersebut. Hipotesis kedua juga menunjukkan perbedaan signifikan dalam penguasaan kosakata antara siswa yang diajarkan dengan permainan *I Spy* dan yang diajarkan tanpa permainan tersebut, dengan nilai signifikansi 0,000 pada uji Mann-Whitney U. Terakhir, perbandingan skor tes akhir menunjukkan bahwa kelompok eksperimen, yang diajarkan dengan menggunakan permainan *I Spy*, memiliki skor rata-rata lebih tinggi (84,07) dibandingkan kelompok kontrol (55,36), yang menunjukkan bahwa permainan ini lebih efektif dibandingkan metode pengajaran konvensional dalam meningkatkan kosakata siswa kelas 4.

Key words: I Spy Game, Vocabulary

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Vocabulary is an important element in learning English. It is the base for the students if they want to achieve their goal in learning English. It is considered basic, either written or spoken. According to Richard, vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, listen, read, and write.[1] This allows learners to improve their skills. In conclusion vocabulary mastery can be a very influential determinant for students' language skills.

Vocabulary mastery is one of the factors to master English as foreign language. It means that the students need to have the ability in understanding and using the word correctly. The larger vocabulary the students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skills.

Helping students improve their vocabularies is an activity with enormous benefits. When students increase their vocabulary they feel more confident. They find understanding more of what they read and what they hear. They find it easier to express themselves because they have a better command of their language. The students feel more powerful because, indeed, they are more powerful.

[1] Jack C. Richard and Will A. Renadya, *Metology in language teaching*,(America: Cambridge university pree,2002),p.225

However, mastering vocabulary is not easy because there are many factors that make a word difficult to learn. The interest of students in learning English is needed as the key to make students more easily in mastering English itself. One way to improve understanding is with games. Huyen and Nga said that games are useful and effective tools that should be applied in vocabulary classes.[2] There are many games to improve vocabulary, one of which is I spy game. It as the teaching can be more interested to learn. Games are not only for fun but also for motivating students to master English fast and easy. Learning by doing is a good way to make them easy in understanding English, because with doing fun activities by themselves, they will find it easy to remember and easy to learn the material which is taught by the teacher. Playing game in teaching vocabulary is very important because teaching through game can create a fun situation and of course can increase students motivation.

Actually, there are many ways that teachers can use to increase students' vocabulary and one effective way that teachers can apply is by using a game, namely the I Spy game. As it is a call and response game, don't need cards to play it, meaning that teachers can use this game both inside and outside the classroom and can use anything to play the game. This game is a great game to increase vocabulary. So, the words will be easy to expand their vocabulary. According to Wright I Spy game focuses on learning vocabulary[3].

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[2] Huyen, N. T. T., & Nga , K. T. T. (2003). *Learning vocabulary through games: The effectiveness of learning vocabulary through games*. Asian EFL Journal ,5(4), 1-15.

[3] Wright, Andrew. (2006) *Games for Language Learnimg*. 3rd ed. Cambridge University Press.

I Spy game is one of the best known children's game.[4] Players try to guess an object beginning with a noun or an adjective word related to the object. For example, the teacher will be the Spy and says "I Spy with my little eyes something small and the other players will guess the object which is small. I Spy game is a great game for getting students thinking about letter, sounds and word. By encouraging students to thinking about the sounds and letter make up a word, so here the teacher help the students improve their skills. So by using the I Spy game, it is hoped that the learning process will become more interesting, fun, realistic and easy to understand.

Based on preliminary research by conducting observation and vocabulary tests. The researcher found several problems in SDN 03 Pakan Labuah. Firstly, the students often didn't understand the meaning of a word, the researcher found several problems experienced by students, one of which is that there are still many students in SDN 03 Pakan Labuah who don't understand the meaning of a word in English. When the teacher mentioned the word in English and then asked students what is the meaning in Indonesian, they answered " I don't know miss" but they did not know what is it. Besides, the students have difficulties in remembering new vocabulary.

Secondly, the students have difficulty pronouncing and using English vocabulary. Based on the interview with the some of students, they said that learning vocabulary was difficult. When the researcher asked them to read some words that were provided, they read those words incorrectly,

[4] Retter, C. & Valls, N. (1984).77 *language game for young learners*. London: Longman Group UK Limited.

because the pronunciation and English are different, and also the lack of courage of students to speak English, and students are afraid of being wrong in pronunciation.

Thirdly, the students lacked motivation and interest in using English vocabulary when studying in class so they felt bored in learning English. The researcher saw that the students have low motivation in learning English. It seems when the students did the learning process. They often yawned and do not pay attention to the teacher in the class and then media that teacher used when learning vocabulary is only dictionary. When learning vocabulary teacher ask students to find the dictionary. After that, the students find the meaning in Indonesia in the dictionary. Thus, the teachers often find some that students are lack motivation and interest learning English because the students do not have knowledge about the correlation the subject matters and themselves.

Based on the discussion above, the researcher considers using I Spy game in teaching vocabulary mastery. In other words, the research wants to conduct a research entitle "The Effect of I Spy game in mastering vocabulary at 4th Grade of SDN 03 Pakan Labuah**".**

B. Identification of The Problem

Based on the background of the problem above, the researcher identified problems. They are:

1. The students often don’t understand the meaning of a word.

2. Students have difficulty pronouncing and using vocabulary in English.
3. Lack of motivation and interest of students in using English vocabulary when learning in class so they felt bored in learning English.

C. Limitation of the Problem

Based on the problems above, the problems of this research are focused on the following matters. The researcher emphasizes this research to find out the effect of using I Spy game in Mastering Vocabulary for 4th grade of SD 03 Pakan Labuah.

D. Formulation of The Problem

Due to the limitation of the problem, the problem in this research formulated the problem as follow:

1. Is there any significant effect of using I Spy game in mastering vocabulary for 4th Grade of SDN 03 Pakan Labuah ?
2. Is there any significant difference between students' vocabulary mastery who are taught by using I Spy game and students who are in taught conventionally?
3. Is students' vocabulary mastery are taught by using I Spy game better than students who are taught conventionally?

E. Purpose of the Research

Based on the research question, the purpose of the research are:

1. To find whether there is significant effect of I Spy game in teaching vocabulary

2. To find whether there is difference of students' vocabulary mastery who are taught by using I Spy game and the students who are taught conventionally
3. To find whether the students' vocabulary mastery who are taught by using I Spy game are better than students who are taught conventionally.

F. Significance of the Research

The result of this research is expected to provide some valuable advantages for the students, the teacher, the school and the researcher.

1. For teachers, this research can be used to inform English teachers about the influence of I Spy game on the class.
2. For students, this research can be used to motivate students in learning English especially vocabulary.
3. To inform the school about the importance of drawing techniques on teaching English especially I Spy game.

G. Definition of the Key Terms

In this part, there is an explanation from the title and research questions mentioned in the previous items. The definition of the key terms is as follow:

a) Vocabulary.

Hatch and Brown defined vocabulary is one of language components which is considered as a list of words in a language where a particular person probably use.[5]

[5]Alpino Susanto, 'The Teaching of Vocabulary: A Perspective', *Jurnal KATA*, 1.2 (2017), 182 <https://doi.org/10.22216/jk.v1i2.2136>.

b) I Spy game.

Ruth said I Spy is a venerable vocabulary guessing game where students say the first letter of mystery word. The objectives of this game are to describe common objects; to increase sensory perception; to verbalize sensory detail.[6]

[6] Ruth,H 2009. Phonological Awareness Is Chid's Play. Young Children Journal Vol.II/3 January 2009

CHAPTER II
REVIEW RELATED LITERATURE

A. Review of Related Theory

1. The Nature of Vocabulary

a. Definition of Vocabulary

Vocabulary is a fundamental requirement that influence students' achievement in studying English. Without vocabulary there is no communicate, read, and write can be conveyed. Hatch and Brown defined vocabulary as one of language components which is considered as a list of words in a language where a particular person probably use.[7] It means, vocabulary is a list of terms from a language that people used to communicate with one another. One of the most crucial components of a language is its vocabulary. Speaking, reading, listening, and writing are all impacted by this element, which also connects other language related concepts like grammar, pronunciation, and spelling.

According to Hornby, vocabulary is total number of words, which (with rules for combining them) make up a language.[8] Learning language practically always means primarily learning the words or the language. In order word, word has an important role in learning language. Vocabulary is the first and foremost important step in language acquisition.

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[7] Hatch, E & Brown, (1995). Vocabulary,semantics, and language education.Cambridge :Cambridge University Press

[8] A.S Hornby, Oxford Advanced Learned Dictionary of Current English, Oxford, Oxford University Press,1984,p. 959

Besides, Richards states that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to.[9]

Karamoy defined vocabulary as the words that are taught in foreign language.[10] Vocabulary is mainly defined as words that used in foreign language courses. In general, vocabulary can be interpreted as list of words and their meanings. In other words, vocabulary is always related with words and dictionary. Vocabulary refers to all known and used words by certain people. It usually grows and develops and functions as a useful tool and basic tools for communicating and acquiring knowledge.

Furthermore, Celce-Murcia and Rosensweig in Ozqul say that vocabulary should be recognize as a central element in language instruction from the beginning stages.[11] It is clear that we can say a word, when the students arrange of letters in order way and the result will make up the meaning.

Moreover, vocabulary is more than just a list of words. That's the word which expresses meaning. There are some possible words seems simple to refer to one thing and therefore, easy to teach but

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[9]Ahmad Altasan, 'Need Analysis Outcomes', *Research*, September, 2017, 0–22 <https://doi.org/10.13140/RG.2.2.35643.52008>.

[10] Karamoy, regina E. 2018. *Incrasing Students' Vocabulary Through 'I Spy Game'.* Journal bahasa dan sastra Articles. Vol.1 , No.2. https://ejournal.unima.ac.id.Accessed on july 17th,2018

[11]Özgül Balcı and Abdülkadir Çakir, 'Teaching Vocabulary through Collocations in EFL Classes: The Case of Turkey', *International Journal of Research Studies in Language Learning*, 1.1 (2012), 21–32 <https://doi.org/10.5861/ijrsll.2012.v1i1.31>.

several things words can also be difficult to teach because their meaning can change depending on the words he composed.

Based on some of these explanations, it can be concluded that vocabulary is an important element of language consisting of information about the meaning and use of words in the language.

b. **Kinds of Vocabulary**

There are two main types of vocabulary according to some experts. According to Harmer has differentiated between these two types of vocabulary; active vocabulary and passive vocabulary. Active vocabulary refers to the words that students have learned and they are expected to be able to use it in daily communication. Meanwhile, passive vocabulary is the words that is usually found and recognized by the learners but not able to use and pronounce in conversation. [12]

Meanwhile, it's different from Harmer, the type of vocabulary according to Nation mentions two types of vocabulary. They are receptive and productive vocabulary.[13] Receptive vocabulary is known a word involves being able to recognize it when it is heard (what is the sound like?) or when it is seen (what does it look like?) and having an expectation of what grammatical pattern the word will occur. And then, productive vocabulary is known a word involves being able to

[12]MOFAREH ALQAHTANI, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2015), 21–34 <https://doi.org/10.20472/te.2015.3.3.002>.

[13]David H Leech, 'Teaching and Learning Vocabulary</Em> by I.S.P. Nation. New York: Newbury House, 1990. 275 Pp.', *Issues in Applied Linguistics*, 2.1 (1991) <https://doi.org/10.5070/l421005136>.

pronounce the word, to write and to spell it, to use it in grammatical pattern along with the word usually collocates with it.

Besides, According Aebersold and Field is the same according to nation mention that vocabulary divided into two categories: they are receptive and productive vocabulary.[14] Receptive or passive vocabulary is a set of word that the students understand in a context. It means the students only know the word but do not know how to pronounce how to speak, and how to write. On the other hand, productive or active vocabulary is a word that the students understand and recognize the meaning and knowing how to pronounce, how to speak, and how to write.

It's different from John, Lestari divides vocabulary into four groups as follows;

a) The first is function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, depending on where they are placed.
b) The second is substitute words. Those do not represent as individual things or specific actions, but function as substitutes for whole for classes of words. Its means that is a link among words.
c) The third types of vocabulary items are those that are distributed in use according to such grammatical matter as the absence or

[14]Joo An Aebersold and Mary Lee Field, *'Designing the Reading Course*', *ambridge CUniversity Press*, 3.April (1997), 49–58.

presence of a negative. For example, Rana speaks English well althrough the sentences does not show immediatel that anton can speak English well.

d) The large body of content words, constitutes the fourth group of vocabulary items and chief material are usually considered when the vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.[15]

c. **Vocabulary mastery**

Mastering vocabulary is crucial in particular for language learners because it is often viewed as a critical aspect in learning language, because having limited vocabulary will inhibit the learners to success in communication.

According to William in Lubis stated Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word master, which means to become skilled or proficient in the use of, to gain complete knowledge through understanding. While, Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession.

Schmitt emphasized the importance of vocabulary mastery, stating that lexical knowledge is the basic and the core for the

[15]Joo An Aebersold and Mary Lee Field.

communicative competence and to the second language acquisition.[16] Generally, when learning vocabulary have to memorize the words. Teacher can use kinds of techniques to teach it, such as using translation, cards of words, pictures, etc. For the foreign and second language learners, vocabulary is not something that easily be mastered. It takes a long time for them to have good memory to master such vocabulary.

Vocabulary mastery is a gradual process. To reach out the good vocabulary mastery someone needs to follow the process. It can be defined as through knowledge of the words of a language. Mastering vocabulary is one of the learners needs in order to understand the language. In English teaching-learning process, mastering vocabulary well can help the students to understand the lesson.

Krasen in Putri stated that vocabulary mastery is also very important for the acquisition process.[17] Acquisition depends significantly on the comprehensible input. The comprehensibility is dependent directly on the ability to recognize the meaning of key elements in the utterance. Vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Actually Without having proportional English

[16] Schmitt, N. (2000). *Vocabulary in language teaching* . Cambridge: Cambridge University Press.

[17]Retnaningtyas Wulandari Wisnu Putri, 'Improving Vocabulary Mastery of Grade Students In', 1.2 (2013), 1–14.

vocabulary, students will get some difficulties in using English. It can be said that vocabulary mastery is a complete skill to understand the stock of a word and understand the meaning of a particular language.

d. **The principles of teaching and learning vocabulary**

Wallace in Ismayanti stated that the main principles of teaching and learning vocabulary are as follows:

a) Aims

Teaching vocabulary, teacher have to be clear about aims, how many of vocabulary listed we expect learners to be able to do, if it is not clear at this point, it will be difficult assess how successful the vocabulary learning has been attained.

b) Quantity

Teacher can decide on the quantity of vocabulary to be taught to the students, the number of new words that the students can learn. When there are too many words, the students may become confused discourage and frustrated.

c) Need

In this case the teacher should better teach the words students need and that relate to the objectives of the course and individual learning objectives. So that later students use words as information and they can use it in their daily activities.

d) Frequent expose and repetition

In teaching and learning vocabulary, the teacher must establish several repetitions until there is evidence that students have learned the target words, the way to find out is to see whether students can recognize the target words, know their meaning and and identify the meaning.

e) Meaningful presentation

In presenting the vocabulary lesson, here the students must have a clear and specific understanding of what the word mean. This requires that the words presented in such away their denotation and references are perfect and unambiguous.

f) Situational presentation

The words that are presented according to the situation or the level of students with their conditions are quite time consuming and interesting methods, so students will succeed in learning vocabulary.

g) Presenting context

Words very seldom occur in isolation, so is important for students to know the usual collocation that words occur in. So, from the very beginning the words must appear in its natural environment as it were among the words naturally collocates with. Collocations are words which are commonly associated.

h) Learning vocabulary in the mother tongue and in the target language

There are five steps to learn or to achieve vocabulary in the mother tongue and the target language as follows: (a) there is a felt need, (b) the mother tongue learning learner mostly controls his own rate of learning, (c) the mother tongue is exposed to an enermous quantity of his own language and has tremendous scope for repetition of what he learns, (d) the language is nearly always encountered in appropriate context, and (e) since the words are learned as they arise out of a felt need finitionin particular situation they usually have a clear denotation.

i) Inference procedures in vocabulary learning

Inference is also one of strategies in learning vocabulary in which the learners are a head on a practice by using a definite knowledge to have a clear understanding of the words they learnt. The students infer the meaning of the words by listening or reading then used in certain context and certaint situation.[18]

In conclusion, by using the principles above, teacher can easily teach vocabulary. It can be helped the teacher when focusing in developing vocabulary as a part of English foreign language. Teacher can't teach vocabulary to students if the teacher can't understand their students vocabulary ability.

[18]Devi Nur Aini, 'USING I SPY GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY (A Pre-Experimental Research at the 7', 2019.

2. The nature of I SPY Game

a. Definition of I SPY Game

Learning vocabulary is not only must with memorizing the new words that students find in the textbook, but also there are many ways to learn vocabulary instead. As a teacher have to able to choose good technique to teach students especially in teaching vocabulary. Teachers must be able to make the activities which can make students interested in improve their vocabulary. One of effective learning aids is using games.

According to Yopp I Spy Game can make the students use the new vocabulary and motivated the students.[19] It can transfer the new vocabulary from the short-term memory to the long term memory. I Spy game also is fun guessing game for 4 and 5 years old. I Spy game is a game the Spy, or it, says "I spy with my little I…" and the players have to guess the object the spy saw and mean. The teacher/parent says, " I Spy with my little I something all of you are wearing that begins like this: /sh/. Next , " The children look at one another, and exclaim, " Shoe!" Yes. Shoe begins with /sh/. Next, I spy with my little something on the wall that begins like this : /m/. Guesses from the children include "mirror" and "map.

According to Ruth stated I Spy Game is a venerable vocabulary guessing game where students say the first letter of a mystery word

[19] Yopp, Hallie kay.2009. *Phonological Awareness is Child's Play*. Young children journal. http://teachingcommons.cdl.edu/tk/modules_teacher/documents/PhonologicalAwarenesslsChildsPlay.pdf.Accessed on August 3th,2018

simple guesswork game to play[20]. Because this game not need any tool to play. It means I Spy can play. The objectives of this game are to describe common objects; to increase sensory perception; to verbalize sensory detail.

Retter and Valls states that I Spy game is one of the best known children's game.[21] Players try to guess an object beginning with a certain letter. For example; the teacher says I spy with my little eye something beginning with G. Students try to younger students use colors rather than letters e.g. "I spy with my little eye something beginning with "r" (red).

I Spy game is used to introduce some vocabulary to children in the first stage learning English. The I Spy game is fun for students to learn vocabulary. This game is a terrific game for improving cognitive skills and memory, especially in young children. In addition to fun, I spy games are also good way in learning or building vocabulary because in I Spy game teaches individual words as well as improves the power of student observation.

According to Karamoy defined I Spy game is one of teaching technique that can be applied in class it is categorized as a guessing game which is guessing the object around the player.

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[20] Ruth,H 2009. Phonological Awareness Is Chid's Play. Young Children Journal Vol.II/3 January 2009.

[21] Retter, C. & Valls, N.(1984). *77 language game for young learners*. London: Longman Group UK Limited

I Spy Game is a very old vocabulary guessing game where students say the first letter of a mystery word. The objectives of this game are to describe common objects; to increase sensory perception; to verbalize sensory detail. In I Spy game players complete to become the next challenger by being the first person to guess the answer to the puzzle. This is a very popular children's game. It includes the game of problem-solving activities. Here, the students have to solve the problem by answering/guessing the questions from the other groups. The space of this game is normal classroom. It is can be played for the whole class, by individual or group. The game can be used at the beginning until advanced level depends on the class that will be taught.

In conclusion, I Spy game in this research is kind of technique for teaching vocabulary by asking the students to guess an object beginning with a certain letter.

b. **The procedure of using I Spy Game in teaching English vocabulary**

There are procedures of teaching vocabulary by using I Spy game. According Andrew Wright, David Betteridge and Michael Buckby are follows:

1. Begin by choosing an object to refer to in the classroom and then say, I spy with my little eye something beginning with... (the initial

letter of the word for the object you have chosen). Explain, if necessary that I spy means I can see.

2. Invite the learners to try to guess what it is.

   Teacher: I spy with my little eye something beginning with B

   Learner 1 : Book?

   Teacher: No.

   Learner 2: Board?

   Teacher: Yes.

3. The winner takes over your role.

   Learner 2: I spy with my little eye something beginning with.[22]

Here are the procedures of using I Spy game in teaching Eng lish vocabulary:

1) The teacher divides the students to be small group or only individual.
2) The teacher explains how to play the game.
3) Begin by choosing one category. Students pick one category as an object to play in order to limit students understanding about which vocabulary related with. For example: Animal
4) Teacher gives the clues what animal refers to thing the appearance for example C and then say. I Spy with my little I an animal beginning with C (The initial letter of the word or the object students have chosen or student can say any letter he wishes).

[22]Andrew Wright, David Betteridge, and Michael Buckby, 'Games for Language Learning Third Edition More Information', 2006, 87.

5) Individual children try to guess the object. Example: Crocodile, Cat, Chicken, Crab, Cow
6) The child or group who guess successfully then says I Spy with my little eyes something beginning with (P). and the rest of the class try to guess.
7) The game ends whenever teacher wishes.

c. **The strength and the weakness of teaching vocabulary through I Spy game**

There are several strengths and weaknesses of using I Spy in teaching vocabulary.

1. The Strength of Teaching Vocabulary through I Spy Game
   a. It creates enjoyable situation.
   b. It creates cooperative situation.
   c. It creates competitive class.
   d. It challenges the students' ability.
   e. It increases the students' vocabulary mastery.[23]
2. The Weakness of Teaching Vocabulary through I Spy Game
   a. The situation of class is usually noisy.
   b. The passive students give their responsibility to the active students because this game is played in the group.[24]

[24] Ibid Retter. C & Valls. N

In conclusion, I Spy game is very important in learning English because I Spy can make students active in the learning process so that the learning process does not make students boring.

d. **The concepts of I Spy game:**

1. Colors- “I spy with my little I something blue.”
2. Shapes– “I spy with my little I something square.”
3. Numbers– “I spy with my little I three of something.” This would work best if you are in a room where the kids could walk around and easily count objects.
4. Letters- “I spy with my little I the letter B.” You could spy letters on billboards while you are driving or letters on a page while you are reading.”
5. Spelling- “I spy with my little I something that begins with the letter C.” You could just give the first letter, spell out a whole word, or maybe even letter patterns inside the word like “ee.”
6. Phonics- “I spy with my little I something that begins with the sound /s/.” Same playing with letters, but this time use letter sounds.
7. Rhymes- “I spy with my little I something that rhymes with bee.”
8. Adjectives- “I spy with my little I something smooth.” This is another game that would be best played in a room where kids could feel the different textures.

9. Measurement– "I spy with my little I something about one inch tall." Be sure to review unit measurements before you play. If you play this at your house, they could walk around and measure things with a ruler.

e. **Assesing Vocabulary**

Assessment is important in any learning. It is to obtain a series of information regarding the results of learning and the achievement of competencies of students. Harold states that assessing vocabulary is to measure the comprehension and production of words used in speaking and writing.[25]

Besides, Harold also states that there are four general ways to assess vocabulary. The first is limited respond for beginners. This test item requires either a simple physical action like pointing at something or a very simple verbal answer such as yes or no. The second, multiple-choice completion is a test in which a sentence with a missing word is presented, student choice one of four vocabulary items given to complete the sentence. The third, multiple-choice paraphrase is a test in which a sentence with one word underlined is given. Student choice which four words is the closest in meaning to the underlined item. The last is simple completion. Students write in the missing part of words that appear in sentence.[26]

[25] Harold S. Madsen. Techinique in Testing (Teaching Techniques in English as a several Language, p.12

[26]Putri, 'An Item Analysis on the Difficulty Level of English Summative Test for First Grade of Junior High School (a Case Study at SMP Darussalam Pondok Labu)', 2023.

Furthermore Coomben also state that there are some kinds for assess the vocabulary:

1. Multiple-Choice Question Formats

   Multiple-Choice Question Formats (MCQs) are one of the most common formats in professionally-developed language tests. The student must then identify the correct or best response choice. Students construct meaning through dependence on the context clues that are provided in the stem.

2. Matching Formats

   Another common objective format used in vocabulary assessment is matching. Matching questions usually present the student with two columns of information. The student's task is to find the matches between the two columns. Items in the left-hand column are called premises and the items in the right-hand column are called options.

3. Sentence Completion or Gap Fill

   Items Sentence completion or gap fill items assess a student's production of vocabulary. These items require students to read the sentence and then write in the correct or best response.

4. Translation

   Translation is another way to assess students' productive knowledge of vocabulary items. Of course, to monitor how

effectively this is done, the teacher must have an adequate working knowledge of the students L1.[27]

Besides, John Read mention that the types for assessing the vocabulary.

1. Multiple- choice (Choose the correct answer)
2. Completion (Write in the missing word)
3. Translation (Give the L.1equivalent of the underline word)
4. Matching (Match each word with its meaning).[28]

Based on the explanation above, assessing vocabulary has several types of vocabulary test. One of them is multiple- choice. The researcher used the multiple-choice test in this research. This test is the effective way to know the ability.

B. Review of the related studies

There are some researcher has reported their findings about using game in improve vocabulary students, some of the findings are presented in the following section:

The first research by Amri this research is aimed to determine the effect of the I Spy Game to increase students vocabulary mastery. The principle problem was only one that is to what extent I-Spy Game in increasing students vocabulary mastery at class VIII of SMP Babussalam Selayar. The result of the t-test also shown that the I Spy Game is effective to increase students"

[27]Glenn Fulcher, Ali Panahi, and Hassan Mohebbi, 'Glenn Fulcher's Thirty-Five Years of Contribution to Language Testing and Assessment: A Systematic Review', Language Teaching Research Quarterly, 29 (2022), 20–56 <https://doi.org/10.32038/ltrq.2022.29.03>.

[28]Jhon Read, Assessing Vocabulary, 2000, p.2s

vocabulary mastery because the t-test was higher than the t-table (2,094>2,042)

The second research by Detia this research the researcher applied I Spy Game in teaching vocabulary in the classroom.[29] The objective of this research is to know and describe the student's vocabulary mastery who learn vocabulary mastery through I Spy Game and to know and describe the Influence of I Spy game toward student's vocabulary mastery.

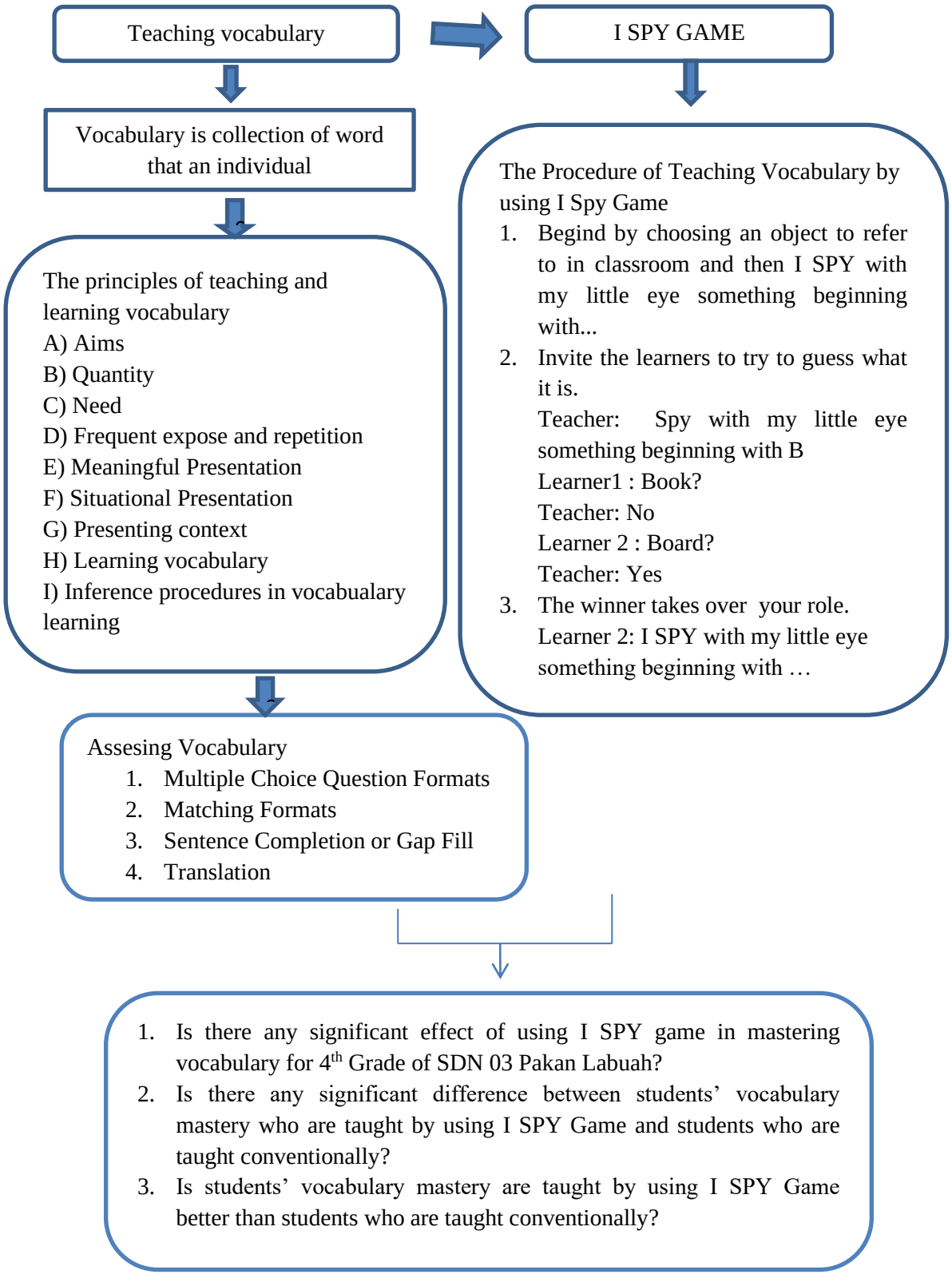
Karamoy, in her research entitled Increasing Students‟ Vocabulary Through „ I Spy Game‟, found that the score of the students in post-test is higher than pre-test (pre-test: 3.28; post-test: 6.52).[30]

Based on the finding above, this research has similarity with the previous research were, this research use I Spy game and increasing vocabulary. Besides, the difference between previous studies is the different classes and locations of the research sites. In previous research, they taught the I Spy game which was implemented in class VIII of SMP Babussalam Selayar, while in my research I applied the I Spy game in class IV of SDN O3 Pakan Labuh. Previous studies used qualitative method, while in this study researchers will use experimental research.

[29] Detia.2016. *The use of eye-spy game in teaching vocabulary* at eight grade of SMPN 12 Bandar Lampung.

[30]Rumindah S Manurung, Nurmin Samola, and Maikel B G Sanger, 'The Use of Game To Increase Students' Vocabulary', JoTELL Journal of Teaching English, 1.5 (2022), 608–24.

C. Conceptual framework



D. Hypothesis

Based on the background, formulation and purposes of the problem above, the hypothesis of this research are :

1. H_a : There is a significant effect of using I Spy Game in teaching vocabulary

   H_0 : There is no significant effect of using I Spy game in teaching vocabulary.

2. H_a : There are significant differences of students' vocabulary mastery between the students who are taught by I Spy Game and students who are not taught by I Spy Game in teaching.

   H_0 : There are no significant differences of students' vocabulary mastery between the students who are taught by I Spy Game and students who are not taught by I Spy Game in teaching.

CHAPTER III
RESEARCH METHODOLOGY

A. Design of the research

In conducting the research, the researcher used the quantitative research. The quantitative research is a kind of research that collected the data in form of number. According to Gay, the experimental method is the only method of research that can truly test hypotheses concerning cause effect.[31] There are many types of quantitative research. Dealing with the problem of study previously, the researchers use experimental research.

There are many kind of experimental research. Gay in his book mentioned that there are four categories in experimental research; pre-experimental design, true experimental design, quasi- experimental design, and factorial design[32]. In this research, the researcher will use quasi experimental research. One of group as an experimental group which is treated by using I Spy Game, and the other group as control group which is treated without using I Spy Game. Related to experimental and control, According Gay states, the experimental group usually got new treatment or treatment under investigation, while the control group got different treatment or treated like usual.[33] Moreover, he adds that the control group is needed to know whether the new treatment under investigation is more effective than use the

[31] Gay, L.R 2012 Educational Research: *Comopetencies for Analysis and Application* 3th, New York: Mc Milan Publishing Company, p. 260

[32] Gay, L.R 2012. Esucational Research: *Competenciesnfor Analyisis and Aplication*.(Boston: Pearson, p 264

[33] Gay, L.R 2012 Educational Research: *Comopetencies for Analysis and Application* 3th, New York: Mc Milan Publishing Company, p. 260

unusual one. These two groups are given the same length of the time and the same vocabulary materials in teaching. This research used pretest and posttest to know whether there are any significant effects concerning students' vocabulary mastery. Furthermore, the two classes are given the pretest, different treatments, and post test.

Table 1. The design of the research can be seen in the table below.[34]

Group	**Pre-test**	**Treatment**	**Post-test**
Experimental class	T1	X	T2
Control class	T1	-	T2

Where:

T1 = the pre-test for the experimental class

T2 = the post-test for experimental class

X = the treatment that is given to the experimental using I Spy Game

T1 = the pre-test for control class

T2 = the post-test for the control class

Based on the research design above, special treatments were given to the experimental class. A pretest was given before the implementation of I Spy game as the special treatment for the students in the experimental class. A posttest was given after giving the treatment to the experimental class and will give in order to observe students' vocabulary skill in both classes.

[34] Sukardi, 2003. Metodolgi Penilitian Pendidikan, Jakarta:PT. Bumi Aksara, p.185

B. Population and Sample

1. Population

Population and sample are two important elements in doing a research. According to Gay, population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable. Generalizable is the extent to which the result of one study can be apply to other population is the whole data which become our focus in the certain place and time.[35] The population of the research was all students at the 4th grade of SDN 03 Pakan Labuah.

Table 2. the population of 4th grade

No	Class	Number of students
1	IV.A	27
2	IV.B	28
Total		55

2. Sample

The researcher took only class as the sample of this research. The members of the sample are 27 students in class IVA. The sample this research was purposive sampling is a sampling technique with certain consideration.[36] The researcher first found that they had the same level of knowledge in learning English and that the students in this class had difficulties following vocabulary learning in English subject based on suggestions from the English teacher who taught English in both of the

[35] Gay, L.R 2012 Educational Research: Competencies for Analysis and Application 3th, New York:Mc Milan Publishing Company, p. 122

[36] Sugiyono. (2012). *Metode penilitian pendidikan*. Universitas Islam Negeri Raden Intan Lampung. Bandung: Alfabeta

classes and based on the results of the homogeneity and normality of the data that researchers had collected before. The sample classes were class IV A and IV B as a sample, which means that the samples were class IV A as an experimental class and class IV B as a control class.

C. Instrumentation

The instrument of the research is vocabulary test. The researcher gave the tests (pre-,test and post-test) to the sample. The type of test is objective test. In the test, the researcher uses the multiple choices. The test items is used as the instrument to collect the data to measure and know how far I Spy game can increase students' vocabulary mastery. According to Sugyono, a valid research result is if there are similarities between the data collected with the data actually happened on the object under study. In order to make the test become valid and reliable, the researcher will do the validity and reliability of the test, as explained below:

1. Validity

Validity in testing is to discover whether a test measures accurately what is intended to measure or it measures what it is purposed to measure. According to Lodico, et.al validity, focuses on ensuring that what the instrument "claims" to measure is truly what it is measuring. In other words, validity indicates the instrument's accuracy.[37] In this research, the validity used the content validity and items validity. The validators will be

[37]Dennis W. Spuck, Lawrence J. Hubert, and Henry S. Lufler, *An Introduction to Educational Policy Research*, *Education and Urban Society*, 1975, VII<https://doi.org/10.1177/001312457500700301>.

the lecturers of UIN Sjech M. Djamil Djambek Bukittinggi and an English teacher of SDN 03 Pakan Labuah.

2. Reliability

Reliability refers to an understanding that an instrument quite reliable and can be used as a data collection tool. Reliability refers to the level of reliability of an instrument. An instrument is said to be reliable (has high level of confidence) if it can provide steady and stable results. To obtain this guarantee, the instrument must have reliability. The result of that measurement must be the same subject even though it was done by different people, different times, and different places too. Reliability refers to the consistency of scores achieved by the same students when they would resist the same questions on different occasions. Therefore, a test which is reliable will make the scores more or less same with the scores that gotten from try out. The researcher use the formula K-R 20 as follow.[38]

$$R^{11} = \frac{n}{n-1}\left(\frac{S^2 - \sum pq}{S^2}\right)$$

Where:

R^{11}= Reliability

N= number of items

P= proportions of the number of studeents answer correctly

Q= proportions of the number of students incorrectly (q1-p)

[38] L.R Gay, Educational Research, Republic of Singapore: Merril Publishing Company,1990,p.399

$\sum pq$ = total number of p times to q

S = Standard deviation

D. Techniques of the Data Collection

The researcher will give pre-test and post-test to both experimental and control groups and treatment for experimental group. The pretest is given in order to know the students vocabulary mastery at the beginning and the post-test is given in order to know the students vocabulary at the end after the treatment. The researcher will collect the data based on the score of students' vocabulary test. The data will be collected after the post-test of students. The post-test will be given in order to know the significant effect of I Spy on students vocabulary mastery after giving the treatment to the experimental group.

E. Technique of the Data Analysis

In analyzing the data, the researcher will use the scores from experimental class and control class. The researcher obtained the data from students' pre-test and post-test and data were evaluated by using statistical procedures (SPSS). Statistical analysis of data in this quantitative research showed the evidence to see the hypotheses result. The researcher used quantitative data analysis technique. In this study, by using I Spy game to determine the significant difference in vocabulary scores between students who were not taught by using I Spy game.

1. The Normality Test

   The normality test is a test that distributes whether the data is normal or not. To test its normality, the researcher used pre-test and post-test scores from each class to see its normality. The hypothesis of normality test is:

   Ha: The data is normally distributed

   H0: The data is not normally distributed

   The normality test hypothesis indicates that if Ha is accepted, the data is normally distributed. If H0 is accepted, the data is not normally distributed. When the significance value is higher than 0.05, Ha is accepted. When the significance value is lower than 0.05, Ha is rejected.

2. The Homogeneity Test

   A homogeneity test is a test which is used to find out whether the experimental class and control class population variance was same or different. The test resulted significance value = 0.05.

   Ha: If the significance value is > 0.05, the distribution of the data is homogenous.

   H0: If the significance value is < 0.05, the distribution of the data is not homogenous

3. The Hypothesis Test

   After the researcher analyzed the normality and homogeneity, the researcher began to calculate the data to test the hypothesis. It was tested to measure whether there was significance different in achievement

between students who were taught by using I Spy Game. This hypothesis testing was used to determine whether the hypothesis was rejected or not, the researcher analyzed and calculated the data using the t-test (significance level of 0.05) on the SPSS 26.

If the value of t-obtained is equal or less than the critical value of t table, the null hypothesis (H) is accepted, but if the value of t obtained was higher than critical value of t-table, the alternative hypothesis (H) is accepted. There are two hypothesis should be answered. The first hypothesis is there is significance effect of the students' vocabulary mastery by using I Spy Game. The second hypothesis is there is significant different of the students' vocabulary mastery without using I Spy Game.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The finding is divided into two parts. First is description of the data where pre-test and post-test result is described. Second is the analysis of the data where pre-requisite of the data analysis and the hypothesis testing are analyzed. Finding is used to answer the research questions “Is there any significant effect of using I Spy game in mastering vocabulary for 4th Grade of SDN 03 Pakan Labuah?”, “Is there any significant difference between students' vocabulary mastery who are taught by using I Spy game and students who are in taught conventionally?”, and “Is students' vocabulary mastery are taught by using I Spy game better than students who are taught conventionally?”

1. Description of the Data

a. Pre-test data from Control and Experiment

The pre-test was conducted before the treatment was given to the experiment class. The result of pre-test from both experiment and control class can be seen on the following table:

Table 4.1 Pre-test Score

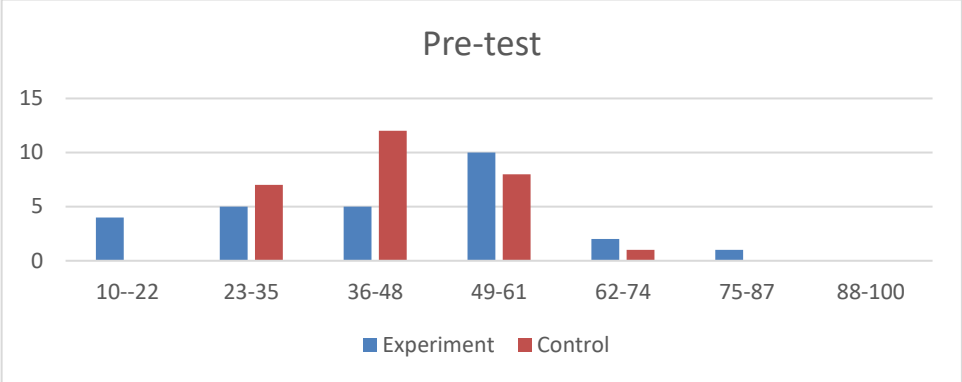
Score range	Control	Experiment
10-22	0	4
23-35	7	5

36-48	12	5
49-61	10	8
62-74	2	1
75-87	1	0
88-100	0	0

Based on the table above, it can be seen that in the experiment class, 4 students scored within the range of 10-22, and 5 students scored within the range of 23-35. Additionally, 5 students scored in the range of 36-48, while 10 students achieved scores between 49-61. Only 2 students scored in the range of 62-74, and 1 student scored in the range of 75-87. No students reached the highest score range of 88-100.

Meanwhile, the control class had no students in the 10-22 range, and 7 students scored in the 23-35 range. The majority of the control group, 12 students, scored between 36-48, with 8 students in the 49-61 range. Only 1 student reached the 62-74 range, and there were no students in the 75-87 or 88-100 ranges.

Furthermore, the data above can also be viewed on the graphic below:



In addition, the statistic of pre-test can be viewed on the table 4.2:

Table 4.2 Descriptive Statistic of Pre-test Data

	Control	**Experiment**
Minimum Score	25	10
Maximum Score	65	75
Mean Score	44,11	43,70
Standard Deviation	17.0832706	11.4695278
Variance	291.8381344	131.550069

The table shows that for the experiment class, the minimum score was 10 and the maximum score was 75, with a mean score of 43.70. The standard deviation of the experimental class was 11.46 with 131.55 as the variance. For the control class, the minimum score was 25, the maximum score was 65, and the mean score was 44.11. The standard deviation for the control class is 17.08 with 291.84 as the variance

b. Post-test Data Control and Experiment

The post-test was conducted after the treatment was given to the experiment class. The result of post-test from both experiment and control class can be seen on the following table:

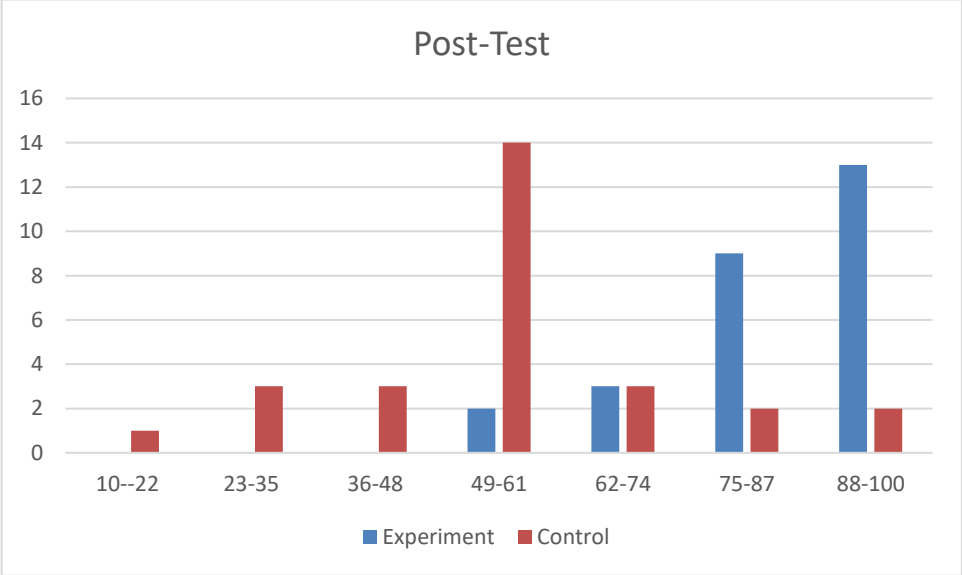
Table 4.3 Post-test Score

Score range	Experiment	Control
10-22	0	1
23-35	0	3
36-48	0	3
49-61	2	14
62-74	3	3
75-87	9	2
88-100	13	2

. In the experiment class, there were no students in the lower score ranges of 10-22, 23-35, or 36-48. Instead, 2 students scored in the range of 49-61, 3 students in the range of 62-74, 9 students in the range of 75-87, and a notable 13 students scored between 88-100.

In contrast, the control class, with 1 student in the 10-22 range, 3 students in the 23-35 range, and another 3 students in the 36-48 range. The majority of control class students scored in the 49-61 range, with 14 students falling within this range. Only 3 students scored in the 62-74 range, 2 in the 75-87 range, and another 2 in the highest range of 88-100.

Furthermore, the data above can also be viewed on the graphic below:



In addition, the statistic of post-test can be viewed on the table below:

Table 4.4 Descriptive Statistic of Post-test Data

	Control	**Experiment**
Minimum Score	10	60
Maximum Score	95	100
Mean Score	55.36	84.07
Standard Deviation	10.9425098	18.65708
Variance	119.73852	348.0867

The table shows that for the experiment class, the minimum score was 60 and the maximum score was 100, with a mean score of 84.07. The standard deviation of the experimental class is 18.66 with 348.09 as the variance. For the control class, the minimum score was 10, the maximum score was 95, and the mean score was 55.36. the

standard deviation of the control class is 10.94 with 119.74 as the variance.

2. Analysis of the Data

a. Pre-requirement

In order to determine whether to use parametric or non-parametric to test the hypotheses, the normality and homogeneity test need to be conducted. If the data is normal and homogenous, t-test will be conducted, but if either is not normal or homogenous, Mann-Whitney will be used instead.

1) Normality Test

Table 4.5 Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Exp	0.123	27	.200*	0.965	27	0.468
Pre-Cont	0.153	27	0.104	0.954	27	0.263
Post-Exp	0.175	27	0.032	0.922	27	0.045
Post-COnt	0.142	27	0.170	0.971	27	0.634
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the table above, it can be seen that the sig value is all not entirely normal, the data from post-test experiment is not normal since it was lower than the alpha (0.032 < 0.05). This means that the data were not distributed normally and t-test cannot be conducted.

2) Homogeneity Test

Table 4.6 Homogeneity test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.642	3	106	0.053
	Based on Median	2.557	3	106	0.059
	Based on Median and with adjusted df	2.557	3	81.330	0.061
	Based on trimmed mean	2.695	3	106	0.050

Based on the table above, the sig value is 0.053 which is higher than alpha 0.05. This means that the data is homogenous. However, since the data is not normal, Mann-Whiteney will still be conducted.

b. Hypothesis Testing

1) First Hypothesis

The first hypothesis was as follow:

Ha: There is a significant effect of using I Spy game in teaching vocabulary

Ho: There is no significant effect of using I Spy game in teaching vocabulary

Based on the Mann-Whiteney Test, the result of first hypothesis test is as follow:

Table 4.7 First Hypothesis Test Result

	Score
Mann-Whitney U	17.000
Wilcoxon W	395.000
Z	-6.031
Asymp. Sig. (2-tailed)	0.000

Based on the table above, the sig.value is smaller than alpha (0.000 < 0.05). This means that Ha is accepted. In other word, there is significant effect of using I Spy game toward students' vocabulary.

2) Second Hypothesis

The second hypothesis was as follow:

Ha: There are significant differences of students' vocabulary mastery between the students who are taught by I Spy game and students who are not taught by I Spy game in teaching

Ho: There are no significant differences of students' vocabulary mastery between the students who are taught by I Spy Game and students who are not taught by I Spy game in teaching

Based on the Mann-Whiteney Test, the result of first hypothesis test is as follow:

Table 4.8 Second Hypothesis Test Result

	Score
Mann-Whitney U	77.000
Wilcoxon W	483.000
Z	-5.091
Asymp. Sig. (2-tailed)	0.000

Based on the table above, the sig.value is smaller than alpha (0.000 < 0.05). This means that Ha for the second hypothesis is accepted. In other word, there are significant differences of students' vocabulary mastery between the students who are taught by I Spy game and students who are not taught by I Spy game in teaching.

3) Third Hypothesis

For the third hypothesis, Mann-Whiteney test is not needed. Since it only to find out whether spy game better than conventional strategy, the post-test score of both class is compared. Below are the comparison table:

Table 4.9 Post-Test Comparison Table

	Control	**Experiment**
Minimum Score	10	60
Maximum Score	95	100
Mean Score	55.36	84.07

Standard Deviation	10.9425098	18.65708
Variance	119.73852	348.0867

Based on the table above, the mean score of the experiment is higher than the control. It means that, the Spy Game is better than the conventional strategy in teaching vocabulary, especially for teaching 4th grade elementary school.

B. Discussion

The findings of this study demonstrate a significant impact of the I Spy game on vocabulary mastery among 4th-grade elementary students. The results of the Mann-Whitney test indicated a sig. value of 0.000, which is well below the alpha threshold of 0.05. This supports the alternative hypothesis (Ha), confirming that students who were taught using the I Spy game showed a marked improvement in vocabulary mastery compared to those who received conventional instruction. Furthermore, the post-test scores of the experimental group (84.07) were significantly higher than the control group (55.36), indicating that the game-based learning approach yielded better outcomes.

The second hypothesis testing reinforced this conclusion, showing that students exposed to the I Spy game outperformed those in the control group in terms of vocabulary mastery. This suggests that the interactive and engaging nature of the I Spy game played a crucial role in facilitating students' active participation and retention of new vocabulary.

The third hypothesis also showed that experiment class perform better than control class. This was supported by the result of the post test where experiment score is higher than the control score (84.07>55.36)

This finding supported existing theory such as Retter & Valls (1984), and Karamoy (2022). These theories highlighted the benefits of incorporating interactive games like I Spy in language classrooms, as they foster an active, cooperative, and competitive environment, which is conducive to vocabulary learning. In addition, wright (2006) said that I Spy game focuses on learning vocabulary which also happen in this research, the students had better vocabulary after they were treated by using I Spy Game.

This finding also support the previous research such as Detia (2017) and Amri (201) further emphasized that game-based learning engages students more effectively, enhancing vocabulary acquisition through meaningful and enjoyable experiences. The present study aligns with these prior findings, underscoring the pedagogical value of the I Spy game in improving elementary students' vocabulary mastery.

It can be concluded that I Spy game has significant effect toward students’ vocabulary mastery. The I Spy game offers several strengths in teaching vocabulary, such as creating an enjoyable, cooperative, and competitive classroom environment that challenges students' abilities and enhances their vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research revealed three key findings. First, the use of the I Spy Game in teaching vocabulary significantly improved students' vocabulary mastery. The results of the Mann-Whitney test indicated a sig. value of 0.000, confirming that students who engaged with the I Spy Game showed a greater vocabulary compared to those taught using conventional methods. Second, the study found a significant difference in vocabulary mastery between students who were taught using the I Spy Game and those who were not. Lastly, a comparison of post-test scores showed that the experimental group, which used the I Spy Game, achieved a higher mean score (84.07) than the control group (55.36), further demonstrating that the I Spy Game is more effective than traditional teaching methods in improving students' vocabulary, particularly for elementary school students.

B. Suggestion

1. Teacher

Teachers are encouraged to integrate I Spy game, into their vocabulary lessons. The game has a good effect toward students; vocabulary mastery. By using the I Spy Game, teachers can help students increase their vocabulary mastery through active learning, promoting better learning of new words.

2. **Next Researcher**

Next researchers could expand this study by exploring qualitative methods, such as interviews or observations, could provide a deeper understanding of students' attitudes and experiences with I Spy game-based learning.

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