Teaching English Vocabulary by Using Last One Standing Game at the Third Grade Students of SMP Tamalatea Makassar

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Abstract: finding out whether Last One Standing Game improves the students’ vocabulary achievement. In this research, the researchers used Pre-experimental method with one group pretest-posttest design. The population of the research was the third grade students of SMP Tamalatea Makassar. The total number of population was 18 students. In determining the sample, the researchers used total sampling technique. The total number of sample was 18 students. Based on the statistical analysis, it is found that the students’ mean score in pretest and posttest was different (24.17<77.22). So, the mean score of posttest was higher than the mean score of pretest. Based on the data above, the researcher concludes that the use of Last One Standing Game can improve the students’ vocabulary mastery of SMP Tamalatea Makassar.

Kata kunci: Last One Standing Game, Vocabulary mastery

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INTRODUCTION

Background

Today, many students come to the classroom with lack vocabulary. Most of the students in English still have poor vocabulary such as noun, verb, adjective, and adverb. The researcher found that students did not had the motivation to study, got difficulties to pronounce vocabulary correctly and they have difficulty in remembering the meaning of the word because of lack vocabulary. These phenomena also happen at SMP Tamalatea Makassar. Based on the researcher’ observation, it is reported that most of students at the third grade students of SMP Tamalatea Makssar have low vocabulary mastery. It is highly probably caused by the students’ motivation in learning English since the method that is used by teachers does not significantly attract them in learning.

There are many reasons why Last One Standing Game is very important in language learning classroom. Using last one standing game in the classroom can make the lesson more fun, it can give more motivation while learning how to play the game, it can help the students remember some vocabularies that is difficult to memorize, it can invite students to think fast and it can influence the students to be more creative and active. It is then expected that this game attracts the students to learn vocabulary. In addition, they can improve their vocabulary mastery. Based on the problem found, the researcher is interested in conducting a research to know whether Last One Standing Game improves the students' vocabulary mastery at the third grade students of SMP Tamalatea Makassar. Furthermore, the result of this research is planned to be published in accredited national journal as a target achievement.
Problem Statement
Based on the background above, the researcher formulated the problem statement is “Does last one standing game improve the students’ vocabulary at the third grade students of SMP Tamalatea Makassar?”

Objective of the Research
The objective of the research was to find out whether Last One Standing Game improves the students’ vocabulary at the third grade students of SMP Tamalatea Makassar.

Significance of the Research
The result of the research was expected to be useful information in teaching and learning English at junior high school, especially to the third grade students of SMP Tamalatea Makassar and to show the teacher awareness of the importance of using Last One Standing Game

Scope of the Research
The scope of the research was restricted to the teaching vocabulary at the third grade students of SMP Tamalatea Makassar to improve students’ vocabulary. The researcher will focus on improving students’ vocabulary by using last one standing game especially in compound noun and compound adjective.

REVIEW OF RELATED LITERATURE

Previous Related Research Findings
Many studies have been performed by the research related to the use of strategies in motivating the learner to learn English vocabulary. Some of them were mentioned with their reported as follows:
- Esti (2014) stated “the use of last one standing game as technique in teaching English vocabulary for the fifth grade students is good to improve students’ vocabulary mastery”.
- Dhiastri (2015) stated “using last one standing game is effective to teach English vocabulary for the students in elementary level”.
- Rohmah (2017) stated “using last man standing game is effective to enrich students’ vocabulary mastery for the students in junior high school”.

Based on the previous findings, the researcher concluded that there were many methods or techniques that can be used to improve vocabulary mastery of students especially using game in learning and teaching process. Actually, the students need many methods and medias to build up their vocabulary, so that they can more joyful and interesting in the class. In fact, it can make students easy to improve their vocabulary.

Concept of Vocabulary Mastery
a. Definition of Vocabulary
According to Pusat Dunia Ilmu (2011) stated vocabulary is an important aspect in a language. To master a language, a learner should master the vocabulary of the language. In other word, the learner cannot use a language without having knowledge about vocabulary of that language.
- Hanson and Padua (2011) stated vocabulary refers to words we use to communicate in oral and print language.
- Nugroho and Suprapto (2017) stated vocabulary is one of the basic things in learning English. We cannot say anything without vocabulary. What can we say without vocabulary? Even a word can express our feelings. For example, when we say “Amazing” it’s only one word, but you can express that you feel amazed by using it.
Oxford Dictionary (2018) stated vocabulary is the words used in a particular subject or sphere of activity or on a particular occasion, the body of words known to an individual person, and a list of difficult or unfamiliar words with an explanation of their meanings, accompanying a piece of specialist or foreign-language text.

b. Aspect of Vocabulary

There are some aspects of vocabulary stated by Qi & Runjiang (2011), namely:

a) Pronunciation and spelling
b) Grammar
c) Word formation

c. Goals for Teaching Vocabulary

Cruz-Wiley (2010) stated teaching vocabulary is critical for the comprehension of texts. The following strategies will build mnemonics and visual images to define new words:

1) Strategy 1 – Building sentences
2) Strategy 2 – Keyword strategy
3) Strategy 3 – Vocabulary self-collection

d. Principles for Learning Vocabulary

Flanigan (2015) stated “one reason to spend time and effort improving your vocabulary is that words have the power to change how you see the world. Together, these principles provide an efficient method for harnessing the power of the English language.

a). The dimmer-switch phenomenon
b) Factotum (noun)
c) Procrustean (adjective)
d) Semantic Chunking

e. How to Improve the Students’ Vocabulary

Bhasin (2012) stated that vocabulary is very important for correct and effective communication. There are many ways to improve your vocabulary. Here there are many method to help you improve your vocabulary:

1) Vocabulary trees
2) Create vocabulary themes
3) Specific vocabulary list
4) Word formation charts
5) Learning foreign words and phrases
6) Learn collocation or phrasal verbs and idiomatic expressions
7) Learn one word substitutes
8) Homonyms

Concept of Last One Standing Game

a. Definition of last one standing game

Last one standing game is a kind of mentioning word which a person who can stand up until the end of the game is the winner.

b. The advantages of last one standing game

The advantages of using last one standing game in the classroom:
1) Last one standing game is fun.
2) It can give more motivation while learning how to play the game.
3) It can help the students remember some vocabularies that is difficult to memorize.
4) It can invite students to think fast.
5) It can influence the students to be more creative and active.

c. Procedure of teaching vocabulary by using last one standing game

There are several ways we can do in teaching vocabulary by using last one standing game in classroom:
a) The first way of last one standing game:
   1) Introducing the new vocabulary and making the students know how to
      pronounce correctly by repetition and echoing.
   2) Ask students to stand up.
   3) Explain to them that when you count 123 and point at them, they must say
      one of the vocabulary words of their choose.
   4) Explain that it is important that they respond quickly as if they take too long
      they will be out.
   5) And then explain that you will be saying one of the vocab words at the same
      time and if you (teacher) and student say the same word then they are out and
      must sit down.
   6) Teacher is to keep going until only one person left, they are the winner.

b) The second way of using last one game according to Parker (2011):
   Props: 1 soft ball (or similar throwable item)
   This is a simple game that I use to fill time at the end of class.
   1) The students stand in a circle and toss a ball to one of them.
   2) Then ask a question which should be relatively simple, an answer of just a
      few words.
   3) If the student with the ball gets it right he tosses the ball to a new student and
      I ask a new question.
   4) If the answer is wrong, the student tosses the ball to another student who then
      is asked the same question.
   5) If the 2nd student gets it right the 1st has to sit down and is out of the game.
      But if the 2nd student gets it wrong as well, they toss it to a 3rd student and
      the 1st student is then safe. Play continues until all of the students but one are
      sitting.

Research Design
The researcher used pre-experimental method with one group pre-test, post-test design.
The design was illustrated below:

\[ O_1 \rightarrow X \rightarrow O_2 \]

Where:
- \( O_1 \) = Pre-test
- \( X \) = Treatment
- \( O_2 \) = Post-test

(Jhonson & Christensen: 2014)

Research Variables and Operational Definition

Research Variables
There were two kinds of variables in this research. They were dependent and
independent variables. Dependent variable was students’ vocabulary mastery and
independent variable was Last One Standing game.

Operational Definition of Variables
The following are the key-terms used for more explanation in this research:

a. Students’ vocabulary mastery means the ability of students to understand the
   meaning, the spelling, and the pronunciation of the words. Furthermore they can use
   the words in sentence.
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b. Last one standing game is a kind of mentioning word which a person who can stand up until the end of the game is the winner.

Population and Sample
1. Population
   The population of this research was the third grade students of SMP Tamalatea Makassar which consisted of 18 students.
2. Sample
   In this research, the researcher used total sampling technique. The sample was the third grade students of SMP Tamalatea Makassar and the total sampel was 18 students.

Instrument of the Research
The instrument of the research was missing word in pretest and posttest. The purpose of pretest was to know how far students’ vocabulary before using last one standing game and the purpose of posttest was to know the improvement of students’ vocabulary after using last one standing game.

Procedure of Collecting Data
1. Pretest
   For the first stage, the students would be given a pretest to know how far their English vocabulary. The pretest consisted of 20 questions in missing word. The questions consisted of compound noun and compound adjective.
2. Treatment
   After giving the pretest, the researcher would give the treatment by using last one standing game. The treatment conducted in four meetings, each meeting run 90 minutes. The prosedures of treatment were follows:
   1) The researcher introduces the new vocabulary about compound noun and compound adjective and asks the students to write down the new vocabulary
   2) The researcher teaches the students how to pronounce correctly
   3) The researcher will explain what is Last One Standing Game
   4) The students is divided into two groups
   5) The researcher asks the students to make a cyrcle
   6) The researcher will explain the uses of Last One Standing game and shows the example of Last One Standing game to the students which has the material about compound noun and compound adjective.
   7) The researcher asks the students to play the game
   8) The game is keep going until only one student is the winner.
   9) The students is given a task by the researcher.
3. Posttest
   The last stage, the researcher would give posttest to know the improvement of students’ vocabulary after giving the treatment. The result of the test was compares to find out the difference of the students’ vocabulary mastery before and after giving the treatment.

Technique of Data Analysis
In analyzing the data which was collected, the researcher used several pattern based on their references or purposes:
1. Scoring the students’ correct answer of pretest and posttest
   \[
   \text{Score} = \frac{\text{Students correct answer}}{\text{Total number of item}} \times 100
   \]
2. Classifying the score of the students’ pretest and posttest:
a. 96 to 100 is classified as excellent  
b. 86 to 95 is classified as very good  
c. 76 to 85 is classified as good  
d. 66 to 75 is classified as fairly good  
e. 56 to 65 is classified as fair  
f. 36 to 55 is classified as poor  
g. 0 to 35 is classified as very poor  

3. Computing the frequency of the rate percentage of student’s score:

\[ P = \frac{F}{N} \times 100 \]

Where:

- \( P \) = percentage
- \( F \) = frequency
- \( N \) = the total number of students

4. Calculating the mean score of the students’ answer by using the formula:

\[ \bar{X} = \frac{\sum X}{N} \]

Where:

- \( \bar{X} \) = Mean score
- \( \sum X \) = Total of row score
- \( N \) = Total number of subject

5. Finding out the significant between the mean score of the pretest and posttest by calculating the value of the test. The formula is presented as follow:

\[ SD = \sqrt{\frac{\sum x^2 - (\frac{\sum x}{n})^2}{n - 1}} \]

Where:

- \( SD \) = Standard deviation
- \( \sum x^2 \) = The total number of pretest and posttest
- \( n \) = The total number of students

6. Calculating the value of t-test to indicate the significance between the mean score of pretest and posttest, the researcher used the following formula:

\[ t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\frac{\sum D}{n})^2}{n(n - 1)}}} \]

Where:

- \( t \) = Test of significance
- \( \bar{D} \) = The mean of different score
- \( \sum D \) = The sum of the D (the difference between two pair of score)
- \( \sum D^2 \) = Square the sum of the D
- \( n \) = The total number of students

Findings
1. The Classification, Frequency, and Rate Percentage of the Students’ Score in Pretest and Posttest.

a. Pretest

Table 4.1
Students’ score classification in pretest

<table>
<thead>
<tr>
<th>No.</th>
<th>Sample</th>
<th>Score</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AAA</td>
<td>10</td>
<td>Very Poor</td>
</tr>
<tr>
<td>2.</td>
<td>DA</td>
<td>20</td>
<td>Very Poor</td>
</tr>
<tr>
<td>3.</td>
<td>DI</td>
<td>50</td>
<td>Poor</td>
</tr>
<tr>
<td>4.</td>
<td>H</td>
<td>20</td>
<td>Very Poor</td>
</tr>
<tr>
<td>5.</td>
<td>I</td>
<td>20</td>
<td>Very Poor</td>
</tr>
<tr>
<td>6.</td>
<td>IJ</td>
<td>30</td>
<td>Very Poor</td>
</tr>
<tr>
<td>7.</td>
<td>KF</td>
<td>10</td>
<td>Very Poor</td>
</tr>
<tr>
<td>8.</td>
<td>MAD</td>
<td>45</td>
<td>Poor</td>
</tr>
<tr>
<td>9.</td>
<td>MFDP</td>
<td>25</td>
<td>Very Poor</td>
</tr>
<tr>
<td>10.</td>
<td>MN</td>
<td>05</td>
<td>Very Poor</td>
</tr>
<tr>
<td>11.</td>
<td>NA</td>
<td>15</td>
<td>Very Poor</td>
</tr>
<tr>
<td>12.</td>
<td>NH</td>
<td>10</td>
<td>Very Poor</td>
</tr>
<tr>
<td>13.</td>
<td>NOAF</td>
<td>20</td>
<td>Very Poor</td>
</tr>
<tr>
<td>14.</td>
<td>RA</td>
<td>35</td>
<td>Very Poor</td>
</tr>
<tr>
<td>15.</td>
<td>RI</td>
<td>50</td>
<td>Poor</td>
</tr>
<tr>
<td>16.</td>
<td>SA</td>
<td>20</td>
<td>Very Poor</td>
</tr>
<tr>
<td>17.</td>
<td>SS</td>
<td>25</td>
<td>Very Poor</td>
</tr>
<tr>
<td>18.</td>
<td>WH</td>
<td>25</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

The table was clearly explained that most of the students classified as very poor score.

Table 4.2
The Classification, Frequency, and Rate Percentage of The Students’ Score in Pretest

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Excellent (96-100)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>Very Good (86-95)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
3. Good (76-85) | 0 | 0
4. Fairly Good (66-75) | 0 | 0
5. Fair (56-65) | 0 | 0
6. Poor (36-55) | 3 | 16.67
7. Very Poor (0-35) | 15 | 83.33

The table stated that 83.33% of the students’ result in pretest got score in the range (0-35).

The chart 4.1 above shows that the students’ mastery in pretest were still low.

b. Treatment

The students understood the explanation easily because the game was simple for them. Then, the researcher divided the students into two groups. The researcher form of two session, the first session played by the first group and the second session played by the second group. Before the students play the game, the researcher introducing the new vocabulary and making the students know how to pronounce correctly by repetition and echoing. And then the researcher asked the students to stand up. The researcher explained to them that when I count 123 and point at them, they must say one of the vocabulary words of their choose. The researcher also explained that is it important that they respond quickly as if they take too long they will be out. And then the researcher explained that you will be saying one of the vocab words at the same word then they are out and must sit down. The researcher was to keep going until only one person left, he/she is the winner. And the winner of each session got a appreciation. After that, the students wrote all of vocabulary which have been mentioned in the game.

c. Posttest

### Table 4.3
**Students’ Score Classification in Posttest**

<table>
<thead>
<tr>
<th>No.</th>
<th>Sample</th>
<th>Score</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AAA</td>
<td>85</td>
<td>Good</td>
</tr>
</tbody>
</table>

21
The result of posttest showed most of the students in class IX of SMP Tamalatea Makassar got good score. The researcher could find that there were nine students got 80 score. The students’ score in posttest were better than the score in pretest.

**Table 4.4**  
The Classification, Frequency, and Rate Percentage in Posttest

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Excellent (96-100)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>Very Good (86-95)</td>
<td>1</td>
<td>5.56</td>
</tr>
<tr>
<td>3.</td>
<td>Good (76-85)</td>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td>4.</td>
<td>Fairly Good (66-75)</td>
<td>6</td>
<td>33.33</td>
</tr>
<tr>
<td>5.</td>
<td>Fair (56-65)</td>
<td>2</td>
<td>11.11</td>
</tr>
<tr>
<td>6.</td>
<td>Poor (36-55)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7.</td>
<td>Very Poor (0-35)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The data of the table above shows 50% of the students classified into good score.

The chart 4.2 above shows that most of the students classified into good score.

2. **The Students’ Score of Pretest (X₁) and Posttest (X₂), Gain/Difference between the Matched Pairs (D) and the Square of the Gain (D²)**

Table 4.5

<table>
<thead>
<tr>
<th>No.</th>
<th>Sample</th>
<th>Pretest (X₁)</th>
<th>Posttest (X₂)</th>
<th>Gain (D)</th>
<th>Square of gain (D²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AAA</td>
<td>10</td>
<td>85</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>2.</td>
<td>DA</td>
<td>20</td>
<td>80</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>3.</td>
<td>DI</td>
<td>50</td>
<td>75</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>4.</td>
<td>H</td>
<td>20</td>
<td>85</td>
<td>65</td>
<td>4225</td>
</tr>
<tr>
<td>5.</td>
<td>I</td>
<td>20</td>
<td>75</td>
<td>55</td>
<td>3025</td>
</tr>
<tr>
<td>6.</td>
<td>IJ</td>
<td>30</td>
<td>75</td>
<td>45</td>
<td>2025</td>
</tr>
<tr>
<td>7.</td>
<td>KF</td>
<td>10</td>
<td>80</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>8.</td>
<td>MAD</td>
<td>45</td>
<td>70</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>9.</td>
<td>MFDP</td>
<td>25</td>
<td>80</td>
<td>55</td>
<td>3025</td>
</tr>
<tr>
<td>10.</td>
<td>MN</td>
<td>5</td>
<td>65</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>11.</td>
<td>NA</td>
<td>15</td>
<td>85</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>12.</td>
<td>NH</td>
<td>10</td>
<td>80</td>
<td>70</td>
<td>4900</td>
</tr>
</tbody>
</table>
From the table above, it shows $(X_1)$ was 435, $(X_2)$ was 1390, $(D)$ was 955, and $(D^2)$ was 56375.

3. **Mean Score of Pre-test and Post-test**
   
   a. Mean score of pre-test
   
   1) \[
   \bar{X} = \frac{\sum x}{N}
   \]
   
   \[
   = 24,17
   \]
   
   2) The maximum in pretest was 50
   
   3) The minimum in pretest was 5
   
   4) Standard deviation in pretest

   \[
   SD = \sqrt{\frac{\sum x^2 - (\sum x)^2}{N - 1}}
   \]
   
   \[
   = \sqrt{13575 - \frac{(435)^2}{18}}
   \]
   
   \[
   = \sqrt{13575 - \frac{189225}{18}}
   \]
   
   \[
   = \sqrt{13575 - 10512,5}
   \]
   
   \[
   = \sqrt{3062,5}
   \]
   
   \[
   = 180,14
   \]
   
   \[
   = 13,42
   \]

   b. Mean score of post-test

   1) \[
   \bar{X} = \frac{\sum x}{N}
   \]
2) The maximum in posttest was 95
3) The minimum in posttest was 60
4) Standard deviation in posttest

\[ SD = \sqrt{\frac{\sum x^2 - (\sum x)^2}{N - 1}} \]

\[ = \sqrt{\frac{108500 - (1390)^2}{18 - 1}} \]

\[ = \sqrt{\frac{108500 - 1932100}{18}} \]

\[ = \sqrt{\frac{108500 - 107338,89}{17}} \]

\[ = \sqrt{68,30} \]

\[ = 8,27 \]

**Table 4.6**

<table>
<thead>
<tr>
<th>Mean score of pretest</th>
<th>Mean score of posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>24,17</td>
<td>77,22</td>
</tr>
</tbody>
</table>

The table indicated the mean score of the students’ pretest with the total 24,17 which classified as very poor while the mean score of the students’ posttest with the total 77,22 which classified as good.

4. **T-Test Value**

\[ t = \frac{D}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N - 1)}}} \]

Where:

\[ D = \frac{\sum D}{N} \]

\[ = \frac{955}{18} \]

\[ = 53,06 \]

\[ t = \frac{53,06}{\sqrt{\frac{56375 - (955)^2}{18(18 - 1)}}} \]

\[ = \frac{53,06}{\sqrt{\frac{56375 - 912025}{18(17)}}} \]
After calculating, it was founded the t-test value was 12.31.

Table 4.7 T-test and T-table

<table>
<thead>
<tr>
<th>Variable</th>
<th>T-test</th>
<th>T-table</th>
</tr>
</thead>
<tbody>
<tr>
<td>X₂ - X₁</td>
<td>12.31</td>
<td>2.110</td>
</tr>
</tbody>
</table>

The Table 4.7 explained that t-test was higher than t-table value (12.31 > 2.110).

5. Hypothesis Testing

To know the degree of freedom (Df), the formula was used:

\[
Df = N - 1
\]

\[
= 18 - 1
\]

\[
= 17
\]

For level of significance (P) = 0.05 and degree of freedom (df) = 17, and the value of t-table = 2.110. Comparing with the test value, it can be concluded that t-test value (12.31) was higher than t-table (2.110). In other hand we said that 12.31 > 2.110. It concludes (H₀) is rejected and (H₁) is acceptable.

Table 4.8 Table of Significance

<table>
<thead>
<tr>
<th>Df</th>
<th>Level of Significant (P)</th>
<th>T-test value</th>
<th>T-table value</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>0.05</td>
<td>12.31</td>
<td>2.110</td>
</tr>
</tbody>
</table>

Discussion

To get the answer of the research question in previous chapter, the researcher has collected the result from two kinds of test namely pretest and posttest. The students was given a pretest before having the treatments which aimed to know the students’ vocabulary mastery, and a posttest was given to the students after having treatments which aimed to know the achievement of the students’ vocabulary mastery after they taught by using Last One Standing Game in improving the students’ vocabulary mastery.

The researcher found that the mean score of the students’ pretest with the total 24.17 which classified as very poor while the mean score of the students’ posttest with the total 77.22 which classified as good. So, the posttest’ mean score was higher than the pretest’ mean score.

From the analysis above, the researcher concludes that there was a significant difference between the result of the pretest and posttest of the students’ score after using Last One Standing Game in students’ vocabulary mastery at the third grade students of SMP.
Tamalatea Makassar. This was because the students learned by using the new way that could enlarge their new word and knowledge.

The researcher also found that the students enjoyed and were motivated to memorize new vocabulary and learn English in learning vocabulary through the Last One Standing Game. It has been seen in the lesson from their enthusiasm and interest. While from their score the process of teaching-learning and increasing their understanding and memorizing was seen.

Referring to the findings of the research, it is clear that the last one standing games can be used to make the students enjoy the class. The games can also increase the motivation of the students to learn English, as they mostly stress real communication. It has been seen in the lesson from their enthusiasm and interest. While from their score was seen the process of teaching-learning and increasing their understanding and memorizing. However, there are many factors to be considered by English teachers in choosing appropriate games, one of which is appropriateness.

Regarding to the explanation above, there was finding supported the statement of Bakhsh (2016) who stated that “the advantages of using last one standing game in the classroom: (a) Last one standing game is fun, (b) It can give more motivation while learning how to play the game, (c) It able to help the students in remembering some vocabularies which are difficult to memorize, (d) It can invite students to think fast, (e) It can influence the students to be more creative and active”.

There were also some researchers supported the statement who had conducted the research by using Last One Standing Game in teaching vocabulary. It’s supported by Esti (2014) in her thesis stated that “the use of last one standing game as technique in teaching English vocabulary for the fifth grade students is good to improve students’ vocabulary mastery”.

Dhiastri (2015) in her thesis stated that “using last one standing game is effective to teach English vocabulary for the students in elementary level”.

Rohmah (2017) in her skripsi stated that “using last man standing game is effective to enrich students’ vocabulary mastery for the students in junior high school”.

Based on the researchers supported, the researcher concluded that Last One Standing game could be used to improve vocabulary mastery of students especially using game in learning and teaching process. Last One Standing game was a kind of word to mention that the winner was a person who could stand up to the end of the game. That game could more joyful and interesting in the class. In fact, it can make students easy to improve their vocabulary.

So, from the discussion, it indicates that the use of Last One Standing Game could improved the students’ vocabulary mastery at the third grade students of SMP Tamalatea Makassar.

CONCLUSION AND SUGGESTION

Conclusion

The use of Last One Standing Game as treatment of the research was applied by teaching vocabulary. The mean score’ pretest (before given the treatment) was 24,17 score which could be categorized as very poor, while on the students’ mean score in posttest (after given the treatment) was 77,22 which could be categorized as good. Thus, the application of treatment by using Last One Standing Game in teaching and learning vocabulary could improve students’ achievement from 24,17 to 77,22 score. It says the treatment has increased to the achievement of students’ posttest score because it was higher than the pretest scores. It
is concluded that using Last One Standing Game can improve students’ vocabulary at the Third Grade Students of SMP Tamalatea Makassar.

**Suggestion**

1. For the students of English Education Department

   The students of English Education Department have to develop the use of Last One Standing Game as a technique in teaching vocabulary. In order Last One Standing Game can be more effective and efficient technique in vocabulary.

2. For other researchers

   It needs an outgoing research because this research was only aimed at finding the significance of Last One Standing Game on vocabulary. This study focuses on improving vocabulary mastery through last one standing game at the third grade students of SMP Tamalatea Makassar. The researcher hopes that the finding of the study will be useful for the other researcher in the future researcher. However, this technique needs more development and considering with the situation at the future

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