

ABSTRACT

Mareta, Mia (2020). *Using Last Man Standing Game to Develop Students' Vocabulary Mastery in the Tenth Grade of SMK N 2 Depok*. English Language Education Study Program, Sanata Dharma University.

Low vocabulary mastery became a problem of the tenth grade TEDK.A students. This problem happened because of the teaching technique that was used before did not engage and motivate the students in developing their vocabulary knowledge.

This study was conducted to answer two research questions. The first research question is (1) How is Last Man Standing Game implemented in the classroom for the tenth grade SMK N 2 Depok students?. The second research question is (2) To what extent does Last Man Standing Game develop vocabulary mastery of the tenth grade SMK N 2 Depok students?.

The researcher answered these two research questions by conducting Classroom Action Research in two cycles aimed for collecting the data. All the data were collected by the researcher through some instruments. They consisted of observation sheets, tests, questionnaire, and interview. The researcher reported the results of the data through the nature of qualitative research.

The implementation of Last Man Standing Game was described in the classroom activities procedures. Based on the numeric data, the implementation of Last Man Standing Game has developed students' vocabulary mastery. It was seen from the comparison between the students' achievement based on the minimum passing standard of English subject on Test 1 and Test 2. In the Test 1 the mean score was 97.2857. Meanwhile, for the Test 2 the mean score was 99.4286. It shown that the mean score increased about 2.1% form 97.2857 to 99.4286. From the students' perception and opinion, they felt the implementation of Last Man Standing Game in the classroom has developed their vocabulary mastery.

Keywords: Vocabulary, Game-Based Learning, Vocabulary Mastery, and Word Development.

ABSTRAK

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Penguasaan kosakata yang rendah menjadi masalah siswa kelas sepuluh TEDK.A. Masalah ini terjadi karena teknik pengajaran yang digunakan sebelumnya tidak melibatkan dan memotivasi siswa dalam mengembangkan pengetahuan kosakata mereka.

Penelitian ini dilakukan untuk menjawab dua pertanyaan penelitian. Pertanyaan penelitian pertama adalah (1) Bagaimana *Last Man Standing Game* diterapkan di kelas untuk siswa kelas X SMK N 2 Depok?. Pertanyaan penelitian kedua adalah (2) Sejauh mana *Last Man Standing Game* mengembangkan penguasaan kosakata siswa kelas X SMK N 2 Depok?

Peneliti menjawab dua pertanyaan penelitian tersebut dengan melakukan *Classroom Action Research* dalam dua siklus yang bertujuan untuk mengumpulkan data. Semua data dikumpulkan oleh peneliti melalui beberapa instrumen. Instrumen terdiri dari lembar pengamatan, tes, kuesioner, dan wawancara. Peneliti melaporkan hasil data melalui sifat *qualitative research*.

Penerapan *Last Man Standing Game* dijelaskan dalam prosedur kegiatan kelas. Berdasarkan data numerik, penerapan *Last Man Standing Game* telah mengembangkan penguasaan kosakata siswa. Hal tersebut dilihat dari perbandingan antara pencapaian siswa berdasarkan KKM pelajaran Bahasa Inggris pada Tes 1 dan Tes 2. Pada Tes 1 skor rata-rata adalah 97.2857. Sementara itu, untuk Tes 2 skor rata-rata adalah 99,4286. Ini menunjukkan bahwa skor rata-rata meningkat sekitar 2,1% dari 97.2857 menjadi 99.4286. Dari persepsi dan pendapat siswa, mereka merasakan implementasi *Last Man Standing Game* di kelas telah mengembangkan penguasaan kosakata mereka.

Kata kunci: *Vocabulary, Game-Based Learning, Vocabulary Mastery, and Word Development.*