

**THE USE OF *CIRCLE GAME* IN TEACHING VOCABULARY
TO THE TENTH GRADE STUDENTS AT SMA
MUHAMMADIYAH 1 PALEMBANG**

THESIS

By:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITAS
MUHAMMADIYAH PALEMBANG
2026**

**THE USE OF *CIRCLE GAME* IN TEACHING VOCABULARY
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MUHAMMADIYAH 1 PALEMBANG**

THESIS

Present to

**Universitas Muhammadiyah Palembang In Partial Fulfillment of
the Requirements For the Degree of Sarjana in English Language
Education**

BY

MAULIDIA BAHRI

372021012

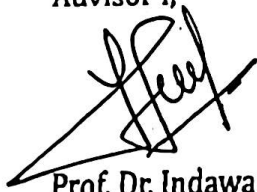
**ENGLISH EDUCATION STUDY PROGRAM FACULTY OF TEACHER
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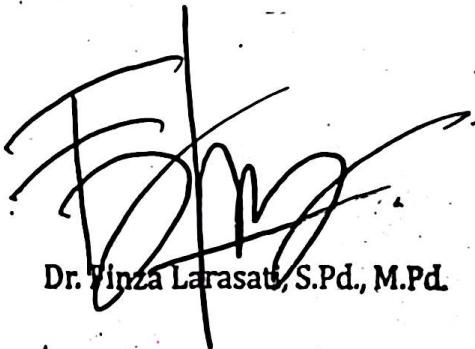


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Beserta seluruh isinya adalah benar merupakan hasil karya sendiri, dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila di kemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, 29 April 2026

Yang menyatakan,



The image shows a handwritten signature in black ink over a colorful, rectangular stamp. The stamp has a yellow background with red and blue borders. It contains the text 'METERAI TEMPEL' and a unique alphanumeric code 'DCBBSAJX007394390'. The signature is written in a stylized, cursive manner.

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MOTTO AND DEDICATION

Motto:

"Inna ma'al 'usri yusrā, inna ma'al 'usri yusrā.

**the verse is repeated twice so i may always believe: after every struggle,
relief will rise."**

**"When you feel like giving up, remember: you have once been touched by
kindness."**

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This thesis, entitled “The Use of Circle Games in Teaching Vocabulary to the Tenth Grade Students of SMA Muhammadiyah 1 Palembang”, is submitted as a partial fulfillment of the requirements for the S1 degree of the English Education Study Program at the Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang*.

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2. Prof. Dr. Indawan Syahri, M.Pd., as the Dean of the Faculty of Teacher Training and Education.
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The researcher acknowledges that this thesis is not yet perfect and still has several limitations that need improvement. Therefore, the researcher openly welcomes any constructive criticism, suggestions, and feedback. It is also hoped that this thesis can contribute to the readers and provide benefits to the process of teaching and learning English. May Allah SWT always guide and bless us.

Aamiin Ya Rabbal Alamin.

Palembang, 1 September 2026
The Researcher,

Maulidia Bahri

ABSTRACT

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Advisors: (1) Prof. Dr. Indawan Syahri, M.Pd. (2) Masagus Sulaiman, S.Pd., M.Pd.

Keywords: circle game, games, vocabulary

This study aimed to determine whether the use of Circle Games is effective in improving students' vocabulary mastery. This research applied a quantitative method with a quasi-experimental design. The population of the study was the tenth-grade students of SMA Muhammadiyah 1 Palembang. The sample consisted of 75 students, including 38 students in the experimental group and 37 students in the control group, selected through purposive sampling. The data were collected through pretest and posttest and analyzed using the normality test, homogeneity test, paired samples t-test, and independent samples t-test with SPSS version 26. The results showed that the mean score of the experimental group increased from 81.29 in the pretest to 92.47 in the posttest, while the control group improved from 76.73 to 84.32. The paired samples t-test indicated that both groups experienced significant improvement, with significance values of 0.000 for the experimental group and 0.002 for the control group ($p < 0.05$). Furthermore, the independent samples t-test revealed a significant difference between the two groups, indicating that the improvement in the experimental group was greater than that in the control group. In conclusion, the use of Circle Games is effective in improving the vocabulary mastery of the tenth-grade students of SMA Muhammadiyah 1 Palembang.

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CHAPTER I

INTRODUCTION

This chapter presents (A) background of the study, (B) Formulation of the study, (C) objective of the study, (D) significances of the study, (E) hypotheses of the study

A. Background of the Study

Learning English as a foreign language means learning both language skills and language aspects. As one of the language aspects, vocabulary is important to be mastered by the students, since it is considered as one of the most crucial components in language learning. It is in line with the theory of Alqahtani (2015) stating that vocabulary is a central of language learning and also paramount to language learners. Students who are lack of vocabulary tend to be unable to communicate effectively (Schmitt, 2017). In addition Nation (2017) adds that vocabulary influence to the mastery of four language skills such as listening, speaking, reading, and writing.

As the matter of facts, vocabulary is regarded as one of the biggest challenges in foreign language learning. Most of the students do not understand the meanings of the words given during the teaching and learning activities. So they are asked to look up the dictionary to find the definition of the words (Huyen and Nga, n.d. 2003).

Salam and Nurnisa (2021) identify that students in a pesantren context encounter a range of challenges in vocabulary acquisition, particularly in articulating distinctive English phonemes that differ from their native language sounds, mastering accurate spelling, committing polysyllabic words to memory, and comprehending unfamiliar lexical items. Similarly Rohmatillah (2022) reports that learners frequently experience difficulties in several interrelated aspects of vocabulary learning, including accurate pronunciation, correct spelling, the application of inflectional forms, selecting the most contextually appropriate meaning, employing words effectively in varied contexts, and

interpreting idiomatic expressions. These challenges are attributed to a number of underlying causes, such as the inconsistency between English orthography and pronunciation, the extensive volume of vocabulary that learners are expected to acquire, limited access to adequate learning resources, and the inherent complexity of mastering multifaceted word knowledge.

Based on the researcher's observations and an interview with the English teacher of SMA Muhammadiyah 1 Palembang, it revealed that students experience persistent challenges in developing their English writing skills, primarily due to a limited range of vocabulary. This linguistic constraint is compounded by a lack of motivation, as many students perceive English lessons to be monotonous and disengaging. Furthermore, the continued use of traditional, outdated instructional strategies by the teacher has diminished students' interest and hindered their active involvement in the learning process.

To overcome the problem stated, it is very important to use the effective strategy or game. In this case, one of the effective strategy that will be used by the researcher is circle games. The boring approach becomes a hassle in teaching vocabulary. But, this trouble can be resolved by way of applying an exciting method in teaching English, especially in teaching vocabulary. One of the exciting techniques is teaching vocabulary through game (Huyen and Nga, n.d.2003).

In line with the identified challenges, the researcher proposes a strategy to improve the vocabulary mastery of the tenth-grade students at SMA Muhammadiyah 1 Palembang, the chosen strategy is the use of Circle Games, an interactive classroom activity designed to encourage active student participation. This method creates opportunities for learners to repeatedly practice sentence structures and use new vocabulary in a meaningful context. Circle Games also add variety to classroom activities, making the teaching learning process more engaging than traditional approaches. By creating a fun, relaxed, and enjoyable learning environment, this strategy allows students to acquire and remember vocabulary more effectively through interactive and collaborative practice.

The Circle Game is an interactive classroom activity that seeks to foster a learning environment characterized by enjoyment, participation, and

engagement between teachers and students (Suthutvoravu, 2017). It functions not only as a recreational element within the learning process but also as a pedagogical strategy that encourages collaboration and mutual involvement among learners. Although this game is predominantly implemented with young learners, owing to its simplicity and suitability for their developmental stage, it is by no means limited to this demographic. Teenagers often find the activity equally engaging, as it aligns with their need for both social interaction and experiential learning. Furthermore, under the right circumstances, the Circle Game can also be successfully adapted to adult learning contexts. Specifically, it proves most effective in adult classes that embrace a relaxed and light-hearted atmosphere, where participants do not approach the learning process with excessive rigidity or formality. Hence, the Circle Game demonstrates its versatility as a teaching technique that can be applied across different age groups while maintaining its primary objective of making learning enjoyable, cooperative, and stimulating.

Based on the explanation mentioned, the researcher chose circle games because this game helps students to more easily understand in learning foreign language such as English. Therefore, the researcher proposed the research title **"The Use of Circle Games in Teaching Vocabulary to the Tenth Grade Students of SMA 1 Muhammadiyah Palembang"**.

B. Formulation of Problem

Based on the research background stated, the researcher formulated the research problem as follows: Is it effective to use *Circle Games* in teaching vocabulary to the Tenth Grade Students of SMA Muhammadiyah 1 Palembang?

C. Objective of the Study

Based on the formulation of the problem stated, the objective of the research is to find out whether or not it is effective to use *Circle Games* in teaching vocabulary to the Tenth Grade Students of SMA Muhammadiyah 1 Palembang.

D. Significance of the Study

The results of this research are expected to be useful both theoretically and practically:

1. For the researcher itself, the study can enhance her understanding of conducting educational research and provide valuable practical experience in implementing teaching methods.
2. For the teachers, the findings might offer alternative strategies for teaching vocabulary mastery in the classroom, enriching their instructional repertoire.
3. For the students, learning vocabulary through the circle game could encourage greater motivation and make vocabulary acquisition more engaging and enjoyable.
4. For the readers, the study might serve as a useful reference and inspire future research in similar areas.

E. Hypotheses of the Study

The hypothesis of this study were in form alternative hypotheses (H_a) and null hypotheses (H_o)

1. The alternative hypothesis (H_a): It is effective to use the *Circle Games* in Increasing the Students Vocabulary Mastery to the Tenth Grade Students SMA Muhammadiyah 1 Palembang.
2. The null hypothesis (H_o): It is not effective to use the *Circle Games* in Increasing the Students Vocabulary Mastery to the Tenth Grade Students SMA Muhammadiyah 1 Palembang.

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