

**THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY
AND READING COMPREHENSION IN RECOUNT TEXT AT EIGHTH
GRADE STUDENTS OF SMPN 11 MATARAM IN ACADEMIC YEAR
2015/2016.**



An Article

**Submitted as the Partial of Requirements of the S1 Degree
At the Faculty of Teacher Training and Education
Mataram University**

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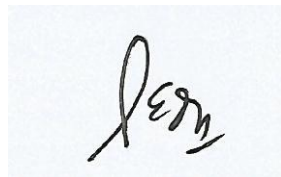
**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MATARAM UNIVERSITY**

2016

RATIFICATION

This article entitled “**The Correlation Between Students’ Vocabulary Mastery and Reading Comprehension in Recount Text at Eighth Students of SMPN 11 Mataram in Academic Year 2015/2016**” by **Januar Sapta Budiman (E1D011035)** accepted by the board of examiner on May 2016 as the requirements in achieve *Sarjana Pendidikan* (S. Pd) Degree in English Education Program Faculty of Teacher Training and Education Mataram University. Board of Examiners:

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A rectangular box containing a handwritten signature in black ink. The signature is stylized and appears to read 'Edy'.

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**The Correlation Between Students' Vocabulary Mastery and Reading
Comprehension in Recount Text at Eighth Grade Students of SMPN 11 Mataram
in Academic Year 2015/2016**

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Abstract

This research aimed to find out whether there is a significant correlation between students vocabulary mastery and reading comprehension in recount text or not, and to find out how far the contribution of students' vocabulary mastery toward reading comprehension in recount text. SMPN 11 Mataram was taken as a place in conducting the research. The population of this research is 182 Students. In choosing the sample, the purposive sampling technique was used and class VIII C was taken as the sample. There were 31 students in total with 20 male students and 11 female students. Pearson Product Moment formula was used as the method in this research. Instrument used in this research is vocabulary test and reading test which contains 25 questions each. After the data were collected, the students' final score in vocabulary mastery and reading comprehension was calculated to find the students' level. The correlation coefficient then calculated by using the Pearson Product Moment formula. The result shows that the value of r-test (0.86) is higher than the r-table (0.361) with 30 respondents on level of significant 0.05 ($r\text{-test} > r\text{-table} = 0.86 > 0.361$). The t-test was also conducted in order to assure the result of this research. As the result, the t-test score (8.9) is also higher than the t-table (1.697). Consequently, H_0 is rejected and H_a is Accepted. In conclusion, there is significant correlation between students' vocabulary mastery and reading comprehension in recount text and based on the analysis on students' vocabulary mastery and reading comprehension score, there is high contribution in students' vocabulary mastery toward reading comprehension in recount text.

Keyword: correlation, vocabulary mastery, reading comprehension, recount text.

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Abstrak

Penelitian ini bertujuan untuk mengetahui korelasi signifikan antara penguasaan kosakata dan pemahaman membaca murid dalam teks recount, dan untuk mengetahui seberapa jauh kontribusi dari penguasaan kosakata murid terhadap pemahaman membaca dalam teks recount. SMPN 11 Mataram merupakan sekolah yang dijadikan sebagai tempat penelitian ini. Populasinya adalah 182 siswa kelas delapan. Dalam penentuan sample, kelas VIII C dijadikan sample dalam penelitian ini dengan menggunakan purposive sampling. Terdapat 31 jumlah siswa diantaranya 20 siswa laki-laki dan 11 siswa perempuan. Dalam penelitian ini digunakan Pearson Product Moment formula dan instrument vocabulary test dan reading test yang berisi 25 pertanyaan. Setelah data diperoleh dan dikumpulkan, nilai akhir dari test penguasaan kosakata dan pemahaman membaca siswa dikalkulasikan untuk mengetahui tingkatan siswa. Kemudian koefisien korelasinya dikalkulasi dengan menggunakan Pearson Product Moment. Hasil dari kalkulasi menunjukkan bahwa nilai r-test (0.86) lebih tinggi daripada r-table (0.361) dengan jumlah responden 30 siswa pada tingkat signifikan 0.05 ($r\text{-test} > r\text{-table} = 0.86 > 0.361$). Untuk meyakinkan hasil dari penelitian ini, digunakan pula t-test. Hasilnya skor t-test (8.9) juga lebih tinggi daripada t-table (1.697). Sehingga null hipotesis (H_0) ditolak dan alternate hipotesis (H_a) diterima. Kesimpulan dari penelitian ini adalah terdapat korelasi signifikan antara penguasaan kosakata dan pemahaman membaca siswa dalam teks recount, dan berdasarkan hasil analisis pada skor akhir penguasaan kosakata dan pemahaman membaca, diperoleh kontribusi tinggi dalam penguasaan kosakata siswa terhadap pemahaman membaca siswa dalam teks recount.

Kata Kunci: korelasi, penguasaan kosakata, pemahaman membaca, teks recount.

Introduction

Nowadays, language is one of the most important things in communication and not only used as a means of communication among the nations all over the world but also as a means of creating and maintaining social relationship. In scope of education, language plays an important role in improving students' intelligence, social and psychological. By learning language, students are expected to be acquainted with themselves, their culture and others cultures. In the school context, by having good language skills help students to gain success in school.

In Indonesia, English is considered as a foreign language. Since English is acknowledge as necessary to enable Indonesian to get involve in global community, it has been introduced by the educational institutions, which are learnt from kindergarten as an introduction, High School up to University level. One of the aims of teaching English as a foreign language to Indonesian students is that they can read, get the idea and understand the book written in English. Moreover, learning English at school is expected to be able to solve daily problems in communication and to continue their study to higher level, to enter college or to get a job. As a compulsory subject in school, English is directed and intended to improve students' English language skills.

As one of the four basic skills, Indonesian government also consider reading skill is one of the most important skill among those four language skills, therefore it gets great emphasis in English teaching. Because of through reading, students can enrich their knowledge and experience about anything because most of information they need is served in written form. Ruddel (2006) assumes that reading is the act of constructing meaning while transacting with text. The reader makes meaning through combination of prior knowledge and previous experience in order to get information in the written text for students' further knowledge.

As Mastropieri and Scruggs (1997) state that reading comprehension is the process of constructing meaning from written texts, based on a complex coordination of a number of interrelated sources of information. Furthermore, in high school and college, reading ability becomes more important. Through reading the students are able to acquire new ideas, obtain a lot of needed information, and as a bridge for them to broaden their ideas and interest. They can get the messages that the author has expressed as well.

In accordance to reading, there are four kinds of texts or genres in the eight year of students in the Junior High School. They are narrative, descriptive, recount, and procedure text. Recount text provides much information and someones' experience that can enrich the students' knowledge. Some experts explain definition of recount text, a recount is a piece of text that retells past events, usually in the order in which they happened (Andersons, 1997) cited in Syifa (2009). Gerot and Wignell (1994: 194) state that the social function or purpose of recount text is to retell events for the purpose of informing or entertaining. While Andersons (1997) claimed that the purpose of a recount is to give the audience a description of what occurred and when it occurred. The common examples of recount text types are: newspaper reports, conversation, speeches, television interviews, eyewitness accounts, and letters.

In addition, regarding to the reading comprehension the students have to master vocabulary as much as possible. Vocabulary is one of important aspect in learning

foreign language. By having insufficient vocabulary will cause lack of comprehension in terms of speaking, reading, listening and writing. As a result, it is impossible to learn a language without knowing and understanding its vocabulary. For English language learner, the impact of insufficient vocabulary might interrupt and bounded students to communicate to others clearly.

Based on the observation at SMPN 11 Mataram, the researcher found a gap between students' vocabulary mastery and their reading comprehension in which teacher tends to teach about the grammar of a reading passage or translate the difficult words in the given text instead of getting students toward the comprehension and mastering vocabulary. The prior reason why students fail to comprehend the text is because the students only understand and know the meaning of some vocabulary in their reading text. Therefore, that problem trigger the researcher to do the research on it.

The purpose of the study is to find out whether there is a significant correlation between students' vocabulary mastery and reading comprehension in recount text or not and to find out how far the contribution of students' vocabulary mastery toward their reading comprehension.

Review of Related literature

Vocabulary is one of language aspect that has to be learned by the learner when they are learning about a language. In understanding listening, speaking, writing and reading despite of grammar, mastering vocabulary first is important. Burton (1982:98) in Delfiana (2013) states that without a large vocabulary, it is impossible to use English language precisely and vividly.

According to Thornburry (2002:13) without grammar very little can be conveyed, without vocabulary nothing can be conveyed. More substantial statements in support of vocabulary is given in the preface of Clark (1993) stated that words are the starting point. Without words, children can't talk about people, place, or things, about actions, relations, or states. Without words, children have no grammatical rules.

According to Marshall (2010) cited in Widiastuti (2011), there are four types of vocabulary :

- a. Speaking vocabulary
Speaking vocabulary is all of the words a person can use through speech.
- b. Writing vocabulary
Writing vocabulary is all of the words a person can use when they are writing.
- c. Listening vocabulary
Listening vocabulary is all the words a person can recognize through listening.
- d. Reading vocabulary
Reading vocabulary is all of the words a person can recognize in reading.

Other types of vocabulary stated by Nation (2001) in which it is divided into:

Receptive Vocabulary: knowing a word involves being able to recognize it when it is heard or when it is seen in which we are having an expectation of what is the occurrence of the words in grammatical pattern.

Productive vocabulary: knowing a word involves being able to pronounce, to write, to spell and to use in grammatical pattern along with the other words.

Learning English vocabulary is critically important to learners of English language, it is well known that without sufficient English vocabulary it will be difficult to comprehend or express ideas.

According to Thornburry (2002) stated that there are some reasons and factors of what make a word seem to be difficult, they are:

1. Pronunciation
2. Spelling
3. Length and complexity
4. Grammar
5. Meaning
6. Range, Connotation, and Idiomaticity

Michael and Jack (2006) cited in Hidayati (2011, p. 18) stated some instructions in teaching vocabulary, such as:

1. Provide clear, simple, brief explanation.
2. Help learners recognize definition
3. Give repeated attention to words
4. Help learners remember what explained
5. Prioritize what should be explained about particular words.
6. Avoid interference from related words.

Vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular meaning. McCharty (1990: Viii) states that the importance of vocabulary in language learning is as follows: “no matter how successfully sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way.

Spherd (1967) cited in Wiranata (2014), states that there are two kinds of vocabulary mastery. They are :

Active mastery is vocabulary mastery in speech production. The speakers are active to produce the words or sentences and are able to communicate the words with another people. It includes of speaking and writing.

Passive mastery is vocabulary mastery that only transfers the word or sentence. It includes the mastery of reading and listening.

Reading is an importance skill and it is more important in modern societies (Djiwandono, 1996). It is most important because in gaining and receiving many information and knowledge nowadays, people only need to more and more read any existing written text either in printed text such as book, newspaper and magazine or in digital media (internet) such as website, blog, e-book etc. Through reading people can enlarge their knowledge and especially in language learning, reading plays an important role.

Hafiz (1989) cited in Sogata (2013) states that any reading component of an English language course may include a set of learning goals for: (1) ability to read a wide range of text in English, (2) Building knowledge of language which will facilitate reading ability, (3) Building schematic knowledge, (4) The ability to adapt the reading style according to reading purpose (skimming, scanning), (5) Developing an awareness

of the structure of written texts in English, and (6) Taking a critical stance to the contents of the texts.

According to Davies (1995) in Sogata (2013) states that reading is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Reading interprets the text as connector. It involves knowledge of words (vocabulary) as well as thinking and logical.

Ward (2007) proposes some strategies to improve students' reading comprehension. These strategies included:

1. Making predictions while they are reading.
2. Making connections to what they already know (their previous knowledge).
3. Determining the meanings of unfamiliar words based on context clues.
4. Interpreting the text (following printed directions, understanding a sequence of events, understanding and interpreting the mood of the story and feeling the characters).
5. Generalizing how ideas revealed in the text may apply to future readings.

According to Herber as cited in Ruddel (2006) ,reading comprehension is classified into several categories, such as:

- a. Literal comprehension
- b. Interpretive comprehension
- c. Applied comprehension

The correlation between reading comprehension and vocabulary mastery has been discussed by many experts. Hirsch (2003) in Furqon (2013) found that knowing at least 90 percent of the words of a text enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean, which will help them learn new words. Yildirim, Yildiz and Ates (2011) found that there was a significant correlation between vocabulary and comprehending expository texts as well as vocabulary and comprehending narrative texts. The findings also show that vocabulary is a predictor of comprehending narrative and expository texts. Roehrig and Guo (2011) explain that vocabulary knowledge is one of the major factors that influence reading comprehension.

Research Method

This study used Pearson product moment correlation method. According to Pearson in Delfiana (2013), this correlation method was often used to correlate two variables based on its correlation coefficient value. This method was useful to describe and find out the significance of correlation between two variables. In this research, variable x was students' vocabulary mastery meanwhile variable y was students' level of comprehension in reading recount text.

The population of this study was the eighth grade students of SMPN 11 Mataram. They were 182 students. There were 75 male students and 107 female students, the students were grouped into six classes: VIII A, VIII B, VIII C, VIII D, VIII E and VIII F. , purposive sampling was used as the technique in determining the sample. Based on Arikunto (2013), it is better to take all population as the sample if the population is less than 100 people. The researcher took the whole students of VIII C

class as the sample of this study. They consist of 20 male students and 11 female students.

In collecting the data, the researcher used some techniques:

- a. Vocabulary Test
- b. Reading Test

The following steps were used by the writer in order to analyze the data:

1. Identifying the level of the students' vocabulary mastery from vocabulary test.
2. Identifying the level of the students' reading comprehension from reading test in recount text.
3. Identifying the correlation between vocabulary mastery and reading comprehension in recount text.
4. Identifying the t-test.

After the mean score of both vocabulary mastery and reading comprehension test were obtained. Then, the variables compared in order to know the correlation coefficient. The formula of Pearson product moment correlation is:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2] \cdot [N\sum y^2 - (\sum y)^2]}}$$

Coefficient Interval Correlation

r value	Interpretation
0,00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1000	Very strong

Sugiyono (2012)

The last step in this research was identifying the t-test. It was aimed to find out the significant level of the test result and to testing the hypotheses. . The hypotheses test was as follow:

- a. T-test ≤ t-table = not significant
- b. T-test ≥ t-table = significant

The formula to conduct the t-test is as follows :

$$t\text{-test} = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

Discussion

According to the analysis of the data, it can be concluded that there is significant correlation between vocabulary mastery and reading comprehension in recount text at eighth grade students of SMPN 11 Mataram. it has been said that the vocabulary knowledge and mastery is the prior issue that affects someone reading comprehension.

To be able to comprehend a text effectively and clearly, having and mastering vocabulary will help much in knowing the meaning of words in the text. Thus, the vocabulary is the basic before comprehending the sentences as a whole and properly. Based on the analysis and calculation of the data, it was found that both students' vocabulary mastery and reading comprehension was fairly good.

It can be seen on the calculation that the average score of students' vocabulary mastery is (54) and the average score of students' reading comprehension (58, 53). Range of the total score of vocabulary mastery (1620) is not higher than the total score of reading comprehension (1756). Although the average score and the total score of vocabulary mastery is not higher than the reading comprehension, but there are more students who got higher score than the mean score in vocabulary mastery test. In vocabulary mastery, only 15 students (50%) got higher score than the mean score. Meanwhile, in reading comprehension, there were 15 students (50%) who get score higher than the mean score. It means that students' vocabulary mastery and reading comprehension do not have much different, moreover, based on the data analysis in which the more students master the vocabulary, the more they got better comprehension in reading, it can be seen on the table of vocabulary score and table of reading comprehension score, hence it indicated that there is a high contribution of students' vocabulary mastery toward reading comprehension.

Furthermore, the calculation of the correlation between students' vocabulary mastery and reading comprehension in recount text through Pearson product moment formula shows that the r-value is 0.86. Consulted to the interpretation of correlation coefficient table by Sugiyono (2012), the r-value is categorized as very strong. Moreover, the r-table value on level of significance 0.05 with 30 respondents is 0.361. It means that r-test is higher than the r-table. Therefore, there is correlation between students' vocabulary mastery and reading comprehension in recount text.

To reassure whether the correlation between vocabulary mastery and level of comprehension in reading narrative text is significance or vice versa, the value of r-test is computed by using t-test. If the t-table is higher than t- test, it means that there is no correlation between vocabulary mastery and reading comprehension in recount text. But if the t-test is higher than t-table, it means that there is a significant correlation between vocabulary mastery and reading comprehension in recount text. After computing the test, that the t- test value of 8.9 is found. Consulting the t-test result to the t-table with 30 respondents in level of significance of 0.05, the value obtained is 1.697. Therefore, the t-test > t-table, which means that H_a is accepted and H_o is rejected, and there is significant correlation between students vocabulary mastery and reading comprehension in recount text.

Conclusions

After conducting the research, it can be concluded that there is significant correlation between students' vocabulary mastery and reading comprehension in recount text at eighth grade students of SMPN 11 Mataram in academic year 2015/2016. It is proved by the result of r-test Value (0.86) which is categorized as very strong. When this r-test is computed to r-table, the value of r-test (0.86) is higher than r-table (0.361). The t-test is also calculated to assure the coefficient correlation between

students' vocabulary mastery and reading comprehension in recount text and the result is that the t-test (8.9) is also higher than the t-table (1.697). Consequently, H_a is accepted and H_o is rejected.

Suggestion

From the conclusions above, some suggestions are given toward the students, the teacher and the next researcher regarding the vocabulary Mastery and reading comprehension. The suggestions are as follows:

1. Students should realize that their vocabulary mastery needs to be improved in order to get a better achievement in all skills of English especially in reading comprehension.
2. Students' motivation and interest in learning English is also needs to be improved since the learning will be optimized if they willingly learn the lessons.
3. The teacher needs to consider this research result in which both students' vocabulary mastery and reading comprehension is categorized as fairly good to improve students' mastery in vocabulary and comprehension in reading narrative text.
4. The teacher as the motivator and stimulator should give high motivation to the demotivated students in order to increase their motivation in learning English especially in their vocabulary mastery and reading comprehension.
5. To the next researcher, hopefully they can develop the next research toward students' vocabulary mastery and reading comprehension especially in recount text.
6. The researcher expects to the other researchers to take more extensive research and try to reveal factors which are not found in this research, for the purpose of getting further research.

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