

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the statistical result based on the used instruments in conducting the research. The presented data are presentation of data which consist of data presentation of documentation, and data presentation of the test, data analysis, then hypothesis testing, and Discussion.

#### A. Presentation of Data

This study has two problems of study as stated in chapter I namely whether there is effect on BEC students' vocabulary mastery who learn vocabulary using "How to say..." classroom routine task at Islamic Boarding School Pamekasan and how significant the effect of "How to say..." classroom routine tasks is on students' vocabulary mastery of BEC at Islamic Boarding School Pamekasan.

This part will show you the data which have been collected by researcher during the research process. It will present the data to know the comparison of both variables, namely independent and dependent variable. It means that to know how independent variable affect dependent variable must be shown in this presentation of data. Test and documentation are this research instrument in collecting the data. As the description of one group pre-test post-test design explained in chapter III, the test was given twice, it is called pre-test and post-test. The pre-test was given before treatment to know the students' initial vocabulary mastery, while post-test was given after treatment through "How to say..." classroom routine. The results of them are the answer of the problem of this study. The sample is all of the population, namely BEC students that consist of 20.

#### 1. Data Presentation of Documentation

As stated in chapter III, the data which were obtained as form of documentation are as follow:

- a. Students' name list; This is BEC students' attendance list which consist of 20 students; (*see appendix 7*)
- b. Lesson plan (*see appendix 16*)

- c. Question sheets of pre-test and post-test (*see appendix 9 and 10*)
- d. Answer key of the tests; (*see appendix 8*)
- e. Scores of pre-test and post-test; (*see appendix 11*)
- f. Photos when carrying out the tests; (*see appendix 18*)
- g. Teaching and learning activities when conducting the treatment’  
“How to say...” classroom routine tasks (*see appendix 18*)

## 2. Data Presentation of the Test

### a. Validity and Reliability of the Instrument

Before conducting the test, the researcher tested students to measure the validity and reliability of the instrument. It was given to 20 students of BEB (Beginner English Branch) in measuring the validity of the instrument. It was held on Thursday, September 23, 2021. The test is 25 of multiple choice questions.

To measure the validity of the instrument, the researcher used point biserial correlation formula and Ms. Excel. The researcher chose to calculate the data result by Ms. Excel to make the time more efficient. If  $r_{\text{count}} > r_{\text{table}}$ , the question is valid with significance degree of 5%.

From Ms. Excel (*see appendix 12*), the calculation of each items as shown below;

**Table 4.1 The Validity of Multiple Choice Question Items**

Question Item	r-count	r-table	Result
1	0.7368	0.444	Valid
2	0.4512	0.444	Valid
3	0.1826	0.444	Invalid
4	0.1957	0.444	Invalid
5	0.5789	0.444	Valid
6	0.5228	0.444	Valid
7	0.487	0.444	Valid
8	0.3617	0.444	Invalid
9	0.4978	0.444	Valid

10	0.6154	0.444	Valid
11	0.5448	0.444	Valid
12	0.4978	0.444	Valid
13	0.4912	0.444	Valid
14	0.4602	0.444	Valid
15	0.4912	0.444	Valid
16	0.2632	0.444	Invalid
17	0.4743	0.444	Valid
18	0.5766	0.444	Valid
19	0.2292	0.444	Invalid
20	0.5587	0.444	Valid
21	0.5336	0.444	Valid
22	0.2627	0.444	Invalid
23	0.4602	0.444	Valid
24	0.5049	0.444	Valid
25	0.5484	0.444	Valid

Based on the calculation of validity in the significance degree of 5% with 20 students of BEB by  $r_{table} = 0,444$ , the validity of each items showed that there are 19 items are valid and 6 items are invalid. The invalid items didn't mean that the items were really invalid, because if we compare to the interpetation of validity, those all items are valid, it had just the difference of the criteria of validity namely very low, low, moderate, high, and very high. In the table below shows the criteria of validity.

**Table 4.2. The number of validity items**

<b>Correlation Coefficient</b>	<b>Criteria Validity</b>	<b>Total Items</b>
$0,80 < r \leq 1,00$	Very High	0
$0,60 < r \leq 0,80$	High	2
$0,40 < r \leq 0,60$	Moderate (sufficient)	13

$0,20 < r \leq 0,40$	Low	3
$0,00 < r \leq 0,20$	Very low	2

While to know the reliability of the instrument, the researcher used KR-20 by Ms.Excel and finished by statistical formula of KR-20 itself as shown below; (*see appendix 12*)

$$r_i = \left(\frac{k}{k-1}\right)\left(\frac{s_t^2 - \sum p_i q_i}{s_t^2}\right)$$

$$r_i = \left(\frac{25}{25-1}\right)\left(\frac{34.2-6.11}{34.2}\right)$$

$$r_i = \left(\frac{25}{24}\right)\left(\frac{28.09}{34.2}\right)$$

$$r_i = (1.0417)(0.8213)$$

$$r_i = \mathbf{0.8555}$$

based on the result above, it is known that  $r_i = 0.8555$ . In the decision-making of Kuder-Richardson by Fraenkel, Wallen, and Hyun, an instrument is said to be reliable if the reliability coefficient is more than 0,70 ( $r_i > 0,70$  ( $r_{table}$ )).<sup>1</sup> So  $0.8555 > 0,70$ . So the instrument is reliable.

In conclusion, seen from the validity and reliability above, it showed that the instrument is valid and reliable, so it can be continued by next step in conducting the research to collect the needed data.

#### **b. The Presentation of Pre-test**

Test is used to measure students' ability, both before giving treatment and after treatment. Here, the researcher used test to measure students' vocabulary mastery whether it has effect or not after the implementation of "how to say..." classroom routine tasks.. The test is multiple choice questions with four options. Some test items are adapted from English test websites, while the others are suited to BEC syllabus (*see appendix 15*), teachers' recommendation and students' daily vocabulary problem.

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<sup>1</sup> Yusup, "Uji Validitas dan Reliabilitas Instrumen Penelitian Kuantitatif," 21.

In scoring the test, because the question form is dichotomy namely 1 scores for each correct answer and 0 score for wrong answer. the researcher use conventional scoring test namely by adding all of the students response than giving 4 value weight for each right response. The test consists of 25 question. So if the students answer all items correctly, students' score will be 100. After submitting the test, the researcher score it based on the researcher's criteria on scoring the test. The students' pre-test score are as below:

**Table 4.3. The Students' Pre-test Score**

<b>NO</b>	<b>STUDENTS</b>	<b>SCORE</b>
1	Ana Sintia	56
2	Faridatus Sholihah	72
3	Fina Rohmatika	68
4	Ibriziah	56
5	Ikfina Aulina	36
6	Khoirun Nisa	68
7	Laily Fatimatur Rahmah	40
8	Nawal Ta'lab	64
9	Ni'mah Syafinatul Ilmiyah	36
10	Riska Nurfahlah	60
11	Sayyidah Rohilah	48
12	Suhairiyah	60
13	Suhartatik	64
14	Ulul Azmi	28
15	Uswatun Hasanah	60
16	Villatus Sholihah	60
17	Wiwik Winarti	72
18	Yani	64
19	Zahrotul Jamilah	68
20	Zulfa Nuriya	56
<b>TOTAL</b>		$\Sigma x = 1136$

Based on the table above, it is known that there are twenty students who became this research subject. It can be seen from the first column of the table which shows the number of the students. The second column is students' name, while the third column is the pre-test score. It is found that the total pre-test score of students' vocabulary mastery before giving treatment is 1136.

**c. Presentation of Post-test**

After conducting the treatment, "How to say..." classroom routine tasks for 15 days, the researcher re-test the students' vocabulary mastery. It is called post-test. The students' post-test scores are as below:

**Table 4.4 The Students' post-test score**

<b>NO</b>	<b>STUDENTS</b>	<b>SCORE</b>
1	Ana Sintia	84
2	Faridatus Sholihah	100
3	Fina Rohmatika	84
4	Ibriziah	76
5	Ikfina Aulina	88
6	Khoirun Nisa	80
7	Laily Fatimatur Rahmah	100
8	Nawal Ta'lab	92
9	Ni'mah Syafinatul Ilmiyah	84
10	Riska Nurfahlah	88
11	Sayyidah Rohilah	76
12	Suhairiyah	80
13	Suhartatik	72
14	Ulul Azmi	88
15	Uswatun Hasanah	76
16	Villatus Sholihah	100
17	Wiwik Winarti	84
18	Yani	76
19	Zahrotul Jamilah	84

20	Zulfa Nuriya	92
TOTAL		$\Sigma x = 1704$

Based on the table above, it is known that there was effect of improvement of all of the students after giving treatment. It can be seen from the comparison of score column and the total score of pre-test and post-test. But actually, this way cannot be the final decision to know whether independent variable has effect on dependent variable or not. As stated that the first column of the table shows the number of the students. The second column is students' name, while the third column is the post-test score. It is found that the total post-test score of students' vocabulary mastery after giving treatment is 1704.

#### d. Data Analysis

After measuring the reliability and the validity of the instrument, it can be continued by taking the test and giving treatment, then it is ended up by the test again to measure whether "how to say..." classroom routine have effect on BEC students' vocabulary mastery.

After getting the pre-test and post-test score, we must know whether the data of the pre-test and post-test scores are normally distributed or not. It is done to determine what kind of statistic test which will be used to analyze the data, parametric or non-parametric. If the data are normally distributed, it uses parametric statistic test. If no, it uses non-parametric statistic test. In this study, It uses SPSS. The output as shown as below;

**Table 4.5. Test of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.225	20	.009	.883	20	<b>.020</b>
POSTTEST	.157	20	.200*	.925	20	<b>.126</b>

Based on the output, there are two parts (test result) namely by Kolmogrov-Smirnov and Shapiro-Wilk. Both of them have different use to analyze. It depends on the number of respondents. Kolmogrov-Smirnov is used for  $\geq 30$  respondents, while Shapiro-Wilk is used for  $< 30$  respondents. Because the respondents of this study is 20 which is less than 30, it is used Shapiro-Wilk. See right part (Shapiro-Wilk) above. To determine, it used sig-value. It is known sig. value for pre-test is 0.20 and for post-test is 0.126. Because those values are more than 0.05, it is concluded that pre-test and post-test are normally distributed.

**Table 4.6. Test of Homogeneity**

**Test of Homogeneity of Variances**

Test			
Levene Statistic	df1	df2	Sig.
2.402	1	38	.129

In the table above shows the output of test of homogeneity by Levene test using SPSS and its results of the value is 0.129. Based on the decisions making of that test, it is homogeneous if the sig. value is more than 0.005 likewise on the contrary. Because the sig. value 0.129 which is more than 0.005, it is concluded that the data is homogeneous.

**Table 4.7. Linearity Test of Deviation**

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
X *	(Combined)	512.533	8	64.067	.844	.585
	Between Groups	21.734	1	21.734	.286	.603
	Linearity	490.799	7	70.114	.924	.524
Y	Deviation from Linearity					
	Within Groups	834.667	11	75.879		
	Total	1347.200	19			



The output shows the value of linearity test of deviation from linearity. It results the value namely 0.524. While for the decision making, it is the same as normality and homogeneous assumption namely it can be said that the data is linear if the value of the linearity test is more than 0.05 and it is concluded that the data is linear because  $0.524 > 0.05$ . Thus, the requirement or normality, homogeneous, and linearity assumption in the use of paired sample t-test has been fulfilled

In this study the test score is analyzed by two ways, namely using conventional ways (statistical forms) and using SPSS. Both of them have their own interpretation in determining the conclusion.

- 1) The calculation of paired sample t-test by using statistical forms (conventional way)
  - a) Make helping table as follow;

**Table 4.8. The calculation of paired sample t-test**

No	Name	Pre-test	Post-test	D	D <sup>2</sup>
1	Ana Sintia	56	84	48	2304
2	Faridatus Sholihah	72	100	28	784
3	Fina Rohmatika	68	84	16	256
4	Ibriziah	56	76	20	400
5	Ikfina Aulina	36	88	52	2704
6	Khoirun Nisa	68	80	12	144
7	Laily Fatimatur Rahmah	40	100	60	3600
8	Nawal Ta'lab	64	92	28	784
9	Ni'mah Syafinatul Ilmiyah	36	84	48	2304
10	Riska Nurfahlah	60	88	28	784
11	Sayyidah Rohilah	48	76	28	784
12	Suhairiyah	60	80	20	400

13	Suhartatik	64	72	8	64
14	Ulul Azmi	28	88	60	3600
15	Uswatun Hasanah	60	76	16	256
16	Villatus Sholihah	60	100	40	1600
17	Wiwik Winarti	72	84	12	144
18	Yani	64	76	12	144
19	Zahrotul Jamilah	68	84	16	256
20	Zulfa Nuriya	56	92	36	1296
Total		1136	1704	588	22608

Based on the table above, it can be done the calculation as follow;

b) Looking for mean of deviation

$$\begin{aligned}
 MD &= \frac{\sum D}{N} \\
 &= \frac{588}{20} \\
 &= \mathbf{29.4}
 \end{aligned}$$

c) Determining standard deviation

$$\begin{aligned}
 SD_D &= \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \\
 SD_D &= \sqrt{\frac{22608}{20} - \left(\frac{588}{20}\right)^2} \\
 SD_D &= \sqrt{1130.4 - 864.36} \\
 SD_D &= \sqrt{266.04} \\
 SD_D &= \mathbf{16.3107}
 \end{aligned}$$

d) Determining standard error of mean

$$\begin{aligned}
 SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} \\
 SE_{MD} &= \frac{16.3107}{\sqrt{20-1}} \\
 SE_{MD} &= \frac{16.3107}{\sqrt{19}}
 \end{aligned}$$

$$SE_{MD} = \frac{16.3107}{4.36}$$

$$SE_{MD} = \mathbf{3.741}$$

e) Determining t-test

$$t_0 = \frac{MD}{SE_{MD}}$$

$$t_0 = \frac{29.4}{3.741}$$

$$t_0 = \mathbf{7.859}$$

Based on the calculation of paired sample t-test by using statistical analysis, it results  $t_0 = \mathbf{7.859}$ , to determine whether the alternative hypothesis is accepted or rejected, it must test the hypothesis by hypothesis testing process. This description is to answer for the second problem of this study namely How significant the effect of “How to say...” Classroom Routine Tasks is on Students’ Vocabulary Mastery of Beginning English Class (BEC) at Islamic Boarding School Pamekasan.

2) The calculation of paired sample t-test by using SPSS

**Table 4.9. Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	56.8000	20	12.75518	2.85215
	POSTTEST	85.2000	20	8.42053	1.88289

In this output, it shows a summary of the result descriptive statistics from the pre-test and post-test scores. For the pre-test value, the mean or the average learning outcome is 56.8. Meanwhile, fo the post-test value is 85.2. The number of respondents as sample are 20. For the value of Std. Deviation in pre-test is 12.75518 and post-test is 8.42053. Last is the value of Std. Error Mean. Std. Error Mean for pre-test is 2.85215 and post-test is 1.88289.

Because the mean in the pre-test is less than post-test value ( $56.8 < 85.2$ ), it means that descriptively there is difference in the mean or average learning outcomes of pre-test and post-test result. Furthermore, to prove whether the difference is significant or not, it needs to interpret the result of the paired sample t-test.

**Table 4.10 Paired Samples Test**  
**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-28.40000	16.15191	3.61168	-35.95933	-20.84067	7.863	19	.000

This output is the most crucial output because in this output, it will be found the answer of the question of the problem of this study, namely whether there is effect on BEC students' vocabulary mastery who learn vocabulary using "How to say..." Classroom Routine Tasks at Islamic Boarding School Pamekasan.

Based on the "Paired Sample Test" output table above, it is known that the value of paired differences which is -28.4. This value shows the difference between the average of pretest learning outcomes and the posttest learning outcomes average or (*see table 4.7*)  $56.8 - 85.2 = -28.4$ , while Std deviation is the sum of Std deviation between pre-test and post-test. So does Std. Error mean. And the difference between the differences is between -35.95933 to -20.84067 (95% Confidence interval of the difference lower and upper). While  $t_0$  value is 7.863. 19 is the df atau degree of freedom. It is resulted from the number of respondents minus 1 (N-1) then it becomes the measurement or

the criterion for t-table. The last is the value of Sig. (2-tailed), namely 0.000

## B. Hypothesis Testing

There are two hypothesis proposed in this study:

H<sub>0</sub>: There is no significant difference of pretest and posttest which mean there is no effect of “How to say...” classroom routine tasks on students’ vocabulary mastery of BEC at Islamic Boarding School Pamekasan

H<sub>a</sub>: There is significant difference of pretest and posttest which means there is effect of “How to say...” classroom routine tasks on students’ vocabulary mastery of BEC at Islamic Boarding School Pamekasan

In chapter III, it has been explained the guideliness of decision-making of paired sample t-test. Because this study shows two ways in analyzing the data of pre-test and post-test, namely by conventional way (statistical forms) and by SPSS, it has also two decision-making guidelinesses. The guidelinesses are as below:

1. The interpretation of the result of statistical analysis by using the statistical forms are as follow;
  - a. if  $t_0$  ( $t_{count}$ ) is same or higher than  $t_t$  ( $t_{table}$ ), it means the calculation difference is significant which can be concluded that Alternative hypothesis (H<sub>a</sub>) is accepted and null hypothesis (H<sub>0</sub>) is rejected.
  - b. If  $t_0$  is lower than  $t_t$ , it means the calculation difference is not significant which is Alternative Hypothesis (H<sub>a</sub>) is rejected and null hypothesis (H<sub>0</sub>) is accepted.<sup>2</sup>

Based on the calculation on the forms above by statistical forms, it is known that  $t_t$  ( $t_{count}$ ) is 7.859. To know whether H<sub>a</sub> is accepted or rejected, it must be compared to  $t_t$  ( $t_{table}$ ). The value of  $t_t$  is from degree of freedom (df) value which is got from N-1. N is the number of respondents. Then df is 20-1 = 19. So the measurement of  $t_t$  of 19 in the significancce level of 5% is 2.093. (see appendix 14).

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<sup>2</sup> Ananda and Fadhli, *Statistika Pendidikan; Teori dan Praktik dalam Pendidikan*, 285.

After it, compare the value of  $t_t$  and  $t_0$  to know whether  $H_a$  is accepted or rejected. The value is  $7,859 > 2.093$ , then  $H_a$  is accepted and  $H_0$  is rejected

2. The interpretation of the result of paired sample t-test by using SPSS based on the value of significant (Sig.) are as follow;

- a. If the result of Sig. (2-tailed) / significance value  $< 0.05$ , it means  $H_0$  is rejected and  $H_a$  is accepted
- b. On the contrary, If the result of Sig. (2-tailed) / significance value  $> 0.05$ , it means  $H_0$  is accepted and  $H_a$  is rejected.<sup>3</sup>

Based on the output in table 4.9 “Paired Samples Test” above, it is known that the result or value of Sig. (2-tailed) is  $0.000 < 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that there is effect of “How to say...” classroom routine tasks on students’ vocabulary mastery of BEC at Islamic Boarding School Pamekasan

In addition to comparing the significance value (Sig.) by SPSS with a probability of 0.05, there is other ways to test hypothesis in this paired sample t-test, namely by comparing the value of t-count with t-table. It has the same way with the guideliness of decision-making of statistical forms above. There is a little difference score of t-count by conventional and SPSS, namely 7.859 vs 7.863. The difference of scores by conventional and SPSS is 0.004.

Thus, because the value of t-count is  $7.863 > t\text{-table } 2.093$ , then as the basic for the decision above, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. So the conclusion is there is significant effect of “How to say...” classroom routine tasks on students’ vocabulary mastery of BEC at Islamic Boarding School Pamekasan.

Finally, from the two ways that is explained, it has the same output of conclusion, namely  $H_a$  (Alternative hypothesis) is accepted and  $H_0$  (Null hypothesis) is rejected which means there is significant effect of “How to say...” classroom routine tasks on students’ vocabulary mastery of BEC at Islamic Boarding School Pamekasan.

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<sup>3</sup> Raharjo, “Cara Uji Paired Sample T-Test dan Interpretasi dengan SPSS.”

### C. Discussion

1. The Effect of “How to Say...” Classroom Routine Task on Students’ Vocabulary Mastery
  - a. In finding out whether BEC students who learn vocabulary using “how to say...” classroom routine tasks have effect on their vocabulary mastery, the researcher compared the the total score of pre-test and post-test then compared the mean of pre-test and post-test. The mean of pre-test is 56.8 while the post-test is 86.2. So it can be concluded that the post-test mean is more than the pre-test mean which mean that BEC students who learn vocabulary using “how to say...” classroom routine task have effect of improvement of their vocabulary mastery.
  - b. In measuring the effect of “how to say...” classroom routine tasks on students’ vocabulary mastery, researcher analyzed the data by using paired sample t-test. In this study, it shows two ways namely by statistical form and SPSS. Different way is different interpretation. By using statistical form, it is determined by comparing the value of t-count and t-table while the interpretation by SPSS, it took from the value of the significance (Sig. (2-tailed)) which is compared with 0.05. The value of those ways to know whether  $H_a$  or  $H_0$  was accepted. Based on findings, it showed that t-count 7.859 is greater than t-table 2.093 with the significance level 5% ( $7.859 > 2.093$ ) with the degree of freedom (df) as 19. It means that the calculation difference is significance or there is significant effect of “how to say...” classroom routine task on the students’ vocabulary mastery or in other words alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected.

Based on that findings, It can be indicated that the treatment was successful in affecting the students’ vocabulary mastery. It means that there is significance effect of “how to say...” classroom routine tasks on students’ vocabulary mastery of BEC at Islamic Boarding School Pamekasan. The meaning of “how to say...” itself here is the same with

how do I say. It is one of the most important phrase to learn. It is a technique for people to find out anything they need to know about language. So do the the language element like vocabulary. Because existing many tecniques in learning vocabulary, this study focuses on manifesting drilling asthe reference of “how to say...” classroom routine tasks. The kind of drilling used is repetition drill. It is the simplest drill implemented in teaching learning process. It is used for new vocabulary presentation and pronunciation. Absolutely, it can be combined with game practically. According to Sagala, drill method is an activity in the form of repeat to response will be reliable and not easy to be forgotten. It is suitable with the solution of the problems in the reason of having limited vocabulary as forgetfulness. He also gave statement that one of the reason to forget because there is no repetition.

The drill become routine which is in the way how the routine is implemented, it consists of repetition and the involvement between ear and mouth that based on Sribagus and Arifuddin stated in his journal that naturally and theoritically, listening and verbalizing new words help in acquiring language. The involvement between ear and mouth improve memory and repetition improve retention. Its routine is also supported by the time when it is implemented namely being carried out in the beginning of learning as warming up. According to Rosalba, warming up can make teaching learning process more stimulating, interesting, enjoyable and increasing the involvement for students. It can make students more focus and getting their attention. It also helps students in mastering vocabulary easier by breaking monotony in the learning process. That’s factly the solution of a reason of students’ limited vocabulary. Based on the result of other relevant study entitled “The effect of vocabulary oriented warm up task on students vocabulary acquisition and task value belief also become a support theories about the surplus of warming up strategies in improving the students’ will to get more vocabularies without complimenting them. So that’s why it is no wonder when it has significant effect on the students’ vocabulary



after implementing the routine tasks. It is supported by the findings in proving that there is significance effect of “how to say...” classroom routine tasks on students’ vocabulary mastery of Beginner English Class (BEC) at Islamic Boarding School Pamekasan.

## 2. The Implementation of “How to say...” Classroom Routine Tasks to Effect Students’ Vocabulary Mastery

“How to say...” classroom routine had effect of improvement on students’ vocabulary mastery. As a fact, based on findings, all of students have better score in post-test. Most of them have excellent improvement of their scores. The researcher used this routine tasks combined with game to make teaching learning process more interesting, enjoyable, and keep students spirit.

This study needed 18 days to get the data in the research field. One day for the test to check validity and reliability, two days for taking pre-test and post-test and it took 15 days on giving the treatment of this research. During 15 days in giving treatment, it just needed a teacher to implement the routine. It is done to decrease external variables which could effect on the original independent variable on dependent variable. It became control variable on this study.

While the way how it was implemented was the same from 1<sup>st</sup> - 15<sup>th</sup> meeting. The difference here was the kinds of game combined with the routine and also the vocabulary which they learned. It was suited with the classroom situation and condition. So it didn’t make them getting bored in learning new vocabulary. As conclusion, “how to say...” classroom routine tasks had effect on students’ vocabulary mastery of BEC at Islamic Boarding School Pamekasan