

**THE USE OF GAMES TO IMPROVE STUDENTS'
VOCABULARY MASTERY**
(A Classroom Action Research at the Third Grade of SD Negeri Margorejo 1
No. 112 Surakarta in Academic Year 2010/2011)



Submitted to the Teacher Training and Education Faculty of Sebelas Maret
University to Fullfill One of the Requirement for Getting the Undergraduate
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ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
SEBELAS MARET UNIVERSITY
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ABSTRACT

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This thesis is written to identify the improvement of students' vocabulary mastery by using games. The objectives of the research are to know whether and to what extent the use of games can improve the students' vocabulary mastery and to describe the way games can improve students' vocabulary mastery at the third grade of SDN Margorejo I No 112 Surakarta.

This research is a classroom action research. It was conducted at SDN Margorejo I No 112 Surakarta. The research was conducted in two cycles from October 23th to December 4th 2010 at the third grade of SDN Margorejo I No 112 Surakarta in the academic year 2010/2011. The research data were collected by using some techniques. They were qualitative and quantitative data collection techniques. Interview, observation and questionnaire were the techniques for getting qualitative data. They were in the form of recording, observation report, photographs, and questionnaire form. The quantitative data included the written and oral tests taken before and after the cycles were implemented. Then the writer compared the mean scores of each cycle from cycle 1 and cycle 2.

The result of the research shows that the use of games can improve the students' vocabulary mastery. There was an improvement on the mean score of the test. In pre-test the score was 56.6. In the first cycle it was 72.3 and improved to 74.5 in the second cycle. This technique could make the students pay attention and involve in the teaching and learning properly. The activity of games also improved students' interest and participation in learning vocabulary. Games can create a motivating situation so that the students do not feel bored in the learning activity. Therefore, game is very potential to be applied in teaching vocabulary.

APPROVAL

This thesis has been approved by the consultants to be examined by the board of thesis examiners of the English Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta.

On : July 15th 2011

By :

First Consultant



Drs. Martono, M.A

NIP. 19600301 198803 1 004

Second Consultant



Hefy Sulistyowati, SS

NIP. 19781208 200112 2 002

APPROVAL OF THE EXAMINERS

This thesis has been examined by the Board of Thesis Examiners of Teacher Training and Education Faculty of Sebelas Maret University and has been accepted as a partial fulfilment of the requirement for getting an Undergraduate Degree of Education in English.

Day :

Date :

Board of Examiners:

1. Chairperson :
Endang Setyaningsih, S.Pd, M.Hum
NIP. 19800513 200312 2 002
2. Secretary :
Drs. A. Handoko Pudjibroto
NIP. 19581026 198803 1 001
3. First examiner :
Drs. Martono, M.A.
NIP. 19600301 198803 1 004
4. Second examiner :
Hefy Sulistyawati, SS.
NIP. 19781208 200112 2 002



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(.....)


(.....)

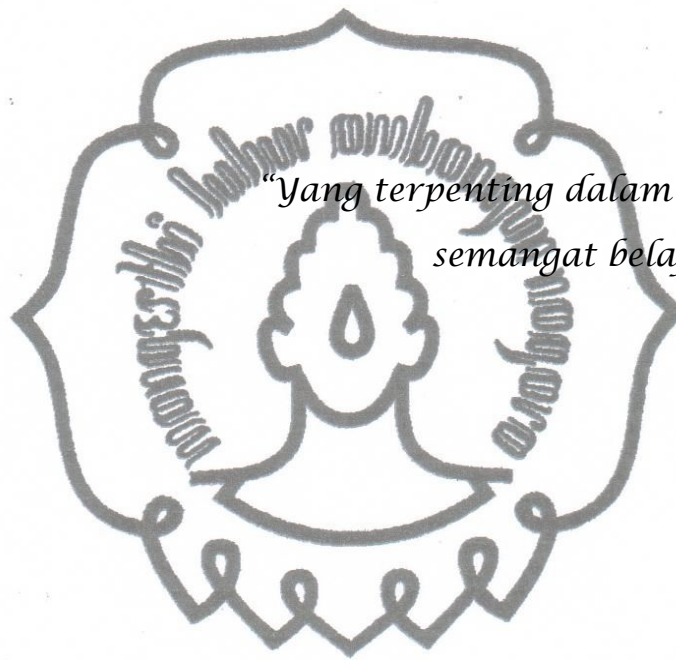

(.....)

Teacher Training and Education Faculty
Sebelas Maret University
Dean


Prof. Dr. M. Furqon Hidayatulloh, M.Pd
NIP. 196007271987021001

Motto

The things become difficult before they become easy



(Mario Teguh)

Dedication



This final project is dedicated to:

- My beloved mom and dad
- My sister and brother
- My family
- My friends
- My lovely “Mas”

ACKNOWLEDGEMENT

First of all, I would like to say *Alhamdulillah* *rabbil 'alamin* to express my highest gratitude to Allah SWT. With only Allah's blessing and guidance, I can finish this final project. However, I also realized that this report cannot be finished without the help of individuals and institutions. Therefore, I would like to say my deepest thank to:

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14. Her beloved friends in Program Kualifikasi Guru (KG) 2008 for the beautiful relationship.

The writer realizes that this thesis still has many mistakes and inaccuracies. Therefore, she accepts gratefully every suggestion, criticism and comment from those who concern to this thesis. Hopefully, this thesis will be able to give contribution and be useful for the readers especially for those who are interested in the similar study.

Surakarta, July 2011

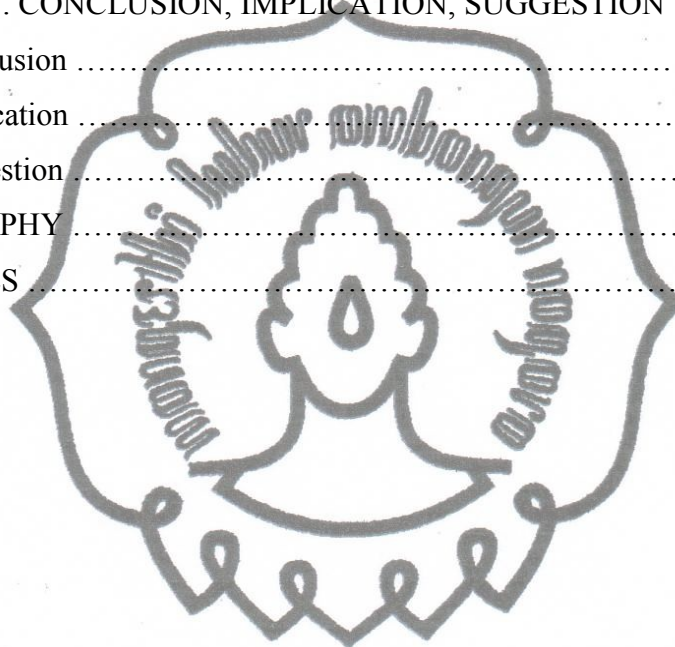
Yushinta Budianita



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CHAPTER I

INTRODUCTION

A. Background

English is considered as an important international language. It has become an essential means of communication. Therefore learning English is undoubtedly important for individuals in this globalization era. Many people want to learn English not for the sake of pleasure or prestige of knowing the language, but it is because English is the key to get access to the scientific, technological, and commercial world. It is important to learn English, including the English language elements, such as pronunciation, grammar, and vocabulary, which serve as the foundation of a language.

In order to support the mastery of English skills, it is necessary to learn vocabulary. It becomes a central part in English learning. Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use (Hatch and Brown, 1995: 1). Vocabulary is one of the important language elements students should master. By mastering it the students can improve their English. A lot of vocabularies in English must be learned. Without it, no one can speak or understand the language. Teaching English at elementary school is regarded as one way to teach English as early as possible to make students more familiar with it.

Vocabulary plays an important role in learning a foreign language. It is an element that links the four skills of listening, speaking, reading, and writing altogether. Students often face difficulties in learning English because they lack of vocabulary. Finally, this difficulty brings effect to other language skills and components. Therefore, the teacher should help and motivate his or her students to master vocabulary. A teacher should have many alternative ways to cope with their

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students who get bored in learning English. Remembering that children like playing very much and they cannot just listen and sit, it is needed an activity which is fun and enjoyable in learning English as a second language.

In Indonesia, many elementary schools have included English as a compulsory subject. For example, in SDN Margorejo 1 Surakarta English has been taught from the first grade to the sixth grade since two years ago. Previously, this school had started the English lesson from the fourth grade to the sixth grade. SDN Margorejo 1 Surakarta decides to put English as their compulsory subject in order to provide the students with basic English before entering junior high school. In reality, many people who learn English especially for the young learner are often faced with the problem of vocabulary mastery. They cannot comprehend and master it well. It is proved from the pre-research observation done by the observer to the third grade students in SD Negeri Margorejo 1 Surakarta, where the writer also becomes the English teacher there. Based on the pre-research observation, the writer found that children as the learners face some problem in mastering vocabulary. After actively taking a part in the instructional process for several times, some problems come up dealing with vocabulary mastery. The indicators are: (1) they have limited number of vocabularies, (2) it is hard for them to memorize the meaning of words, (3) they cannot pronounce the English word correctly, (4) the students' participation during the English TL is low, (5) the students' English scores are below the *Minimum Passing Grade* (the *Minimum Passing Grade* is 60).

To get more information about the problem above, the writer conducted more observation to the students in the class. The writer found some factors causing those problems, such as: (1) the teacher's way of teaching the material is ordinary. The students are just asked to read, take a note, and write all the time. It can also be said that the teacher has less method or technique in teaching. (2) the students assume that English is a difficult subject, especially in memorizing and pronouncing the words. It

makes their motivation low; and (3) they are bored with uncomfortable class atmosphere.

From all the explanation above, it can be concluded that the teacher has less varied teaching technique in transferring materials. It has an effect on the students' motivation in learning English. As a result, they are getting bored easily. Therefore, the writer proposes a technique to solve the problems. The technique is games. In this school, the researcher is the English teacher of the fourth till sixth grade and Mr. F who will be observed by the researcher is the English teacher of the first till third grade. The researcher chooses the third grade students because she wonders to know how deep the students master English vocabulary after they got English lesson in a year.

Games are one way that can be used to increase and improve student's vocabulary component. Games are fun and children like to play them, besides, through games children experiment, discover, and interact with their environment. Wright, Bitteridge, and Buckby (1997: 1) state that games help and encourage many learners to sustain their interest and work. Games also help the teacher to create context in which the language is useful and meaningful. In learning vocabulary, games will be helpful for the children in memorizing the vocabulary easily. There are no doubts that through game students are provided with a chance to study language freely in a relaxed atmosphere. Shortly, when the students are free from stress and enjoy their study, they can improve their fluency.

Based on the reason above, the researcher would like to conduct a research in SDN Margorejo 1 Surakarta. The researcher focuses on the use of games to improve the students' vocabulary mastery. The researcher determines a research entitled:

The Use of Games to Improve Students' Vocabulary Mastery
(A Classroom Action Research at the Third Grade of SDN Margorejo 1 No.
112 Surakarta Academic year 2010/2011)

B. Problem Limitation

There are so many problems concerning with the improving of the student's vocabulary mastery using games. It is impossible to discuss all of the problems above. Therefore the study is limited as follows:

1. The vocabulary improvement here includes word recognition and pronunciation.
2. The games used in the research focus on: vocabulary games
3. The data are collected from teaching vocabulary using games of the student in the third grade of SDN Margorejo 1 Surakarta.

C. Problem Statement

In this research, the writer only focuses on a certain problem, that is, how to improve the third grade students of elementary school in order to be better than before. In this case, the problem can be formulated as follows:

1. Can and to what extent the use of games improve the students' vocabulary mastery?
2. In what way can games improve the students' vocabulary mastery?

C. The Objective of the Research

The objectives of the research are to find out the answers questioned in the problem statements. Here are the objectives:

1. To find out whether and to what extent the use of games can improve students' vocabulary mastery or not
2. To describe the way games can improve student's vocabulary mastery?

D. Benefit of the Study

The research result is expected to be beneficial for:

1. The English teacher of elementary school

The writer expected that the result of this research can help the teacher to choose the most effective technique of vocabulary effectively. In this case, the teacher can use the appropriate technique to be applied in teaching vocabulary because there are many techniques in teaching vocabulary, but not all of them are helpful for the students. The choice of technique to teach English in attracting students' attention and increasing their motivating are much needed.

2. The students

The writer hopes that it can help the students master English well, especially in vocabulary mastery. By mastering vocabulary, it can support the students in the four language skills.

3. The researcher

By doing this research, the researcher expects that she can get a precious experience. She will be motivated to be a creative and an effective teacher in the future who can facilitate her students to use the appropriate technique to teach English.



CHAPTER II

LITERATURE REVIEW

A. Teaching English to Young Learners

Teaching English to children is different from teaching it to adults. Adults learn English grammar and apply it into complex sentences. However, teaching English to children focuses on teaching vocabulary and simple sentences. As stated by Jeremy Harmer in his book entitled *The Practice of Language Teaching*, more than anything else, children are curious and this in itself is motivating. At the same time their span of attention or concentration is less than that of an adult (Harmer, 1991: 7). It means that teachers should understand first about the student's curiosity and give an interesting method to teach. In other words, children need exciting activities used to stimulate their curiosity.

As primary level learners, children are still incapable of assuming every lesson given by the teacher owing to their immature intelligence. Jarolimek states that children differ in physical characteristic, interest, home life, intellectual ability, learning capacities, aptitude and talents, language skills, experiences, hopes and dreams (2001:3). It means that young learners have different characteristic and varieties of ability in accepting and learning every lesson given by the teacher.

According to Scott and Ytreberg (1990: 2-4) the characteristics of young language learners are as follows:

- They know that the world is governed by rules. They may not always understand the rules, but they know that they are there to be obeyed, and the rules help to nurture a feeling of security

- They understand situation more quickly than they understand the language used
- They use language skills long before they aware them
- Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times
- They are very logical
- They have a very short attention and concentration span
- They are often happy playing and working alone but in the company of others
- They cannot decide for themselves what to learn
- They love to play, and learn best when they are enjoying themselves
- They are enthusiastic and positive about learning

There are also general characteristics of children around eight to ten years old. Children of five are little children. Children of ten are relatively mature children with an adult side and a childish side. Many of the characteristics listed above will be things of the past.

- Their basic concepts are formed. They have very decided views of world
- They can tell the difference between fact and fiction
- They ask questions all the time
- They rely on the spoken word as well as physical world to convey and understand meaning
- They are able to make some questions about their own learning
- They have definite views about what they like and don't like doing
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decision
- They are able to work with others and learn from others

Eight to ten year olds learners have a language with all the basic elements in place. They are competent users of their mother tongue and in this connection they are aware of the main rules of syntax in their own language. This refers to children's general language development. There are many similarities between learning one's mother tongue and learning a foreign language in spite of the differences in age and the time available.

Every learner is different. Learners are also influenced by their age and their educational, social and cultural background. Harmer describes about the factors that influence the children to be a good learners, as follows:

1. A willingness to listen
2. A willingness to experiment
3. A willingness to ask question
4. A willingness to accept correction

(Harmer, 1998:10)

Based on the characteristics above, it can be concluded that young learners have their own special characteristics in learning language. So, the teacher needs to focus his or her concentration on the young learners' characteristics, especially which have relation to the language teaching. To improve the quality of teaching and learning process, the teacher should have appropriate approach and technique in teaching English vocabulary to young learners. English teachers have to concern more on student's characteristics in finding out a good technique in teaching language.

Therefore, in teaching vocabulary to young learner teachers should know the way to present vocabulary. As stated by Thornbury (2002: 75-76) in presenting vocabulary the teacher has a number of options available. First, there is the question of how many words to present. This will depend on the following factors:

- The level of the learners (whether beginner, intermediate, or advance)
- The learner's likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary)
- The difficulty of the items (whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce)
- Their 'teachability' (whether, for example, they can be easily explained or demonstrated)
- Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading). Since more time will be needed for the former, the number of items is likely to be fewer than if the aim is only recognition

Furthermore, the number of new words presented should not overstretch the learners' capacity to remember them. Nor should the presentation extend so far into the lesson that no time is available to put the words to work. In this study, the items of English vocabulary took from the English syllabi.

B. General View of Vocabulary

1. The Definition of Vocabulary

In general, vocabulary is one of important language elements the student should master.

Hornby (1995: 131) defines vocabulary as the total number of words in a language; vocabulary is a list of words with their meaning". However, Ur (1996: 60) defines vocabulary as the words we teach in the foreign language.

In addition, Hatch and Brown (1995: 1) put other words that vocabulary refers to a list of a set of words that individual speaker of a language might be used. Since vocabulary is a list, the only system involved is that of alphabetical order. The choice of vocabulary selection and methods used in teaching vocabulary are important factors. It need the process of learning in context to get the meaning of words as stated by Allen French (1983: 4) Vocabulary is a fundamental component of second language proficiency, it is natural to expert that one of the primary goals of language learning is to know the meaning of the words. It is needed to communicate successfully in the second language. Learning vocabulary cannot be focused on the use of dictionary.

Based on the explanations above, it can be concluded that vocabulary is a total number of words with their meanings had by a person which are used to produce language.

2. Teaching Vocabulary

Vocabulary is very important in language teaching-learning because it is a basic lesson that must be learned by students early and correctly. Without knowing the basic lesson, they will get difficulties in learning English.

Coady and Huckin (1997: 5) state that vocabulary is central to language and critical importance to typical language learner.

As stated by McCarthy (1990: VIII), the biggest component of any language is vocabulary”. Meanwhile, Schmit and McCharty (1997:201) state that the most important part of learning of foreign language is learning vocabulary.

Bowen and Marks (1994:91) state that it is self evident that even if you know the grammar and the rules of communication of a given language, if you do

not know enough vocabulary you will not be able to express yourself adequately. So it is clear that vocabulary is very important component in English language teaching and it also means that vocabulary is needed in communication.

In conclusion, vocabulary is very important in introducing English for elementary school students as primary level. That is why there is no reason not to teach vocabulary to the students as their first step in learning English.

3. Teaching Vocabulary for Elementary School Students

Learning a language cannot be separated from vocabulary learning. Vocabulary is the basic thing that must be mastered by young learners. The more words they know, the bigger their chance is in understanding the vocabulary. Thus, teaching vocabulary in early stage or in the primary school is very essential. The learners have to understand many kinds of vocabularies that exist in their daily life. It is used for their daily communication. Besides, they will be faster in mastering the vocabulary, if the vocabularies are familiar with their daily life.

According to Harmer, at beginner and elementary levels it certainly seems a good idea to provide sets of vocabulary which students can learn (Harmer, 1991: 159). It means that giving much vocabulary to young learners is a very good way. Furthermore, the simple one makes the students easier in mastering a foreign language.

Teachers should give certain attention in teaching vocabulary and decide the area of words that become the basic need for the pupil. The material used in teaching vocabulary should be suitable with the students' need. Ohlen says that it is imperative that much of the material which the teacher uses should be familiar to the child in his everyday life, the family, nouns, colors, toys, animals, time,

month, season, and so on (1961: p.279). It can be said that the English material should be familiar and suitable with students' need.

English material for elementary school contains four components, they are listening, speaking, reading and writing for the purpose that the students have the communication skill with certain topics which are suitable with their environment, as stated in GBPP Muatan Lokal Bahasa Inggris SD (1995: p.2):

Muatan lokal bahasa inggris di Sekolah Dasar bertujuan agar siswa memiliki ketrampilan menyimak, berbicara, membaca, dan menulis sederhana dalam bahasa inggris dengan penekanan pada ketrampilan komunikasi melalui topic yang dipilih kebutuhan lingkungan, antara lain industry, pariwisata, dan perindustrian di provinsi Jawa Tengah.

Additional explanation about the area of English materials for elementary school presented in the curriculum are about things (i.e food and drink, fruit, vegetables, transportation, etc), family, school, geography around them, and student can communicate with their friends in their environment in simple sentences. Those are also mentioned in GBPP Muatan Lokal Bahasa Inggris SD:

Adapun ruang lingkup pembelajaran muatan lokal bahasa inggris di sekolah dasar meliputi ungkapan-ungkapan dan kalimat-kalimat sederhana mengenai:

- 1. benda di sekitar anak;*
- 2. lingkungan keluarga;*
- 3. lingkungan sekolah;*
- 4. lingkungan geografis;*
- 5. komunikasi anak dengan lingkungan.*

Based on the explanation above, it can be concluded that the area of vocabularies for the first level (i.e. elementary) includes immediate situation such as: the school, the family, the home, thing around them (i.e food and drink, clothes, school equipment, transportation), daily activity etc.

4. Vocabulary Mastery

It is important to know what vocabulary is before discussing vocabulary mastery. Based on the previous point of vocabulary definition, vocabulary is a list of words in a particular language that individual speaker or group might use with their meaning and is usually taught in a foreign language course.

Swannel (1994: p 656) defines mastery as comprehensive knowledge or use of a subject or instrument. Meanwhile Procter (2001: p 953) states that mastery is learning or understanding something completely and having no difficulty in using it. Mastery is defined as the complete control of knowledge (Oxford Advance Dictionary). This definition is supported by Hornby (1984: 777) who defines mastery as skill or thorough knowledge. From these definitions, mastery means the competency to understand and apply something learnt.

Vocabulary mastery is an essential part in English teaching as foreign language. Vocabulary mastery plays an important role in the four language skills both as active vocabulary and as passive vocabulary. Vocabulary mastery can be measured by the requirement of generalization (being able to define words) and application (selecting an appropriate use of it). In addition, Schmitt and McCharty (1997: 326) state “receptive and productive knowledge”. Receptive knowledge is words that the learners recognize and understand when they occur in context. While productive knowledge relates towards which the learners understand, able to pronounce correctly and use constructively in speaking and writing. It means that vocabulary mastery is the main requirement in foreign language.

Vocabulary mastery can be shown through four types, namely listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. Listening vocabulary is how far the words that one can hear and understand. Speaking vocabulary is how far the words that one uses in oral communication. Reading vocabulary is how far the words that one can recognize and understand from printed symbol and writing vocabulary is the words that one uses in written expression.

From the students' point of view, vocabulary mastery contains the following items:

1. Meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. When we come across a word, then, and try to decipher its meaning we will have to look at the context in which it is used. The students, thus, need to understand the importance of meaning in context. Besides, they also need to know about sense relation, since sometimes words have meaning in relation to the other words.

2. Word use

What a word means changed, stretched or limited by how it is used and it is something students need to know about. Word meaning is frequently stretched through the use of metaphor and idiom.

3. Word Formation

Words can change their shape and their grammatical value, too. Students need to know facts about word formation and how to twist words to fit different grammatical context. Students need to know how words are spell

and how they sound. Word formation, then, means knowing how words are written and spoken, and knowing how they can change their form.

Words formation concludes pronunciation and spelling.

a. Pronunciation

The students have to be able to pronounce the words correctly. They have to know how to speak and read them well. It is very important because the mistakes in pronouncing a word can make its meaning different.

b. Spelling

The students have to be able to spell each letter of a word both in written and spoken way. They have to be able to spell a word so that they can catch the meaning of that word.

4. Word Grammar

The use of certain words can trigger the use of certain grammatical patterns for example a distinction between countable and uncountable nouns, phrasal verbs, verb complementation, the position of adjective and adverbs. After knowing how to pronounce, to spell, and to understand the meaning of a word, the students have to be able to use it in a sentence. They have to be able to remember a word then using it in a sentence correctly.

(Harmer, 1991: 156-158)

Based on the various definitions above, it can be concluded that vocabulary mastery is the competency to understand and apply the vocabulary learnt. Vocabulary mastery deals with word recognition, pronunciation, spelling, meaning of words, and word use.

5. The Choice of Vocabulary

Teachers should have knowledge about how to choose appropriate vocabularies to their students. They should not teach every words that they know to their students since it might be burdened for the students' learning.

However, Haycraft (1978) listed some guidelines on which the choice of vocabulary can be based, they are:

1) Commonest Words

It is important to choose words that are commonly used. Teachers should not teach the unusual words for it will take the place of the useful ones in the students' mind. Teachers are helped by the text book where vocabulary is graded, and lists of the commonest words are also available.

2) Students' Needs

If a student wants to know a special word, it is usually worth teaching it to him because motivation will ensure him to remember it. We should not teach it to the whole class unless they will all find it useful.

3) Students' Language

Words which are similar to the students' language will be easy to learn. So, teacher can choose words based on the students' language.

4) Word Building

Teachers can choose some words to teach because a general rule can be formed. For instance, teach-teacher, work-worker, etc.

5) Topic Areas

In many ways, it is easier to teach vocabulary which belongs to one area of sequence, as the student will be able to form a pattern of interrelated words in his mind.

6) Cross Reference

A lot of words are applicable to different situations or specializations. If we teach vocabulary connected with cars, it is worth choosing terms that are also common to other means of transportation, such as trains, aeroplanes, taxis, buses.

7) Related Structure

Many structures 'demand' their own vocabulary. Thus, teachers should choose vocabulary which is synchronized with its structure. For instance, if we teach 'have got' we tend to choose the names of personal possessions.

6. Students' Interest in Learning Vocabulary

After discussing the definition of vocabulary, it is necessary to explain about interest. According to <http://en.wikimedia.org/wiki/interest>, interest is defined as a feeling or emotion that causes attention to focus on an object or an event or a process.

While on <http://en.wiktionary.org/wiki/interest>, interest is a sense of concern with curiosity about someone or something.

Moreover, James (1980) states interest is the cause of attention on an object or an event or a process in contemporary psychology of interest, it is used as a

general concept with encompasses other terms for the emotion such as rage (interest anger).

According to Crow and Crow, the word interest may be used to refer to motivating force which causes individual to give attention to a person, a thing, or an activity (Crow and Crow, 1973: 159). Interest is freely choosing activity, which holds the attention and is a source of satisfaction and pleasure.

There are many techniques used to know how the students' interest in learning vocabulary is. One of the effective techniques is games. Wright, Bitteridge, Buckby (1997:I) state that games help and encourage many learners to sustain their interest and work. Besides, games can create fun and enjoyable classroom activities. Children like playing and they are less of concentration, games can help them learn the material taught easily. Through games student are challenge to compete with their friends. Besides, games can increase their interest in learning.

Based on the various definitions above, the writer can formulate that interest refers to motivating force which causes individual to give attention to a person, a thing or an activity, interest is closely related to attention, motivation and pleasure.

C. GAMES

1. Definition of Games

According to Byrne (1986:100), games may be defined as a form of play governed by certain rules or conventions. Gibbs (1978:60) quoted by Rixon (1996:3) states game as an activity carried but by cooperating or competing decision maker, seeking to achieve, within a set of rules, their objectives. Based on *Chamber Essential English Dictionary*, a game is defines as any kinds of contest in which each player uses their skill to try and defeat the other or others, especially something done for fun or amusement (1995: 396). Meanwhile, according to Hadfield, a game is an activity with rules, a goal and an element of fun.

Based on those definitions above, the writer concludes that game is an activity in form of play with rules to achieve a goal and done for fun or amusement. It means that every game must be followed by some rules how to play the game correctly. It must also have a goal or to be the winner. On the contrary, the player will do nothing if the game does not have a goal. The one of important aspect of a game is cheerfulness. The learners may enjoy and feel pleased during the activity.

2. Games in Language Learning

Language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. An effort is required at every moment and must be maintained for a long period time. So, teaching language to the children is not easy. The teacher will get an appropriate method in teaching learning language. One of the characteristic of children is that they like playing. They learn through playing. In playing together, children interact

and in interacting they develop language skills. Games provide contexts for play, reason for playing and routine for playing.

According to Wright, Bitteridge, Buckby (1997:1) games help and encourage many learners to sustain their interest and work. They state that games can be found to give practice in all the skills (listening, speaking, reading and writing) in all the stages of the teaching-learning sequence (presentation, repetition, recombination, and free use of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining). (1997:1).

Based on the explanation above, we can conclude that game is needed in language learning. Games are the effective techniques in teaching English to elementary students because games can help the students master the language in all skill and have fun activities.

3. The Reason of Using Games

There are many valid reasons for using games in the language classroom, not least among them the enjoyment of a moment of relaxation after some difficult drilling, or as a short respite after prolonged deskwork.

McCallum (1980: ix) lists some reasons for including games in the language class. They are:

- 1) Games focus student attention on specific structures, grammatical patterns, and vocabulary items.
- 2) Games can function as reinforcement, review, and enrichment.
- 3) Games involve equal participation from both slow and fast learners.

- 4) Games can be adjusted to suit the individual ages and language levels of the students in the class.
- 5) Games contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.
- 6) Games can be used in any language teaching situation and with any skill area whether reading, writing, speaking or listening.
- 7) Games provide immediate feedback for the teacher.
- 8) Games ensure maximum student participation for a minimum of teacher preparation.

From those reasons above, it can be concluded that games are very helpful in teaching and learning process. And it can help the teacher in introducing the material.

4. Type of Games

According to Lee (1979: 13-169), there are some types of games:

1) Structure Games

Structure games means games provide experience of the use of particular patterns of syntax in communication.

Example:

What is it? Is it...?

Level : elementary, intermediate, and advanced

Age : any

Group size: whole class, groups, or pairs

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Use : to practice 'yes-no' and other questions and to brush up vocabulary.

Somebody thinks of an object or person the class knows the name of, and the other ask questions, putting up their hands and waiting to be called on: *Is it a green book? Is it Mary's desk? Is it my face? Is it the door?* Etc. the first to guess correctly takes the 'thinker's' place.

2) Vocabulary Games

A vocabulary game is one in which the learners' attention is focused mainly on words.

Example:

What's this/that? Who's this/that?

Level : elementary

Age : children

Group size: whole class or group

Use : to practice naming people and objects

Learners in turn hold up or touch or point to objects or people (or to pictures of them), naming a pupil in another team to answer. Those who answer correctly ask similar question in return. If an answer is incorrect, the questioner (or perhaps someone else from the same team) asks another question. A point may be scored for every correct question answered.

A (to B) : *what's this?*

B : *It's a ...*

A (to class or group): *Is it a ...?*

Reply : *Yes/No*

3) Spelling Games

The ability to write the word is the main thing. Every spelling game should include or follow a period of study-of the words used in the game.

Example:

Word-completion

Level : elementary and intermediate

Age : children (possibly also adults)

Group size: whole class, teams, groups

A number of incomplete words, either in sentences or with a simple 'clue' attached to them, e.g. *a be---r (begs)*, are on the board. The pupils complete them on paper and if the teacher doubts their ability to do so without mistakes he allows them to consult the textbook or dictionary. The first finish helps other members of his group or team. A limited time is allowed.

4) Pronunciation Games

These games help learners to realize that what may seem a very small difference of sound can accompany a big difference of meaning.

Example:

Pictures and sounds

Level : elementary

Age : any

Group size: whole class

There can be simple pictures of a pot and a port, a sheep and a ship, a hat and a hut, a cart and a kite, a rope and a robe, and so on.

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The pictures are numbered 1 and 2. The teacher asks *Which is the hat?* (i.e. which of the two?) or *which is the hut?* Hands go up, and answers (1 or 2) are taken from several learners in each team, those who are right scoring a point.

5) Number Games

Number games help the learners to familiarize with the spoken form of numbers.

Example:

Ring a number

Level : elementary and intermediate

Age : children

Group size: whole class, teams

Various numbers are written clearly and firmly on the board. There are two teams and one member from each stands at the board; colored chalk in hand (each team has a different color). Somebody stands at the side and calls out one of the numbers. Immediately the two look for it, and the first to put a ring round it scores a point.

6) Listen and Do games

The learners have to listen and understand, then carry out some action.

Example:

O'Grady says

Level : elementary and intermediate

Age : any

Group size: whole class

Use : to understand oral commands

There is a leader in front of the class (the teacher to begin with) who gives commands, some preceded by the words *O'Grady says* and other not. The class obeys the former only. Thus if the leader says Touch your noses, nobody does anything, but if the leader says *O'Grady says* touch your noses, everybody does so at once. Those who make mistakes drop out. The last one left is the winner.

7) Read and Do games

Foreign language and second language learners may need pre-reading activities, some of them in order to discover what reading is and others to relearn the direction of reading. In the earliest stages of reading, flashcards, if used properly, are a great help, especially to children.

Example:

Games with flashcards

Level : elementary

Age : children

Group size: whole class, group

Use : to respond quickly to a familiar command or question presented in the unfamiliar medium of print

The leader of the game holds up a card (consist of command e.g. *Open the door, shut the window, stand up, turn round, etc*) for a moment or two, waits until several pupils have put their hands up, and names someone, who performs the action required.

8) Discussion Games

A discussion game is a group of games in which discussion plays a dominant role.

Example:

One sentence each

Level : elementary, intermediate, and advanced

Age : any

Group size: whole class, and possibly groups

Somebody supplies the first sentence of a familiar story, and the others continue one sentence each. The story should be long enough for everybody to have a turn or, alternatively, there should be more than one story.

5. Kinds of Vocabulary Games

There are some kinds of vocabulary games available in the literature, they are:

a. Family Members

Topic area : family members

Vocabulary focus : *aunt, brother, cousin, daughter, father, granddaughter, grandfather, grandmother, grandson, husband, mother, nephew, niece, sister, son, uncle, wife*

Extra vocabulary : numbers

Structures : *be, have, possessive*

How to use the games :

Pairwork puzzle

- Divide the students into pairs
- Give one set of picture cards, relationship cards and family tree 1 to each pair
- They should put the family tree and the picture cards face up on the table, so that they can see them

- They should take it in turns to take a relationship card from the pile and read it out. They should then try to put the picture cards in the right places on the family tree according to the information on the card
- The object of the game is to complete the family tree according to the information on the cards
- When they have finished and the tree is complete, they should turn over the relationship cards so the reverse side is visible
- They should then take it in turns to take a card and make a statement about the two or three people mentioned. They can check they are right by turning over the card. If they are right, they can keep the card. The player with the most at the end is the winner

b. Jobs

Topic area :

Vocabulary focus : *bus driver, businessman, car mechanic, chef, dentist, doctor, engineer, factory worker, farmer, firefighter, nurse, pilot, police officer, postman, student, teacher, or a selection from these as appropriate for your class*

Extra vocabulary : family members

Structures : *be, what's your job?, what do you do?, what's your name?*

I'm He's / She's ...

How to use the games :

- Divide the students into pairs
- Give each pair of students a set of job pictures with the names of jobs on the back
- They should spread the cards out on the table with the pictures uppermost

- They should take it in turns to pick up a picture card and try to remember the name of the job. They can check if they are right by turning the card over. If they are right, they can keep the card. If not, they should replace it
- The object of the game is to collect as many cards as possible
- When they have finished, they can spread the cards out with the names uppermost, and work together to divide them into two groups: people who works inside and people who work outside. Again, they can check by looking at the pictures on the back

c. Colours

Topic area : colours

Vocabulary focus : black, blue, green, grey, orange, pink, red, purple, white, yellow, brown

Extra vocabulary : bathroom, bedroom, clothes, dining room, favourite, kitchen, living room,

Structures : be, have, got, like, want to

How to use the games :

Small group 'snap' game

- Divide the students into groups of three or four
- Give each group a set of 24 paint cards
- They should deal out all the cards. Each player should keep his cards in a pile face down in front of him
- The game is played like 'snap' : each player in turn takes the top card from his pile and places it face up in the middle. When two cards the same follow one another, the first player to shout the name of the colour can collect up the pile of cards and add them to their own pile
- The object of the game is to collect all the cards
- The game is finished when one player has all the cards

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d. Food and Drink

Topic area : food and drink

Vocabulary focus :

drink: beer, coffee, milk, orange juice, soup, tea, wine

food: bacon, biscuits, bread, butter, cake, cheese, chicken, eggs, ice cream, rice, spaghetti

Structures : *be, have got, would like*

How to use the games :

Pairwork matching game

- Divide the students into pairs
- Give each pair a set of word cards and a set of food picture cards
- Ask them to spread the picture cards out on the table and to put the word cards face down in the pile
- They should take it in turns to take the top card from the pile and turn it up
- The object of the game is to match words and the pictures
- The first one to find the matching picture can keep the two cards
- The player with most cards at the end is the winner

Hadfield (1998:7-9,15)

6. Teaching Vocabulary Through Games

Children have much curiosity in learning something new. Therefore, teacher should be able to create some various fun activities in teaching English to young learners. Teaching language to children is not easy. The teacher should have an appropriate method in teaching vocabulary to young learners. One of the characteristic of children is that they like playing. They learn through playing. In playing together, children interact and in interacting they develop language skills.

And one of the appropriate techniques in teaching vocabulary is games. Games provide contexts for playing, reason for playing and routine for playing.

According to Wright, Bitteridge, and Buckby, games can be found to give practice in all the skills (listening, speaking, reading and writing) in all the stages of the teaching-learning sequence (presentation, repetition, recombination, and free use of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining).(1997:1).

Some games require the use of additional requirement or material such as flash cards, easily identifiable objects, pencil and paper or picture. It means that there are several teachers' aids that can be used to support the games.

Based on the explanation above, we can conclude that game is needed in language learning. Games are the effective techniques in teaching vocabulary to young learners because games can help the students master the language and have fun activities. Games can be supported by some aids, namely flash cards, pictures, or real object.

D. RATIONALE

The main goal of English instruction in Indonesia is that in the end of the study students should have a mastery of language skills: listening, speaking, reading and writing. To achieve this goal, students should master vocabulary first. Vocabulary is the first element that must be learned in learning a foreign language because verbal communication needs words to express meaning. Without having proportional vocabulary, students will get difficulties in using English. Logically, it is impossible to speak fluently if the students have low vocabulary mastery. Because vocabulary is the basis of a language, the mastering of vocabulary is very important.

Dealing with the students' vocabulary mastery, students of SD Negeri Margorejo 1 Surakarta at the third grade level have low vocabulary mastery. There are some problems that indicate they still face some difficulties in vocabulary mastery. Those problems are: the technique applied by the teacher is less creative, the students are passive during teaching and learning process, and the students have less curiosity in knowing the new words that are introduced by the teacher. In determining the problems faced by the students in vocabulary mastery as mentioned above, it can be seen from the indicators which come up during the observation covering: the limited number of vocabularies, the students' difficulty in memorizing the meaning of words, the difficulty in pronouncing the English word correctly, and the low English tests score. Based on the problems and indicators explained above, there are some sources of problem for the students in vocabulary mastery. They are: the ordinary way of the teacher in teaching the material, students' assumption that English is a difficult subject and the uncomfortable class atmosphere.

In order to gain success in vocabulary teaching, a teacher has important position in learning and teaching process. Remembering that children like playing very much and they learn through playing, teacher must give a wise decision in using technique to teach vocabulary. From the characteristics of young learner, games are one of the best techniques to improve the students' vocabulary mastery. Games are fun teaching technique which can make the students feel happy and enthusiastic in learning vocabulary. It is easy for them to learn vocabulary because they are not threatened. Besides, games can help teacher create material in which the language is useful and meaningful. Therefore, the writer proposes games as the best technique to solve the problem arising in teaching and learning of vocabulary. Games can create a relaxed atmosphere that will increase the students' motivation in learning English. Then, it can be accepted that games can improve the students' vocabulary mastery.

E. HYPOTHESIS

Based on the theory and rationale above, the hypothesis can be formulated as follows:

The use of games can improve the students' vocabulary mastery.



CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The research was done in SD Negeri Margorejo 1 No 112, Banjarsari, Surakarta. The school is located at Jl. S. Parman No 135 Surakarta. The research was conducted from 23rd October to 4th December 2010. The research was held on Thursday from 09.00 a.m. to 10.00 a.m. and on Saturday from 08.00 a.m. to 09.00 a.m.

Related to the school's physical appearance, it has a good building. There are six classrooms, a teacher office, a library, four bathrooms, a canteen and a parking lot. All of the rooms are equipped with fans and ceramic tiles. Overall, they are in good condition and well maintained.

B. The Subject of the Research

The subject of the research was the third grade students of SDN Margorejo 1 No 112, Banjarsari, Surakarta. The third grade consists of 37 students, 18 boys and 19 girls. Their seats are adjusted with their absent number. It is easy for the teacher to recognize her students.

Related to the student's background, most of them come from the low economy level. Their parents are mostly factory workers and house maid. They also have low educational background. They graduated only from elementary schools. They spend more time at work and less time with their children. It influences students' motivation in learning since there is less control from their parents. The reason in choosing the third grade students as the subject of the research is because of

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their low vocabulary improvement, whereas in fact they started learning English a year before.

C. Research Methodology

The research was conducted as a classroom action research in collaboration with the English teacher of SD Negeri 1 Margorejo Surakarta in order to improve students' vocabulary using games.

There are several definitions of action research. Mason and Bramble (1997: 42) write their definition about action research:

Research designed to uncover effective ways of dealing with real world problems can be refers to as action research. The action research is not confined to a particular methodology or paradigm. It may utilize qualitative or quantitative methodology or a mixture of both.

Meanwhile Ebbut (1985) in Hopkins (1993: 45) defines action research as:

add that action research is about the systematic study of attempts to improve educational practice by groups of participants and by means of their own practical actions and by means of own reflection upon the effects of those actions.

From the definitions above, an action research is the systematic study of attempts to overcome education problems for betterment done by teacher. The real world problems concern with the problems of students' English ability, especially students' vocabulary mastery. The new skill or new approach is the technique of running context to overcome students' vocabulary mastery or to change the students' low vocabulary mastery to be higher than before.

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In this research, the action research was conducted in order to improve the students' vocabulary by using pictures and games and develop teacher's creativity in teaching vocabulary.

D. The Model of Action Research

The model of action research is a set of principles, frameworks in undertaking a classroom action research. Kemmis and McTaggart (1988) in Burn (1999: 32) state that action research occurs through dynamic and complementary process which consists of four fundamental. They are as follows:

a. Planning

Develop a plan of critically informed action to improve what is already happening.

The researcher prepares anything related to the actions that will be implemented. Such as: making lesson plan, preparing materials, and preparing teaching-aids

b. Action

Act to implement the plan.

The researcher becomes a teacher who teaches the English lesson to the students by using certain technique or method.

c. Observation

Observe the effects of the critically informed action in the context in which it occurs.

The researcher with the help of the teacher observes all activities in teaching learning process.

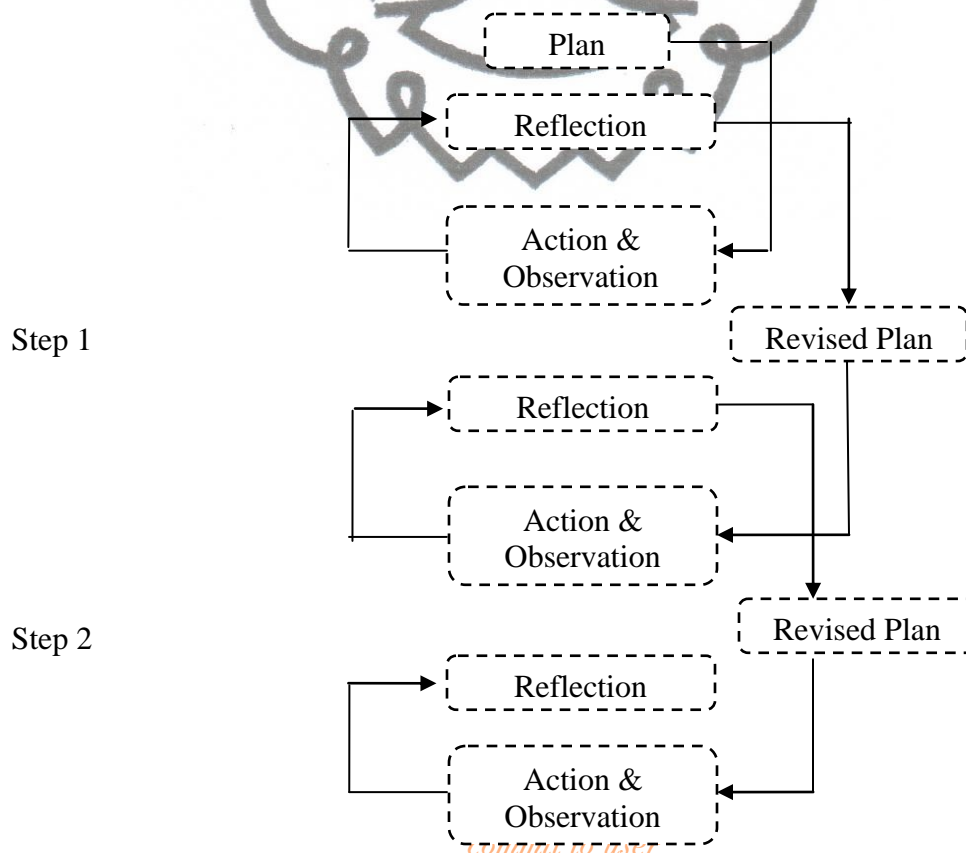
d. Reflection

Reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.

The teacher and the writer make an evaluation on all they have observed to find the weaknesses of the activities that have been carried out.

(Burn, 1999: 32)

The Action Research in this context uses the model developed by Kemmis and McTaggart in Burns (1999: 32). According to the model, the implementation of the action research includes four steps: 1) Identifying problems and planning the action, 2) Implementing the action and observing or monitoring the action, 3) Reflecting the result of observation, and 4) Revising the plan. The spiral model can be illustrated below:



E. Procedure of Action Research

The procedure of this research consists of six steps. The second until the last step form one cycle. The procedure is described as follows:

1. Identifying the Problems

The writer as the researcher in this research identified the problem first before planning the actions. The problem refers to the students' low mastery of vocabulary. It was identified by using two techniques. They are:

a. Test

The researcher made multiple choice test and pronunciation test of vocabulary as pre-test and post-test to know the students' ability.

b. Observation and Interview

The researcher observed the students' behavior, motivation, interest and attitude during the lesson and interviewed the English teacher to know the model of class management and students' interaction.

2. Planning the Action

The researcher prepared anything related to the actions that would be implemented. The action was described as follows:

a. Making lesson plan and designing the steps in doing the action

b. Preparing materials, preparing sheets for classroom observation (to know the situation of teaching-learning process when the technique is applied), and preparing sheets for questionnaire

c. Preparing teaching-aids (pictures, games, text book, etc)

d. Preparing exercises and post test (to know whether students' vocabulary mastery improves or not)

3. Implementing the Action

The researcher became a teacher who teaches the English lesson. The researcher implemented the teaching and learning activity of vocabulary using games based on the lesson plan.

4. Observing / Monitoring the Action

The researcher with the help of the teacher observed all activities in teaching learning process. Field notes, observation sheet and questionnaire were the instrument used in collecting the data.

5. Reflecting the Result of the Observation

The teacher and the writer made an evaluation on all they had observed to find the weaknesses of the activities that had been carried out.

The test is in the form of:

a. Multiple choice test

In this test, the students would be asked to answer the questions in the form of objective option.

b. Pronunciation test

In this test, the students would be asked to pronounce some vocabulary.

6. Revising the Plan

Based on the evaluation, the researcher revised the plan for the next cycle. The classroom action research would take two cycles to overcome all students' problem in vocabulary mastery.

F. Technique of Collecting the Data

In this classroom action research, the researcher uses qualitative and quantitative methods in collecting the data.

First, qualitative method includes observation, interview and questionnaire. The researcher uses observational and non observational techniques in collecting the data. The following are the detail explanation of each technique according to Burn (1999: 78-151):

1. Observational techniques

The observation is done by the researcher as the teacher and the collaborator observers. Students' behavior and students' activities are observed during the teaching and learning process. The observation is focused on the development of students' vocabulary mastery by using games. It is recorded on writing form called field notes. Besides, the researcher also uses observation sheet and photographs.

2. Non-observational techniques

The non-observational techniques which are used for collecting data are pronunciation test and interview.

In the research, the qualitative data would be found by conducting pre-test and post-test.

In finding qualitative data, the researcher did direct observation in the classroom, gave questionnaire, and interview the English teacher and the students.

The description of data collection process can be seen in the following paragraph.

Observation is an activity of watching and recording action and behavior of research participations. The researcher and the collaborative teacher observed the activities of the students and the progress of teaching and learning in the implementation of games. The data gained in the observation was explained in the form of description from the field note and observer's observation sheet.

Questionnaire is a technique of asking question of someone's feeling, opinion, or idea in non face-to-face interaction. The questionnaire was to gain students' responses of certain issues, such as the students' interest toward the implementation of games.

Interview is an activity to ask question in face-to-face interaction. The interview is to know what the students' feel and their opinion or idea during the research. The interview is applied to the students and the English teacher.

Second, the technique of collecting the data using quantitative method includes oral test and written test that covered pre-test that was conducted before action and post-test that was conducted after action. The researcher scored the test to find the mean score. After the data were taken from the field notes and supported by the mean score that was found from the tests, the researcher found the improvement of the students' vocabulary mastery.

In scoring the pronunciation test, the writer uses the scoring model from Linse (2006: 149) in her book entitled *Practical English Language Teaching: Young Learner* as follows:

	1	2	3	4	5
Pronunciation	Pronunciation problem so severe as to make speech virtually unintelligible	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding	Always intelligible, although the listener is conscious of a definite accent and occasional in appropriate intonation patterns	Pronunciation and intonation approximate that of a native speaker

(Linse, 2006: 149)

G. Technique of Analyzing the Data

The research analyzed the data by using the procedure as follows.

1. Qualitative Data Analysis

The qualitative data are analyzed using Interactive Model as suggested by Miles and Huberman (1992) in Hopkins (1993: 159). The process includes the following steps:

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the “raw” data that appear in written up field notes.

b. Data display

The second major flow of analysis activity is data display. It defines a “display” as organized assembly of information that permits conclusion drawing and action taking.

c. Conclusion Drawing/ Verification

The third stream of analysis activity is conclusion drawing and verification. From the beginning of data collection, the (classroom researcher) is beginning to decide what things mean, is noting regularities, patterns, explanations, possible configurations, causal flows and propositions.

2. Quantitative Data Analysis

To know whether or not there was improvement of the students' vocabulary mastery after games were applied, the researcher conducted pre-test and post-test. There were two inter-raters to score. The collaborator was the second rater and the researcher was the first rater. After conducting the test, the researcher compared the students' vocabulary achievement in the pre-test and post-test to know whether there is improvement of students' vocabulary mastery or not. The mean score of pre-test and post-test can be calculated with the formula as follows:

$$X = \frac{\sum X}{N} \quad Y = \frac{\sum Y}{N}$$

in which:

X : Mean of pre test scores

Y : Mean of post test scores

N : Number of subject

$\sum X$: The sum of pre test score

$\sum Y$: The sum of post test score

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer presents the result of the classroom action research in improving students' vocabulary mastery through games to the third grade of SDN Margorejo 1, Surakarta. This chapter describes some findings and discussions about the use of games in improving students' vocabulary mastery. This chapter covers research implementation and discussion. Each cycle of the research implementation which consists of planning, acting, observing and reflecting activities is described in this chapter.

A. The Process of the Research

The research was conducted in collaboration with Mr. F as the English teacher of the third grade of SDN Margorejo 1 Surakarta. The researcher was the teacher who implemented the action, and the English teacher of the third grade was the facilitator and observer. The procedure of the research is described in table 4.1.

Table 4.1. Procedures of the Research

I. Pre-research	1. Interview	Identifying teacher's problems in teaching English Identifying the students' problems in learning English
	2. Observation	Identifying the problems during TL process
	3. Pre-test	Identifying students' vocabulary test achievement

II. Research Implementation	1. Cycle 1	
	a. Planning	Planning the action for cycle 1
	b. Implementing	Implementing the action plan in two meetings and one meeting for post test 1
	c. Observing	Observing the implementation
	d. Reflecting	Reflecting the observation result
	e. Revising	Revising the plan for the next cycle
	2. Cycle 2	
	a. Planning	Planning the action for cycle 2 based on the revision of the last plan
	b. Implementing	Implementing the action plan in two meetings and one meeting for post test 2
	c. Observing	Observing the implementation
	d. Reflecting	Reflecting the observation result

I. Pre-Research

Pre-research was conducted before the action research. It was completed in order to identify the problems occurring during the teaching learning process in relation to students' vocabulary mastery before using a technique, to know the technique applied by the teacher and to find out the students' response to the lesson including their problems in learning English. The pre-research included interviewing

the teacher, interviewing the students, observing the teaching-learning process and giving pre-test to the students.

Based on the interview and observation, in the pre-research, there are some important information the researcher got. Teacher F as the English teacher of SDN Margorejo 1 who taught from the first up to the third grade class only graduated from English diploma program. Even though he has been there for about five years, he has less method or technique in English teaching especially to introduce new vocabulary to the students. Teacher F used conventional technique such as translation. He almost did the same way in teaching, namely: asking students to translate the English words into Indonesian, asking students to repeat the words after him, and doing tasks. He never tried to use games in teaching English.

From the interview, observation and pre-test it can be concluded that 1) students got low vocabulary mastery, 2) students got difficulties in memorizing the meaning of words, 3) students got difficulties in pronouncing the English words correctly, 4) students were bored with uncomfortable class atmosphere.

The students' problems as mentioned above, which were got from several ways such as interview, observation and pre-test, came from the indicators and some factors causing those problems during the teaching and learning process. The indicators were: (1) They have limited number of vocabulary, (2) It was hard for them to memorize the meaning of words, (3) They could not pronounce the English word correctly, (4) their participation during the English TL is low, (5) their English scores are low.

Vocabulary pre-test was held to the third grade class, which consisted of 37 students. The pre-test score can be seen in table 4.2 below.

Table 4.2 Pretest Score

NO	STUDENT	CORRECTOR 1	CORRECTOR 2	AVERAGE SCORE
1	N	37,5	37,5	37,5
2	D F	32,5	32,5	32,5
3	An	42,5	45	43,75
4	A	60	60	60
5	A R	67,5	65	66,25
6	An A	50	47,5	48,75
7	Al	52,5	55	53,75
8	C K	57,5	55	56,25
9	C A	45	42,5	43,75
10	D N	60	62,5	61,25
11	D A	55	52,5	53,75
12	D N	47,5	47,5	47,5
13	E G	50	50	50
14	E Y	52,5	55	53,75
15	F S	45	45	45
16	M	67,5	67,5	67,5
17	M. R	35	35	35
18	M. S	52,5	55	53,75
19	Nj	67,5	67,5	67,5
20	N	57,5	57,5	57,5
21	N R	45	42,5	43,75
22	N A	72,5	75	73,75
23	R S	75	72,5	73,75
24	R A	60	57,5	58,75
25	R An	80	80	80
26	S B	75	75	75
27	S	65	65	65
28	W D	67,5	67,5	67,5
29	W A	60	57,5	58,75
30	W S	80	77,5	78,75
31	Y	72,5	72,5	72,5

32	Z	65	62,5	63,75
33	A	57,5	60	58,75
34	St	52,5	52,5	52,5
35	L A	52,5	55	53,75
36	R A	50	47,5	48,75
37	R P	37,5	37,5	37,5
Σ				2097,5
average				56,68

From the level 10-100, the mean score of students' vocabulary pre-test was 56.68. It indicates that students have low vocabulary mastery because their pre-test score was below the minimum passing grade or KKM (*Kriteria Ketuntasan Minimal*), which is 60.

In order to overcome several problems above, the researcher decided to bring about new technique by using vocabulary games in presenting and practicing new vocabulary through classroom action research in order to improve students' vocabulary and to motivate them to be active and involved in the teaching-learning process.

II. Research Implementation

The research implementation of using vocabulary games in improving students' vocabulary was divided in two cycles. Every cycle was held in two meetings and each of them took 60 minutes. The first cycle discussed *Food and Drink* as the topic. It was held on October 23rd and 28th, 2010. Meanwhile, the second cycle discussed *Occupation* for the topic and it was held on November 27th and December 2nd, 2010. The implementation of each cycle is summarized in table 4.3 and table 4.4. Each cycle in this research consisted of series of steps, namely: identifying the problem, planning the action, implementing the action, observing or monitoring the action, reflecting the result of the observation and revising the plan.

The description of the research implementation can be explained as follows:

Table 4.3. The Implementation of Cycle 1

CYCLE 1		Topic introduced	Food and Drinks
Planning the action	Case	Students' low vocabulary mastery Students get difficulty in memorizing the vocabulary Students get difficulty in pronouncing the words correctly Students are passive during teaching-learning process	
	Proposed Solution	Giving some vocabulary about food and drinks Using picture to present the vocabulary	

Implementing the action	<p>First meeting</p> <p>Second meeting</p> <p>Third meeting</p>	<p>Asking the students to read the vocabulary aloud for the purpose of drilling pronunciation</p> <p>Using games in order to engage the students to be active in TL process</p> <p>The researcher introduced food and drink by using pictures</p> <p>The researcher practiced the students in recognizing and pronouncing the new words by playing games</p> <p>Teacher practiced the students in recognizing and pronouncing the new words by playing 'vocabulary game'</p> <p>Teacher conducts post-test in order to know the students' achievement in understanding the new words</p>
Observing the Action		<p>The researcher observed the implementation and wrote the result of the observation in field note and the observer wrote the result in the observation sheet.</p>
Reflecting the Observation Result	<p>Positive results</p> <p>Weaknesses</p>	<p>The improvement of students' vocabulary</p> <p>The improvement of students' learning activity from passive to more active.</p> <p>Class was noisy during the games since there were a lot of members in a group.</p> <p>Some students could not pronounce the words correctly</p> <p>Some students' could not recognize the</p>

Revising the Plan		vocabulary correctly Some students' still were passive during TL process The next cycle focuses on: Improving students' pronunciation and recognition of the vocabulary. Improving students' learning activity more active Avoiding class noisy
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1. Cycle 1

a. Planning the action

Before the implementation of the action research, the researcher conducted pre-research. In the pre-research, the researcher conducted interview with the teacher and some students, observing the teaching learning activity and giving pre-test. From the observation, the researcher found that the teacher only focused on writing activity. The teaching and learning time was spent for taking some notes from the blackboard. It made the students passive. The action plan for the first cycle was made based on the problems that were identified on the pre-research. The problems were identified as follow: 1) students got low vocabulary mastery; 2) students got difficulty in memorizing the vocabulary; 3) students got difficulty in pronouncing the words correctly; 4) students were passive during teaching-learning process. To overcome those problems, the researcher designed the teaching learning process through vocabulary games.

Before implementing the action, the researcher planned pre-test and post-test to know the students vocabulary improvement before and after action. The post-test was given in the end of the cycle, so that the researcher knew the

differences between the results of those tests. After giving pre-test, the writer made lesson plan for cycle 1. She planned two meetings for cycle 1. The meetings were conducted twice a week with a regular schedule *Thursday* and *Saturday*. Meanwhile, the pre-test and post-test were conducted in the different days. The researcher made one lesson plan for one meeting, so there were two lesson plans in cycle 1. Each meeting involved different activities which there were still relation and continuation between one meeting to the other. The second meeting was continuation of the first meeting.

b. Implementing the action

In the first cycle, the researcher introduced topic *food and drinks* by using pictures. The researcher used vocabulary games to practice the comprehending, recognizing and pronouncing the new words correctly.

1) The first meeting was conducted on October 23rd 2010 (Saturday, 08.00-09.00 a.m)

a. Pre-activity

The first meeting was conducted on October 23rd, 2010. In the beginning of the lesson, the researcher as the teacher, greeted the students and checked the students' attendance. The researcher tried to make a good condition in class by asking some questions to the students related to the topic. The researcher asked the students to mention their favorite food and drinks. The students mentioned it loudly "*burger*", "*pizza*", "*bakso*".

b. Main activity

Firstly, the researcher brought some kinds of food and drinks in the classroom. It was done to attract the students' attention. The food and drinks were donut, potato chips, cheese, milk and orange juice. Next, the researcher asked some students to go forward to taste it and mention the name of it.

The researcher introduced the vocabulary by showing the picture of food and drinks and asked them to repeat after her. The researcher pointed some students to answer her question by looking at the picture and say the name. The researcher asked the students to look at their handout and read the vocabulary after her. It was done to practice their pronunciation. Next, they were asked to read simple sentences and the researcher explained them.

Then, the researcher did a game about food and drink with the students to encourage their knowledge. She prepared a box and some pictures of food and drinks. The students were asked to come forward one by one and took one picture in the box and said the name of it.

In the last step, the researcher gave them worksheet. The students were asked to match the sentence with the correct picture.

c. Closing activity

In the end of the lesson, the researcher reviewed the lesson by asking some questions about food and drinks again. When the researcher found that the students had understood the lesson, she said goodbye.

2) The second meeting was conducted on October 28th 2010 (Thursday, 09.15-10.15 a.m)

a. Pre-activity

The second meeting was conducted on Thursday October, 28th 2010. The researcher opened the lesson by greeting and checking the students' attendance. Besides, the researcher reminded and checked the students understanding about the previous topic, which was food and drinks. The researcher reviewed the lesson by showing pictures of food and drinks and asked the students to mention them. Then, the researcher told them that in the next activity they would play a game. The students shouted loudly "*Horee...*". The vocabulary games were collecting game and puzzle game.

b. Main activity

The researcher divided the students into 6 groups and gave each group star sticker based on their groups' name (yellow, blue, red, green, purple, and pink). Then, the researcher prepared some pictures on the table and spread them. Before explaining how to play the game, the researcher gave a list of name of food and drink to each group. Each group had a job to find some pictures of food and drinks based on the list given. They had to recognize the word with the correct picture and compete with each other. The group that had the correct picture and was the fastest in doing this game was the winner.

The researcher gave the next game to the students. In this time the game was done individually. The students had to arrange picture puzzle of food and drinks into the correct one. Then, the researcher asked the students to find the right name of the picture by choosing the prepared flashcard and sticking it under the picture.

c. Closing activity

Having finished conducting the second meeting, the researcher asked the students whether they had difficulty or not and then she reviewed the lesson in order to know the students' understanding in the lesson. When the researcher found that the students had understood the lesson, she said goodbye.

3) The third meeting was conducted on October 30th 2010 (Saturday, 08.00-09.00 a.m)

a. Pre-activity

The researcher opened the lesson by greeting and checking the students' attendance. The researcher told to the students that there would be a post-test.

b. Main activity

Firstly, the researcher distributed the worksheet test to the students. Then, she explained the instruction. There were two types of test, namely multiple-choice and pronunciation tests. The students were asked to do the multiple-choice test first and the pronunciation test was conducted later by calling them one by one.

c. Closing activity

The researcher collected the students' worksheet and then said goodbye.

d. Observing the action

To observe the result of the action done in cycle 1, the researcher used some techniques: test, interview and observation. The researcher conducted post-test 1 on October 30th, 2010 at the end of cycle 1 in order to measure how far the improvement the students made was. The improvement of the students' achievement could be seen from the mean score of the test. The researcher also interviewed the students. The interview was given to know how far the action

influenced the students' behavior. The next technique was observation. It was done during the teaching and learning process and the data was in the field notes and observation data.

From observing the teaching learning process in the first cycle, the researcher found that the use of games could motivate the students in learning English, especially in learning vocabulary. The classroom situation during implementation became more living. Students became more active and enthusiastic in learning vocabulary, especially when playing the game. Games attracted students' attention to the teacher and the lesson. Students were active in asking what they had not known and active in answering teacher's question correctly.

Most of the students are able to pronounce the new words correctly, even though there were still more mistakes. They are also able to do the exercise completely. The improvement of vocabulary mastery can be seen from the score of pre-test and post-test 1 below,

***Table 4.4. The mean scores of vocabulary aspects
in the pre-test and post-test 1***

No	Vocabulary aspect	Pre-test	Post-test 1
1	Pronunciation	13.1	15.2
2	Word recognition	9.4	13.1

Table 4.5. The mean score of the pre-test and post-test 1

Kind of test	Pre-test	Post-test 1
	56.6	71.9

Nevertheless, the result of cycle 1 was not satisfying yet because there were some weaknesses during the implementation of the action. The result of the observation can be explained as follows:

1) The first meeting

In the first meeting, in the game section, the students were not orderly. The class was very noisy. They were not patient to wait for their turn to the game. Some students were passive during the game and also made mistakes in pronouncing the words correctly.

In the exercise section, some students did their exercises individually and some worked collaboratively with other students. Some of them still made mistakes in doing the exercises.

2) The second meeting

The students' response was good. The researcher found that most of the students gave more attention when the researcher delivered the lesson by playing a game. They were more active in learning the lesson. However, some students still made a mistake in recognizing the words. The students were still not orderly in playing the game. The class was still noisy. The game was played as grouping game and there were too many members in a group. This condition caused the students to be out of control during the games.

In the exercise section, some students did their exercises individually and correctly.

3) The third meeting

In the third meeting the students did the post-test 1. The post-test was aimed to know the improvement of students' vocabulary mastery. The students score increased. The result of post-test showed that the student's mean score increased from 56.6 to 71.9.

e. Reflecting the Observation Results

After observing the result of the observation in cycle 1, the writer found several positive results and some weaknesses in the first cycle. They were as follows:

1) Positive results

- a) There was improvement of the students' vocabulary mastery. It was shown from the result of the first post-test, that was 71.9. It was higher than the mean score of the pre-test, that was 56.6.
- b) There was improvement of students' learning activity during the teaching learning process. Students became more active especially when playing the vocabulary games.
- c) The class was alive and active in the teaching and learning process.
- d) The researcher concludes that the use of picture as the additional aids in the game attracted students' curiosity.

2) Weaknesses

- a) Students still made mistakes in pronouncing some words correctly.
- b) The class was disorganized when the games were played.

- c) Although the students were active, there were still some passive students. Some students were not involved in playing the game because they could not recognize the vocabulary correctly.

From the result of the reflection above, the researcher concluded that games was suitable technique for the students in learning and practicing new vocabulary, it can make the class alive. Even though there were several problems occurred during the games. With consideration of those results, the researcher thought that it was important to make the next planning in order to overcome those weaknesses.

f. Revising the Plan

Based on the first cycle, it was found that some students were still shy to be active. The researcher also found that the students were more active and interested in the teaching and learning process when the lesson given to the students through games. In the next cycle, the researcher focused more on improving students' pronunciation, improving students' learning activity from passive to be more active and avoiding class noisy.

Table 4.6. The Implementation of Cycle 2

CYCLE 2	Topic introduced	Occupation
Planning the action	Case	Some students could not pronounce the words correctly Some silent boys were still passive during TL process

<p>Implementing the action</p>	<p>Proposed Solution</p> <p>First meeting</p> <p>Second meeting</p> <p>Third meeting</p>	<p>The class was disorganized during the implementation of games</p> <p>Gives more drilling to the students' pronunciation by reading the vocabulary</p> <p>Creates new variety game</p> <p>Divides students into pairs in the game</p> <p>The researcher introduced kinds of occupation by using pictures</p> <p>The researcher drilled students' pronunciation by asking them to read the vocabulary on the handout and gave them the correct pronunciation</p> <p>The researcher gave "card game" to give enjoyable class and to enforce their pronunciation</p> <p>The researcher gave exercise</p> <p>The researcher gave in pairs game to avoid the disorganized class</p> <p>The researcher gave individual game to check their knowledge about the vocabulary</p> <p>Teacher conducted post-test in order to know the students' achievement in understanding the new words</p> <p>The researcher observed the implementation and writes the result</p>
<p>Observing the Action</p>		

Reflecting the Observation Result	Positive results	of the observation in field note and the observer write the result in the observation data.
	Weaknesses	<p>The improvement of the students' pronunciation</p> <p>The improvement of silent students' learning activity from passive to active.</p> <p>Students are under control during the games</p> <p>The students tend to make noise during the lesson</p>

2. Cycle 2

a. Planning the action

The action plan for cycle 2 was made based on the weaknesses of cycle 1. In this cycle, the researcher still used pictures to present new vocabulary, and games were used to practice the students in comprehending and pronouncing the word correctly. To overcome the weaknesses of cycle 1, the researcher revised the plan as follows: 1) to drill the students' pronunciation the researcher decided to create games which are focuses on practicing pronunciation. 2) to overcome the disorganized class during the game the researcher decided to divide the students into small group. She divided the students into pairs, so that they could still on their seat while doing the game.

The researcher prepared the materials, students' worksheet, lesson plan as teacher's guidance in teaching and everything related to the action.

b. Implementing the action

In the second cycle, the researcher introduced topic *occupation*. The researcher used pictures to present new vocabulary. The researcher practiced the students in comprehending and pronouncing the new words by giving them games which were focuses on pronunciation. The second cycle conducted in two meetings and one meeting for post test.

1) The first meeting was conducted on November 27th 2010 (Saturday, 08.00-09.00 a.m)

a. Pre-activity

The first meeting of cycle 2 was conducted on November 27th, 2010. The researcher opened the class by greeting and checking the students' attendance. Before the teacher started the lesson, she gave the students some questions related to the topic '*occupation*'.

b. Main activity

Firstly, the researcher sang a song about occupation '*I'll be a doctor*'. Then she asked the students to sing the song together. After they sang the song, the researcher explained about the song. It was done to make the students understand the meaning of the song. Then, the researcher distributed handout to the students.

The researcher showed pictures of occupation to present new vocabularies while saying the name of them. She showed the pictures again and pointed some students to answer the researcher's question. Then the researcher

asked the students to read the vocabulary on their handout for the purpose of drilling the students' pronunciation.

Next, the researcher gave simple sentences and explained the sentences to the students. The students paid attention.

The researcher gave vocabulary game to the students. The game was 'card games'. The researcher distributed card pictures to the students. Every student brought one card. They sang a song to play this game. When the song finished, they stopped moving the card and said the name of the picture card they hold. The researcher chose 5 students randomly.

After the game, the researcher distributed worksheet for home work to the students. The worksheet was crossword game.

c. Closing activity

In the end of the lesson, the researcher reviewed the lesson by playing guessing game. When the researcher found that the students had understood the lesson, she said goodbye

2) The second meeting was conducted on December 2nd 2010 (Thursday, 11.00 a.m - 12.00 p.m)

a. Pre-activity

The second meeting of cycle 2 was conducted on Thursday, December 2nd, 2010. The researcher opened the lesson by greeting and checking the students' attendance. Besides, the researcher reminded and checked the students' understanding about the previous topic, which was occupation. The researcher reviewed lesson by asking some questions to the students. Then, the researcher prepared for the game. The students responded well "Asyiiik...". The vocabulary games were guessing game and matching game.

b. Main activity

Firstly, the researcher divided students into pairs. It was done to organize the class during the game. Then, the researcher told the rule of the game to the students. The researcher gave each pair of students a set of job pictures with the names of jobs on the back. The students spread the cards out the table with the pictures uppermost. The students took it in turn to pick up a picture card and try to remember the name of the job. The students who had right answer keep the card. The object of the game is to collect as many cards as possible. Next, when they had finished, they spread the cards out with the names uppermost and worked together to divide them into two groups: people who work inside and people who work outside.

In the individual construction, the researcher gave matching game. She distributed worksheet and asked to the students to do it individually.

c. Closing activity

Having finished conducting the second meeting, the researcher asked the students whether they had difficulty or not and then she reviewed the lesson in order to know the students' understanding in the lesson. She asked the students to sing "I'll be a doctor" song together and then she said goodbye.

1) The third meeting was conducted on December 4th 2010 (Saturday, 08.00-09.00 a.m)

a. Pre-activity

The researcher opened the lesson by greeting and checking the students' attendance. The researcher told to the students that there would be a post-test.

b. Main activity

Firstly, the researcher distributed the worksheet test to the students. Then, she explained the instruction. There were two types of test, namely multiple-choice and pronunciation tests. The students' were asked to do the multiple-choice test first then do the pronunciation test.

c. Close activity

The researcher collected the students' worksheet and then said goodbye.

d. **Observing the action**

To observe the result of the action done in cycle 2, the researcher used some techniques: test, interview and observation which were the same as the technique used in cycle 1. The researcher conducted the final post-test on December 4th, 2010 at the end of cycle 2 in order to measure how far the improvement the students made was. The improvement of the students' achievement could be seen from the mean score of the test. The interview was given in order to know the students' interest toward learning vocabulary using games. And the observation was done during the teaching and learning process. The data were written in the form of field notes and observation report from the collaborator. This data were presented to know how far the students' participate in learning vocabulary using games.

From observing the teaching learning process in the second cycle, the researcher found that the use of games motivated the students in learning English, especially in learning vocabulary. It could be seen from the students' activeness during the lesson and when they played the games. The classroom situation during implementation became more living. Games were attracted students' attention to the teacher and the lesson. Students were active in

answering teacher's question and did the exercises correctly. The class could be controlled although sometimes they are noisy during the lesson.

Generally, the improvement of those aspects could be seen from the result of post-test 2 score. The mean score of post-test 2 increased from the mean score of the post-test 1.

The improvement of the vocabulary mastery can be seen from the scores of the post-test 1 and post-test 2 below.

**Table 4.7. The mean scores of vocabulary aspects
in the post-test 1 and post-test 2**

No	Aspects	Post-test 1	Post-test 2
1	Pronunciation	15.2	15.6
2	Word recognition	13.1	14.1

Table 4.8. The mean score of the post-test 1 and post-test 2

Kind of test	Post-test 1	Post-test 2
	71.9	74.4

e. Reflecting the Observation Results

After analyzing the observation result in cycle 2, the researcher found some differences between the result of the action in cycle 2 and cycle 1. in cycle 2, there were some positive results and weaknesses that can be explained as follows:

1) Positive results

- a. There was improvement of the students' vocabulary mastery. It was shown from the result of the post-test 2, that was 74.4. It was higher than the mean score of the post-test 1, that was 71.9.
- b. There was improvement of the pronunciation aspects. It can be shown in the table 4.9.
- c. The students were more active in TL process and well organized during the games, since the game was played in small groups.
- d. The researcher could manage the class better than in the first cycle. The researcher gave enforcement to the students. She gave reward by stars and adding score to the students who could work well.

2) Weakness

In the teaching and learning process, the students tended to make noise during the lesson. The teacher asked them not to speak too loudly and monitored every activity they did.

D. Research Findings and Discussion

a) Research Findings

After analyzing the research result which was gathered from several sources of data such as field notes, observation report, interview report, questionnaire data, the score of pre-test and post-test, photograph and lesson plan, the researcher concluded several findings which answered the research question as stated in chapter 1. The research findings include the improvement of the students' vocabulary

mastery, and the students' progress during activity in vocabulary games. The findings are presented in the following table.

Table 4.9. The finding of research

No	Point	Before AR	After AR
1	The improvement of students' vocabulary mastery	Students' vocabulary mastery was low	Students' vocabulary mastery improved
	a. Achievement	The mean score in pre-test was 56.6	The achievement of the students' test score improved The mean score in the post-test 1 was 71.9 and post-test 2 was 74.4
	a) Word recognition	The mean score of word recognition test in pre-test was 9.4	The mean score of word recognition in post-test 1 was 13.1 and post-test 2 was 14.1
	b) Pronunciation	The mean score of pronunciation test in pre-test was 13.1	The mean score of pronunciation in post-test 1 was 15.2 and post-test 2 was 15.6
	c) Memorization	Students got	Students could

		difficulty in memorizing new vocabulary	memorize new vocabulary easily through vocabulary games
	b. Classroom Situation		
	a) Student's participation	Students' curiosity in knowing new vocabulary was low. Students paid little attention toward their teacher's explanation during the TL activity.	Games and picture attracted students' curiosity in knowing and understanding new vocabulary. Students paid attention toward their teacher's explanation
	b) Students' involvement	Students were not motivated to be actively get involved in the TL process Only certain students who were active	Students were motivated to be actively get involve during the games All the students involved in the TL process
	c) Class condition	The class were bored and uninteresting activity	The class were alive and interesting activity

Table 4.10. The Improvement of the Students' Score

Sub cycle	Observation	Cycle 1	Cycle 2
Kind of test	Pre-test	Post-test 1	Post-test 2
Mean of the students' score	56.6	71.9	74.4
Increase of the students' mean score		15.3	2.5

Before this research, the students had been noisy during TL process. It happened because they were bored with the learning activities. However, after implementing this research, it can be seen that the students became happy and enthusiastic during TL process. The students were motivated to be actively getting involved during the vocabulary games. Moreover, the class atmosphere was alive and interesting activity.

The second finding is the students' progress during activity in games. Before this research, the students had been passive during TL process. It happened because they were bored with the learning activities. However, after implementing this research, the students were more active in TL process. It happened when the students conducted "collecting games". They should collect all of pictures based on the list they had. It stimulated the students to search for pictures. This type of games gave every students chance to get involved in the teaching and learning process. Moreover, the activity was in the form of pair work, they had to compete with their partner in order to finish the task. Before this research, the students had low interest in learning vocabulary. It happened because they were bored with the monotonous activities in learning vocabulary. The students' interest in learning vocabulary through games it could be seen through the result of the questionnaire below:

commit to user

Table 4.11. The Result of Questionnaire Cycle I

No	Questions	Yes	No
1	Whether or not students like English	92%	8%
2	Whether or not the researcher's explanation comprehensible	81%	19%
3	Whether or not the researcher's way of teaching interesting	86%	14%
4	Whether or not learning vocabulary English using games interesting	95%	5%
5	Whether or not games are helpful for the students to comprehend the lesson in vocabulary learning	84%	16%

Table 4.12. The Result of Questionnaire Cycle I

No	Questions	Yes	No
1	Whether or not students like English	100%	0%
2	Whether or not the researcher's explanation comprehensible	81%	19%
3	Whether or not the researcher's way of teaching interesting	89%	11%
4	Whether or not learning vocabulary English using games interesting	100%	0%
5	Whether or not games are helpful for the students to comprehend the lesson in vocabulary learning	100%	0%

The tables above show that the students' interest in learning vocabulary increased.

b. Research Discussion

The last step of action research was discussing the result of the research with the teacher F as a final reflection. Teacher F and the researcher concluded that games in presenting and practicing new English words were an effective technique to improve the students' vocabulary mastery and students' learning activity.

The research finding resulted the improvement of the students' vocabulary mastery and the students' progress during activity in vocabulary games. The students' vocabulary mastery increased after using games to teach vocabulary and the indicators of problems significantly decreased. The researcher would relate the finding with some theories about games. According to Wright, Bitteridge, and Buckby (1997:1) games helps and encourage many learners to sustain their interest and work. Games can be found to give practice in all the skills (listening, speaking, reading and writing) in all the stages of the teaching-learning sequence (presentation, repetition, recombination, and free use of language) and for many types of communication (e.g. encouraging, criticing, agreeing, explaining). Games can help the students master the language and have fun activities.

Dealing with the improvement of the students' vocabulary mastery, Schmitt and McCharty (1997: 326) state "receptive and productive knowledge". Receptive knowledge is words that the learners recognize and understand when they occur in context, while productive knowledge relates towards which the learners understand, able to pronounce correctly and use constructively in speaking and writing. Through games, students were encouraged to practice their ability in pronouncing and to recognize the new words. The pictures used in this research made the students easier in understanding the form and meaning of the words, and easier in memorizing the new words. It is in line with Hadfield's statement that remembering new words is hard. Words are very slippery things. Games are one of the effective techniques to practice the new words. (1998: 4)

From the analysis of the mean score of the vocabulary test, it can be concluded the use of games in vocabulary could improve the students' vocabulary mastery.

Tables 10.The mean score of the test

Pre-test mean score	Post-test mean score	Final post-test mean score
56.6	71.9	74.4

Related to the students' progress during activity in vocabulary games, the research found that games could increase the vocabulary mastery in several things. They are the progress in students' participation and students' interest.

Based on the literature of games definition, game is an activity in the form of play with rules to achieve a goal, and is done for fun or amusement. The learners may enjoy and feel pleased during the activity. There were several reasons of using games as stated by McCallum that could become the characteristics of game. They are: 1) Games focus student attention on specific structures, grammatical patterns, and vocabulary items, 2) Games can function as reinforcement, review, and enrichment, 3) Games involve equal participation from both slow and fast learners, 4) Games can be adjusted to suit the individual ages and language levels of the students in the class, 5) Games contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation, 6) Games can be used in any language teaching situation and with any skill area whether reading, writing, speaking or listening, 7) Games provide immediate feedback for the teacher, 8) Games ensure maximum student participation for a minimum of teacher preparation.

Related to the students' progress in participation, the research found that the students tended to be more active during TL process and they did the exercise and homework well. The researcher related those findings to what McCallum says about

the benefit of using games. McCallum stated that Games can function as reinforcement, review, and enrichment. He added that games provide immediate feedback for the teacher. After implementing this research, the students were more active to take a part in vocabulary games activity. It could be seen when the students conducted “sorting and matching game”. They did the game in pairs, so that they had to cooperate with their partner and compete with other groups in order to finish the task. This is in line with the characteristic of games that games involve equal participation from both slow and fast learners. Moreover, Games ensure maximum student participation for a minimum of teacher preparation. From the theory it can be concluded that games are useful for improving the students’ participation in comprehending new vocabulary. It could be shown from what the researcher found in the implementation of the research. When the students’ conducted “puzzle games”, the students were given a picture puzzle and asked to arrange in the correct one. Then they had to find the correct word about the picture by choosing available flashcard. It helped the students to recognize the word correctly. In the end of the activity they had to pronounce the word correctly. It could practice and improve the students’ pronunciation. Besides, they should be active in playing the games.

Related to the students’ interest, the researcher found that the students enjoyed and were interested in the classroom situation, especially in the games activity. They were more enthusiastic and more comfortable in joining the lesson, and all the students involved activity in TL process. The researcher related those findings to what Wright says about games. Wright says that games help and encourage many learners to sustain their interest and work. The improvement of the student’s interest could be seen when they enthused to be involved in the games. Their interest increased during the competition of games. They had to compete with other group. It gave them challenge to win the games. By giving different variety of games, they could be interested more in playing the games. According to McCallum games focus students’ attention on specific structures, grammatical patterns, and vocabulary items.

He added that games contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation. Therefore, games made the class alive and gave enjoyable activities.



CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter is to conclude the result of this study, to imply this study and to suggest others after conducting this study. Below are the conclusion, implication and suggestion of the study.

A. Conclusion

Based on the discussion in the previous chapter, the writer draws conclusion that the use of games can improve the students' vocabulary mastery. The first is about the answer of the research problem: can and to what extent the use of games improve the third grade students' vocabulary mastery. After the writer analyzed the result of the action research, it could be seen that the use of games in teaching vocabulary can improve the students' vocabulary mastery.

The result of the research showed that the use of games in TL of vocabulary was able to improve the students' vocabulary mastery that covers word recognition and pronunciation.

The enrichment of the students' vocabulary mastery is also supported by the result of the test. The mean score 56.6 in the pretest improved to 71.9 in post-test 1 and 74.4 in post test 2. It proved that the use of games in teaching vocabulary can improve the students' vocabulary mastery.

From the observation, the researcher found that during the action, the students showed their improvement in the vocabulary mastery such as they were able to memorize the vocabulary well, they were able to recognize the words, they were able to pronounce the words correctly, the situation of the teaching and learning process

became more enjoyable and interesting, the students also paid attention toward their teacher's explanation, and all of the students were involved in the TL process. There is also development of the classroom situation. Before conducting the research the students had been passive during TL process. It happened because they were bored with the learning activities. However, after this research, it can be seen that the students became happy and enthusiastic during TL process. The class was alive after the implementation of games.

The second is about the answer of the second research problem: in what way can games improve the vocabulary mastery. From the observation, the researcher concluded that games can improve students' participation and students' interest in mastering the vocabulary. Games give fun and enjoyable activity. The researcher found that during the action, the students showed their improvement such as: 1) The students tended to be more active during the game. In doing the game they had to compete with their friends to finish the game, therefore they became active. 2) The students were diligent in doing exercise and homework. The activity of games made the student motivated to do their task. 3) The students enjoyed and interested in TL process. Their interest increased during the competition of games. 4) The students were more enthusiastic and comfortable in joining the lesson. Games made the students feel happy and enjoy during the activity.

In conducting the classroom action research (CAR) the researcher encouraged the students to enjoy the activities during the lesson. The researcher concluded that it was necessary to have interesting activity in teaching vocabulary to young learners. Games were interesting and suitable for the third grade students of Elementary school in learning vocabulary, even though not all students could accomplish the task in doing the games. One technique that was proven to be an effective way was using games in mastering vocabulary.

B. Implication

Based on the conclusion of all of the data in the research, there is improvement of the students' vocabulary mastery using vocabulary games. The researcher can imply that the use of vocabulary games in teaching vocabulary can be a suitable teaching technique to improve the students' achievement and increase the students' motivation and interest.

It means that the use of vocabulary games in teaching vocabulary can be developed in the process of teaching and learning language. Games help the students to focus on the vocabulary lesson. Besides, games can encourage the students to be enthusiastic and active during TL process. Games can create a motivating situation so that the students do not feel bored in the learning activity. Those improvements of the students' attitude can change the classroom situations from boring to become interesting. After implementing games in teaching vocabulary, the teacher not only can use English book to guide her students in learning English, but also can use another technique to teach the students. The teacher can make the class alive and interesting teaching activity. Those imply that the use of games in teaching English vocabulary is an effective technique to improve the students' vocabulary mastery and classroom situation during TL process. Even, games are effective to improve the students' interest and motivation, the students' learning activities during TL process, and teacher's technique in teaching English.

C. Suggestion

After concluding the result of the study, the researcher would like to give some suggestions, as follows:

1. For the English teachers

- a) The teachers can use games as a teaching technique for vocabulary teaching
- b) The teachers can use games to make the class alive and have interesting activity
- c) The teachers can use games as reinforcement, review, and enrichment

2. For the English Department of FKIP UNS

- a) English Department of FKIP UNS should encourage the students to be able to use many teaching techniques for improving the students' achievement of English lesson.
- b) English Department of FKIP UNS should give the students more practice of teaching skills so that they can be the professional teacher who have high language competence of English, creative and supported teaching skill.

3. For other researchers

- a) Other researchers are expected to use the finding of this research as a foothold to conduct the next research on similar problems of vocabulary mastery through other teaching techniques.
- b) This thesis can be a reference for other researcher to conduct the next research if there are some weaknesses.