

# TEACHING VOCABULARY USING GAMES: A ASE STUDY AT 7<sup>TH</sup> GRADE STUDENTS OF MTS PEMBANGUNAN NURUL ISLAM

Anisya Fitriyah Rizki, S.S.  
Wirhayati, S.S, M.Pd

## ABSTRACT

This study investigated teaching vocabulary occurred in a junior high school. The problems identified in this research are: the materials, the activities and techniques, and the last the results of teaching vocabulary by using games to junior high school at MTS Pembangunan Nurul Islam. The writer used the field research, and library research to complete accomplishment of the scientific research paper. The result is using games can be easy and interesting for learners to learn English, so that students can get some impressions in some words, so they do not have to memorize word by word or feel bored.

*Key words: Teaching, vocabulary, games*

## I. INTRODUCTION

### 1.1 Background of the Study

Learning foreign language vocabulary is the important element. The difficulties that are common found in mastering English are the ability to speak and write well. If we cannot understand the meaning and the usage of vocabularies good way, sentences construction, it may cause communication process cannot be effectively. Unfortunately, most of the teachers are concern in explaining grammar; they do not have a special time to teaching vocabulary. Also, students only remember the primary meaning without knowing the other meaning and function. Although we know that grammar is as important as vocabulary for learning language. If people have vocabularies without knowing grammar they cannot create a right sentence. Even vocabulary can be learnt through experience it cannot be consider in significant for successful language learning. And also Wilkin's (1972: 111) says, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." So from that statement above, teaching language must emphasize in both vocabulary and grammar. We can put vocabulary higher than grammar.

There are many ways that can be conducted in teaching English, such as songs, poems, pictures and games. Therefore, the writer analyzes how teaching vocabularies using games in conducted and how are the results. It is easy to be understood by students. However, teaching English using games has an important role. First, as students, games can motivate children greatly and there are activities which are usually familiar to the children as regards structure, rules, etc. The second, the students are easy to accept the lesson by using games, because games are fun and make students open- mindedly.

Moreover, according to Rixon, “Games help students revise vocabulary and recalling something that happened in a game may help a student remember the language connected with it” (1992: 82). However, there are not a lot of teachers consider games worthwhile, and only worry about finishing the curriculum. Based on the reason above, the writer chooses “Teaching Vocabulary Using Games” at Qualitative study in MTs Pembangunan Nurul Islam.

## **1.2 Statement of Problems**

The study is about teaching vocabulary using games to junior high school students, especially at MTS Pembangunan Nurul Islam.

The writer attempts to answer three questions as follows:

1. What materials are given in teaching vocabulary by using games to junior high school at MTS Pembangunan Nurul Islam?
2. What activities and techniques are given in teaching vocabulary using games to junior high school at MTS Pembangunan Nurul Islam?
3. What are the results of teaching vocabulary by using games to junior high school at MTS Pembangunan Nurul Islam?

## **1.3 Scope and Limitation of the Study**

The scope of this study is teaching vocabulary using Games. The limitation of the study is the study which is limited to 7<sup>th</sup> grade students only, where the study is controlled by the teacher.

## **II. REVIEW OF LITERATURE**

### **2.1.1 Definition of Vocabulary**

Schmitt (2000) states that “we can also take each type of knowledge from the list above and make students aware of its importance and usefulness in building up their knowledge of a word. For example, we can focus occasionally on how to express opposite or similar meanings for a set of vocabulary we are teaching, show students what is useful to learn about the forms of nouns or verbs, or how prefixes and suffixes can help build vocabulary knowledge quickly.” The statements above, suggests that teachers must make students know many words not only in one meaning but in variety meanings and functions.

According to O’Dell (1997 in Schmitt et al.) states that “give vocabulary a high profile in the syllabus and the classroom so that the students can see its importance and understand that learning a language is not just about learning grammar.” The statements above explain us that vocabulary plays an important role in learning English. So, the teachers are expected to give the more space for the students learning more vocabulary effectively. It must also remember that in learning English it is not enough to know the words. The students must know the words included the meanings and functions and how to use the words in the sentences correctly.

Commonly, learning English is making the students lazy and bored. It is because, students usually only acquire new vocabularies through new words in their textbooks or when given by teachers during classroom lesson. Students may recognize a word in written or spoken form and think that they already know the word, but they may not be able to use that word properly in different contexts pronounce it correctly.

According to Ersoz (2000), “language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target

language. Well- chosen games are invaluable as they give students a break and at the same time allow students to practice language skills.” The explanation above, by using games in learning English can convey the meaning and make the students understand about the lesson easily.

### **2.1.2 Teaching Vocabulary**

Vocabulary has many definitions such as English skill. According to Richards and Renandya (2002:255):

“Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television.”

In other word, vocabulary is the most essential of many aspects language. When people have large knowledge about vocabulary, they better in many aspects automatically. And also, they can be more confident to use their ability. So, learners need to learn seriously because without vocabulary and acquiring strategies that used they will be found difficulty in English skill. For example, when someone reading a novel or news paper in foreign language but he/ she lost the meaning in one sentence or paragraph, which is the clue in the context of the story or article so that he/ she cannot understand about the story.

Teaching vocabulary is not easy as we think. We have to find the way to deliver material in a good way, which is why the teacher supposed to be creative in vocabulary. Thornberry (2000:1440) mentions some techniques for remembering word in teaching vocabulary. They are using mnemonic or often called key word by picture, word card, guessing from context, coping strategies for production, using dictionary, spelling rules (usually using dictionary that used to check it), keeping record, motivating.

### **2.1.3 Definition of Games**

Wright et.al (2006:1) state that “game is an activity which entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.”The statement above suggests that the teachers must bring the games when they are teaching the English language. In order to the students are not feeling bored and lazy when they are learning English.

### **2.1.4 Types of Games**

There are some types of games for the language learners from Wright et.al (2006), they are:

a) Care and share

‘Caring and sharing’ games include all those games in which the learners feel comfortable while sharing personal information with other learners. These games relate more to invitation than a challenge.

b) Do: move, mime, draw, obey

The learner is expected to do something non-verbally in response to a read or a hear text.

c) Identify : discriminate, guess, speculate

The learner is challenged to identify something which is difficult to identify or to hypothesize about something which is then compared with the fact.

d) Describe

The learner is challenged to describe something to another learner, by speaking or writing, so well that the other learner can do something, for example, draw a picture.

e) Connect: compare, match, group

The learner is challenged to connect, compare, match or group various items of information, perhaps picture or texts, objectively or subjectively.

f) Order

The learner is challenged to put various bits of information into an order of quality and importance, subjectively or objectively, or to put texts, pictures, objects, into a developmental sequence, also subjectively or objectively.

g) Remember

The learner tries to remember something and then communicate what he or she has remembered.

h) Create

The learner is challenged or invited to make a story, write a poem or produce some other kind of material using their imagination.

Where each types of pictures have their own use that could be applied to the students, and it is important to the teacher that using games as media to understand well which picture can be used for their students.

### **2.1.5 The Advantages of Games in the Classroom**

According to Huyen (2003) there are some advantages of games especially in teaching vocabulary: “First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.”

Based on the statement above, games are very useful for the learners while they are learning English. Learning English can be easier and the students can be open mindedly. Even they do not understand about the meaning of the games it can make the students seek to understand how to play the game. So, all of the students take part to play the game.

### **2.1.6 Kinds of Games**

Classifying games into categories can be difficult, because categories often overlap. Hadfield (1999:102) explains two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieve the communicative goal.

The second taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

1. Sorting, ordering, or arranging games. For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

2. Information gap games. In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a spot-the-difference task, where each person has a slightly different picture, and the task is to identify the differences.
3. Guessing games. These are a variation on information gap games. One of the best known examples of a guessing game is 20 questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 yes/no questions to find clues in order to guess who or what the person is thinking of.
4. Search games. These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find someone who is a well known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.
5. Matching games. As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. This is also known as the Pelmanism principle, after Christopher Louis Pelman, a British psychologist of the first half of the 20<sup>TH</sup> century.
6. Labeling games. These are a form of matching, in that participants match labels and pictures.
7. Exchanging games. In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game go fish
8. Board games. Scrabble is one of the most popular board games that specifically highlight language.
9. Roles play games. The terms *role play*, *drama*, and *simulation* are sometimes used interchangeably but can be differentiated. Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

### **2.1.7 Some Extract Materials about Teaching Vocabulary using Games**

1. Theme : Number  
Games 7 up  
Direction: the students sit on the chair and make a circle. Then, the teacher command one of the students to count. Every multiple of seven, he or she says 7 Up, then turns his/ her head right/left to choose the other student to answer the question from the teacher. After then, students start to continue to count again.
2. Theme: things in the classroom  
Game: Chain whisper  
Direction: teacher divides students into 5 groups. Each group contains of 6 pupils, then 1 of 5 groups stand in front of the class. The teacher whispers a simple sentence

about the things in the classroom to the 1<sup>st</sup> student, and he/ she continue it until the last student who stands in front of the blackboard. Then he/ she guest the sentence, and writes it on the blackboard.

3. Theme: action verbs

Game: Look and guest

Direction: One student stand in front to the class. He/ she try to show off a word without say anything. And the other student has to raise his/her hand first before answer it. After then, the teacher chooses the other student to make a simple sentence which is related with that word.

### III. RESEARCH METHODOLOGY

#### 3.1 Approach of the Study

The approach of the study is qualitative approach. In qualitative approach the writer collect the data by doing observation, interviewing and the teacher giving questionnaire in the classroom. The analysis will be presented in the form of essay.

According to Denzin & Lincoln (2005: 3):

“Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.”

Based on the explanation above, qualitative study is type of education research in which focus on the participants activities in the classroom.

#### 3.2 Data sources

The writer got data from 7<sup>th</sup> grade students at MTS Pembangunan Nurul Islam. From one class that was taught by a teacher. The writer did observations to gather information and comments on the games used during English lesson. The writer interviewed the English teachers in the school, after the entire lesson done. The syllabus, lesson plans, teaching materials, and games which will be used in teaching vocabulary. There are 31 participants in a classroom.

#### 3.3 Collecting data

To get the data the writer chooses qualitative approach that is through applying the method to the students. The method is teaching vocabulary using games in qualitative approach.

In order to find out the information about student's problems in learning vocabulary, writer accomplish to observatic 18 interview, and test to the students. She will also take the different ways in teach ulary: teaching vocabulary by using games. This study will be done at MTS P an Nurul Islam. And it can be followed by 31 participants.

#### 3.4 Method of Data Analysis

The writer uses tables in analyzing data that are taking from questioner. From data that are found from observation, applying vocabulary games, interview, and test. It can be found also from student's scores.

## IV. FINDINGS AND ANALYSIS

### 4.1 Findings

The score of test which were taken after the implementation of teaching vocabulary using games were recorded by the writer. The meeting held on 1 November 2014 until 29 November 2014. During the process the teacher also gives some games and quizzes to measure the progress of students' vocabulary.

#### 4.1.1 The Vocabulary Materials in Using Games

The material is needed to support teacher in teaching vocabulary. There are some materials that are used during this study:

1. Text book or guidance book  
Book: "**Cakrawala**" for SMP/MTs
2. Games
3. Flash card

During this study the writer used text book to make sure the material given is appropriate with students need. Games are the way that are used to transfer the lesson especially vocabulary to the students. And flash card is used as a tool to review vocabulary. Every week has it owns theme in teaching English. There are numbers, things in the class room, action verbs.

In the first meeting, the teacher provides the piece of paper about number to each student. It is including cardinal number and ordinal number. In the beginning the teacher explains about kinds of number and how to use them appropriately. And the last the teacher read the number and students repeat after the teacher.

Materials: Numbers

Cardinal Numbers		Ordinal Numbers	
0	Oh, zero	---	
1	One	1 <sup>st</sup>	First
2	Two	2 <sup>nd</sup>	Second
3	Three	3 <sup>rd</sup>	Third
4	Four	4 <sup>th</sup>	Fourth
5	Five	5 <sup>th</sup>	Fifth
6	Six	6 <sup>th</sup>	Sixth
7	Seven	7 <sup>th</sup>	Seventh
8	Eight	8 <sup>th</sup>	Eighth
9	Nine	9 <sup>th</sup>	Nineth
10	Ten	10 <sup>th</sup>	Tenth
11	Eleven	11 <sup>th</sup>	Eleventh
12	Twelve	12 <sup>th</sup>	Twelfth
13	Thirteen	13 <sup>th</sup>	Thirteenth
14	Fourteen	14 <sup>th</sup>	Fourteenth
15	Fifteen	15 <sup>th</sup>	Fifteenth
16	Sixteen	16 <sup>th</sup>	Sixteenth
17	Seventeen	17 <sup>th</sup>	Seventeenth

18	Eighteen	18 <sup>th</sup>	Eighteenth
19	Nineteen	19 <sup>th</sup>	Nineteenth
20	Twenty	20 <sup>th</sup>	Twentieth
21	Twenty-one	21 <sup>st</sup>	Twenty-first
30	Thirty	30 <sup>th</sup>	Thirtieth
40	Forty		
50	Fifty		
60	Sixty		
70	Seventy		
80	Eighty		
90	Ninety		
100	a/one hundred		
1000	a/ one thousand		
10.000	Ten thousand		
100.000	a/ one hundred thousand		
1.000.000	a/ one million		
1.000.000.000	a/ one billion		

e.g: a). I am 13 years old. (Cardinal numbers)

b). in 4 January 1996. (Ordinal number)

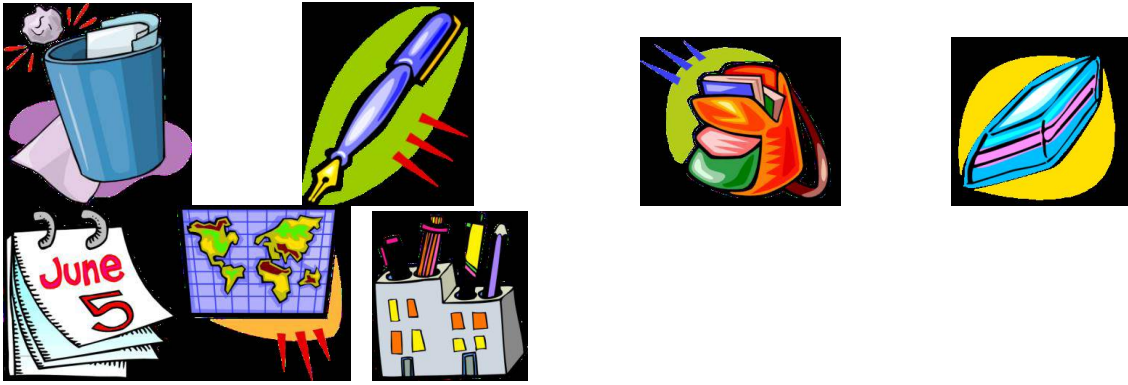
but we say in the fourth of January nineteen ninety six or in January the fourth nineteen ninety-six.

Materials: things in the classroom & personal pronouns

PRONOUNS			
<i>Subject Pronouns</i>	<i>Object Pronouns</i>	<i>Possessive Adjectives</i>	<i>Possessive Pronouns</i>
I	me	my	mine
You	you	your	yours
He	him	his	his
She	her	her	hers
It	it	its	its
We	us	our	ours
You	you	your	yours
They	them	their	theirs







Words: Map, Pencil box, School bag, Book, Pencil, Pen, Dustbin, Rubber, Calendar, Desk, Ruler, Pencil case.

Materials: the actions verbs and possessive pronouns



Words: Read, Write, Run, Eat, drink, Swim, walk, sit

<b>Pronoun Chart</b>					
	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1 <sup>st</sup> person	I	me	my	mine	myself
2 <sup>nd</sup> person	you	you	your	yours	yourself
3 <sup>rd</sup> person (male)	he	him	his	his	himself
3 <sup>rd</sup> person (female)	she	her	her	hers	herself
3 <sup>rd</sup> person	it	it	its	(not used)	itself
1 <sup>st</sup> person (plural)	we	us	our	ours	ourselves
2 <sup>nd</sup> person (plural)	you	you	your	yours	yourselves
3 <sup>rd</sup> person (plural)	they	them	their	theirs	themselves

#### 4. Theme : Number

##### Games 7 up

Direction: the students sit on the chair and make a circle. Then, the teacher command one of the students to count. Every multiple of seven, he or she says 7 Up, then turns his/ her head right/left to choose the other student to answer the question from the teacher. After then, students start to continue to count again.

NAME:

TEST

CLASS:

DATE:

**I. Direction : Match the number to the number words**

- |                     |  |
|---------------------|--|
| 1. 17 Augustus 1945 | a. fifty                                       |
| 2. 21 <sup>st</sup> | b. seventeenth of Augustus nineteen forty five |
| 3. 50               | c. two hundred                                 |
| 4. 3 July           | d. twenty first                                |
| 5. 200              | e. the third July                              |

**II. Direction : Choose the correct personal pronouns in the following sentences!**

1. Andika likes math. \_\_\_\_\_ ( he/ she) is my friend.
2. Berlian is coming in December. \_\_\_\_\_ (He/ She) will stay in my house.
3. The dog is barking. \_\_\_\_\_(It/ they) sees something.
4. Bayu and I go to school every day. \_\_\_\_\_(We/ They) are waiting for the bus.
5. Kabir and Cindy like to bake cookies. \_\_\_\_\_(We / They) are baking cookies now.

**III. LOOK AT THE LIST BELOW AND WRITE ACTION VERB IN THE CORRECT PICTURES.**

- |          |          |         |
|----------|----------|---------|
| 1. SLEEP | 5. READ  | 9. SIT  |
| 2. SWIM  | 6. EAT   | 10. RUN |
| 3. CRY   | 7. DRINK |         |
| 4. WALK  | 8. WRITE |         |



I. Direction : choose the correct answer.



1. What is this function?
- It's function is to write
  - It's function is to clean the floor
  - It's function is to sit
  - It's function is to save the book



2. Meilia borrows my . What is the name of the picture?
- Book.
  - Ruler.
  - brush
  - glue



3. My mother buys me a new . What is the name of that picture?
- Souse
  - T- shirt
  - book
  - bag



4. Aldo brings a . What is the name of the picture?
- Glue
  - Chair
  - calendar
  - computer



5. They colored the picture with . What is the name of the picture ?
- crayon
  - pen
  - brush
  - coloured pencil

Meanwhile, in the second and the third meeting, the teacher use pictures and materials which are available in the book and worksheet as sources in teaching process. In addition, teacher adopted lesson of syllabus to guide teaching which is made by that school.

5. Theme: things in the classroom  
Game: Chain whisper

Direction: teacher divides students into 5 groups. Each group contains of 6 pupils, then 1 of 5 groups stand in front of the class. The teacher whispers a simple sentence about the things in the classroom to the 1<sup>st</sup> student, and he/ she continue it until the last student who stands in front of the blackboard. Then he/ she guest the sentence, and writes it on the blackboard.

6. Theme: action verbs

Game: Look and guest

Direction: One student stand in front to the class. He/ she try to show off a word without say anything. And the other student has to raise his/her hand first before answer it. After then, the teacher chooses the other student to make a simple sentence which is related with that word.

#### 4.1.2 Activities

Implementation of teaching is a process in learning vocabulary where the role of teacher is crucial, because they give great influential success or not in learning. So teacher must prepare before they teach students. Otherwise, they also have deep knowledge in learning make students interested because in beginner students need various methods and techniques in order to they are not get bored in learning English. The writer would explain the result from process activities of teaching vocabulary use games at 7<sup>th</sup> grade MTs Pembangunan Nurul Islam until 4 meeting. The following of the result from the activities in teaching vocabulary using games:

##### 1. First meeting

On 1th November 2014, (the first day), the writer observed the 7<sup>th</sup> grade students they were not interested in learning English. At the first time, many students did not pay attention to the teacher as many are talking with their pairs and even sleep at the classroom. The seating arrangement was not good really because many students are seated near the wall which created a good place to lounge against. In addition, those who were seated at the back are hiding and sliding under their desks to hide and do whatever they want to do because the teacher does not monitor the class frequently.

Seating arrangements also have an effect on how students reacted to the teacher. Observations show that students who are seated far away tended to hide behind their peers, so the teacher cannot see them. In addition, the writers think that students have difficulties in listening and looking at what the teacher is doing, especially those seated at the back. So, the research divides the students into 6 groups and creates the circle seats to each group.

However, documents collected shows that what is written in the lesson plan do not actually happen in the class. The teacher planned to play a game at the beginning, but he did not. In the lessons that observed, and in the only one game the writer see play, lacked the element of fun and interest, which is one of the essential components of language. Findings collected from interviews with the teacher, and documentation shows that games are not used to enhance learning, and all lessons are merely another page in the book that should be finished.

##### 2. Second Meeting

In 8<sup>th</sup> November 2015. The teacher tried to apply the game into the material. The teacher came to classroom then greets the students in English to make 'English Environment' in the first meeting. The teacher used "Good morning students" and making sure those students can respond it by saying "Good morning teacher/miss/sir". The teacher checks the attendance list.

The teacher opened main activity that is related to the topic discussed, the action verbs. The teacher explains and develops all kind form of personal pronouns like: they, we, you, he, she, it and explained about possessive adjective like: mine, yours, his, hers, theirs, ours. The teacher gave the new words related to the action verbs. The students were guided to make the correct sentences using the action verbs.

Teacher apply the Game: Look and guest

Direction: One student stand in front to the class. He/ she try to show off a word without say anything. And the other student has to raise his/her hand first before answer it. After then, the teacher chooses the other student to make a simple sentence which is related with that word.

Teacher materials

1. Personal Pronoun: I, You, They, We, He, She, It.
2. To Be (Am, Is, Are), Do, does.
3. Possessive Adjective: My, Your, Their, Our, His, Her, Its.
4. Vocabulary that related to the action verbs: run, drink, eat, jump, walk, etc.

Source: 'Cakrawala' for SMP/MTs. Grade VII

Media: white board, marker, and flash cards.

As the result the students tried to participate to the lesson and they start to be interesting with the lesson actually the games. Even the score in the second meeting did not give a lot of the progress.

### 3. Third Meeting

On 22th November 2014, the teacher came to classroom then greets the students in English in the first meeting. The teacher uses "Good morning students" and making sure those students can respond it by saying "Good morning teacher/miss/sir".

The students look more enthusiasm in learning English. They are waiting for the games. However, teacher explains the materials and the students more pay attention to the teacher. When the games play, the students looked more curious about the games, they tried to answer even they did not know well. They tried to remember the vocabulary and speak louder. And the result of this meeting showed the good progress in general.

Main activities:

- The teacher opened main activity that was related to the topic discussed, things in the classroom.
- The teacher explained and developed all kind form of personal pronouns like: they, we, you, he, she, it and explains about possessive adjective.
- Teacher introduced the word related to the things in the classroom.
- Students are asked to act out a simple conversation about their classmates.
- The teacher introduces some subjects or objects to the students and the students have to identify the personal pronoun through the pictures.
- The students are guided to make a simple sentence with new vocabulary.

### Games

1. Theme: things in the classroom

Game: Chain whisper

Direction: teacher divides students into 5 groups. Each group contains of 6 pupils, then 1 of 5 groups stand in front of the class. The teacher whispers a simple sentence about the things in the classroom to the 1<sup>st</sup> student, and he/ she continue it until the last student who stands in front of the blackboard. Then he/ she guest the sentence, and writes it on the blackboard.

Source: 'Bright' for SMP/MTs. Grade VII, the internet

Media: white board, marker, and flash cards.

#### 4. Forth Meeting

This was the last of the entire meeting, 29 November 2014. The teacher gave the evaluating about the students capability in learning vocabulary. And in the last time teacher gave the students test.

#### 4.2 Analysis

The analysis in this study is used to measure how the games can help in the teaching vocabulary. The results are from the test, questionnaire and interview during the teaching process and the result can be seen as follow.

##### 4.2.1 The Result of Questionnaire

In this study the writer divided the result into two parts. They were questionnaire result for students and the result from student's score which are both described in the table and give explanation in below. Before the table of the result observation is described, there were the result dialogues between the teacher and the writer about the responses students in learning. The dialogues as follow:

Writer: Sir, How is the result after you teaching vocabulary using games to the students?

Teacher: Around 85% students have paid attention to the lesson and it can stimulate the students to create their idea, and they can be more confident and they enjoy the lesson. Even though, they were not too interested in the beginning.

According to the dialogues above, teacher said that students paid attention for lesson and the students looked really enjoy in learning vocabulary using games.

The questionnaire aims to know how are the responses of the students in learning vocabulary using games. The questionnaire was given in forth meeting to thirty one students. The illustration in questionnaire was answered by students with giving a sign thick on the Yes/No based on their answered. The following result responses of the students toward questionnaire that have given.

No.	Statement	Yes	No
1.	Learning vocabulary using games is much fun and easier	26 students	5 students
2.	Learning vocabulary using games is more easier than learning vocabulary without games to remember the vocabulary	26 students	5 students
3.	You often get good score when you learning vocabulary using games	29 students	4 students
4.	Teacher often uses games when teaching vocabulary using games	25 students	6 students
5.	The written test more often done than using games	5 students	26 students

The table is questionnaire result for students about student's responses in learning vocabulary using games. After the writer looks the results of questionnaire it can be summed up that the students enjoy in learning vocabulary using games. It is because they are



stimulated to create and answer the questions even they do not know the answered surely in the beginning. In addition, they are also get good scores in learning vocabulary using games.

#### 4.2.2 The result of Test' score

After the implementation of the teaching vocabulary using games, the teacher gives the test in the last meeting. It has purpose to measure the students' general ability in English, especially vocabulary. They are shown in the table below:

NAME	TEST
Student 1	85
Student 2	90
Student 3	80
Student 4	95
Student 5	70
Student 6	90
Student 7	85
Student 8	96
Student 9	90
Student 10	96
Student 11	88
Student 12	75
Student 13	90
Student 14	98
Student 15	86
Student 16	98
Student 17	80
Student 18	75
Student 19	88
Student 20	90
Student 21	95
Student 22	80
Student 23	98
Student 45	90
Student 26	75
Student 27	85
Student 28	98
Student 29	80
Student 30	70
Student 31	85
The best score	98
The bad score	70
AVERAGE	86.7

Here are the results based on Suharsimi classifications' score.

The table shows that out of 31 students there are good progresses in the post test. There are 83,8% who get A or grade excellent. There are 16,2% who get B or grade good. But, 0% for C or grade fair. 0% for D or grade pour and 0% for E or grade fail.

The score of the students mostly increase; it is because from the second meeting they start to be interested with the lesson because of new things that is game. Games can make them curious to find the answer about the questions. Games can make them more relax, fun and they do not be afraid to answer even false. Games also provide the students to remember vocabulary easier.

#### **4.2.3 The Result of Interview**

Below, there are the result of interview between the writer and the teacher that discuss how implementation of teaching vocabulary at 7<sup>th</sup> grade students in MTs Pembangunan Nurul Islam Tangerang Selatan. The dialogue as follow:

Writer: So far, what technique do you use for teaching vocabulary at 7<sup>th</sup> grade students?

Teacher: Well, I teach them based on the syllabus at this school. I believe that the teachers in this school have a good skill. We read the story together and find the new words and write-down the difficult words and look- up the meaning in the dictionary.

Writer: Is there any another way that you used? Is that work well?

Teacher: I found difficulties; the problem is the students think that English is bored. So, they are lazy to memorize vocabulary rather forget in writing.

The following interview above, the teacher described that he used the ordinary technique in learning vocabulary. The teacher talk that the great problems that faced by students are they were lazy to memorize vocabulary after they got the lesson from their teacher.

## **V.CONCLUSION AND SUGGESTION**

### **5.1 CONCLUSION**

In this chapter the writer concluded the result of this study. This study focused on the material, the implementation of teaching vocabulary using games and the result of the study at 7<sup>th</sup> grade in MTs Pembangunan Nurul Islam Tangerang Selatan.

After conducting the teaching and learning process at MTs Pembangunan Nurul Islam, the writer summed up that teaching vocabulary using games can be the alternative way in teaching language. It can be seen the reaction of the students in learning process and the result which achieved by students. Besides, teacher also used syllabus that made by that school.

The writer attended four meetings; she found the teacher delivered the lesson in each meeting. At the first, it looked like the obstacle for the writer about her research. Because in the beginning of the learning process the teacher did not use the lesson plans. In the lessons that was observed the writer see play, lacked the element of fun and interest, which is one of the essential components of language. And the scores actually do not show the good result for the first meeting. But it would be changed in the second meeting the teacher tries to apply the lesson plan to the students, and arrange to make comfortable seat to the students. The teacher divides students into 6 groups, and the take the lesson plan. The students think that this is the new thing, so they try to pay attention to the teacher's explanation. All of them take a part in the games, they have fun, relax, and more confident even they do not exactly know about the

meaning of the new words. They are very curious about it. And the result they can prove the good progress.

From the study above the writer concludes that the table shows that out of 31 there are 83, 8% who get A or grade excellent. There are 16, 2% who get B or grade good. But, 0% for C or grade fair. 0% for D or grade poor and 0% for E or grade fails. It means there are good progresses in teaching vocabulary using games.

The explanation above shows that teaching vocabulary using games is good enough to increase student's vocabulary. By seeing how Mr. Bahar teaching vocabulary through the observation, it can be concluded that it has good responses from the students. Games can motivate students in learning vocabulary and their activities which usually familiar to children. Not only that games can make the students relax and fun. So, it can create a good situation in learning process.

## 5.2 SUGGESTION

After doing this study, the writer suggests that English teacher should conduct some important things as follow:

### 1. For English Teacher

The teacher does not only stay in front of the class. He should be closer to his students. Because the ability each students is different. English teacher should create various teaching technique to make the students enjoy during teaching process especially in teaching vocabulary. To improve students vocabulary, the teachers are expected can use games to build students' imagination.

### 2. For Next College Students

For next college students who are in conducting a study in teaching vocabulary this study can be used as reference. This research discusses teaching vocabulary in 7<sup>th</sup> grade students hopefully this research can be useful about teaching vocabulary using games.

### 3. For School

The school should add the allocation time to learn English lesson at least thirty minutes. The school also should support the teacher to provide the materials.

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