THE EFFECT OF GAMES ON THE EIGHTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT AT SMP NEGERI 1 AMBULU JEMBER

THESIS

By

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NIM. 050210401065

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LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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Presented as one of the Requirements to Obtain S1 Degree of the English Education
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DEDICATION

This thesis is dedicated to my beloved father and mother, Chudori, S.Pd and Siti Atmainah, S.Pd., who have been my source of encouragement and inspiration throughout my life.

CONSULTANTS' APPROVAL

The Effect of Games on the Eighth Grade Students' Vocabulary Achievement at SMP Negeri 1 Ambulu Jember

THESIS

Presented as One of the Requirements to Obtain SI Degree of the English Education Program of the Language and Arts Education Department of Faculty of Teacher Training and Education, Jember University

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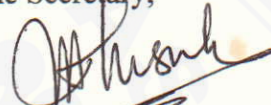Place : The Faculty of Teacher Training and Education

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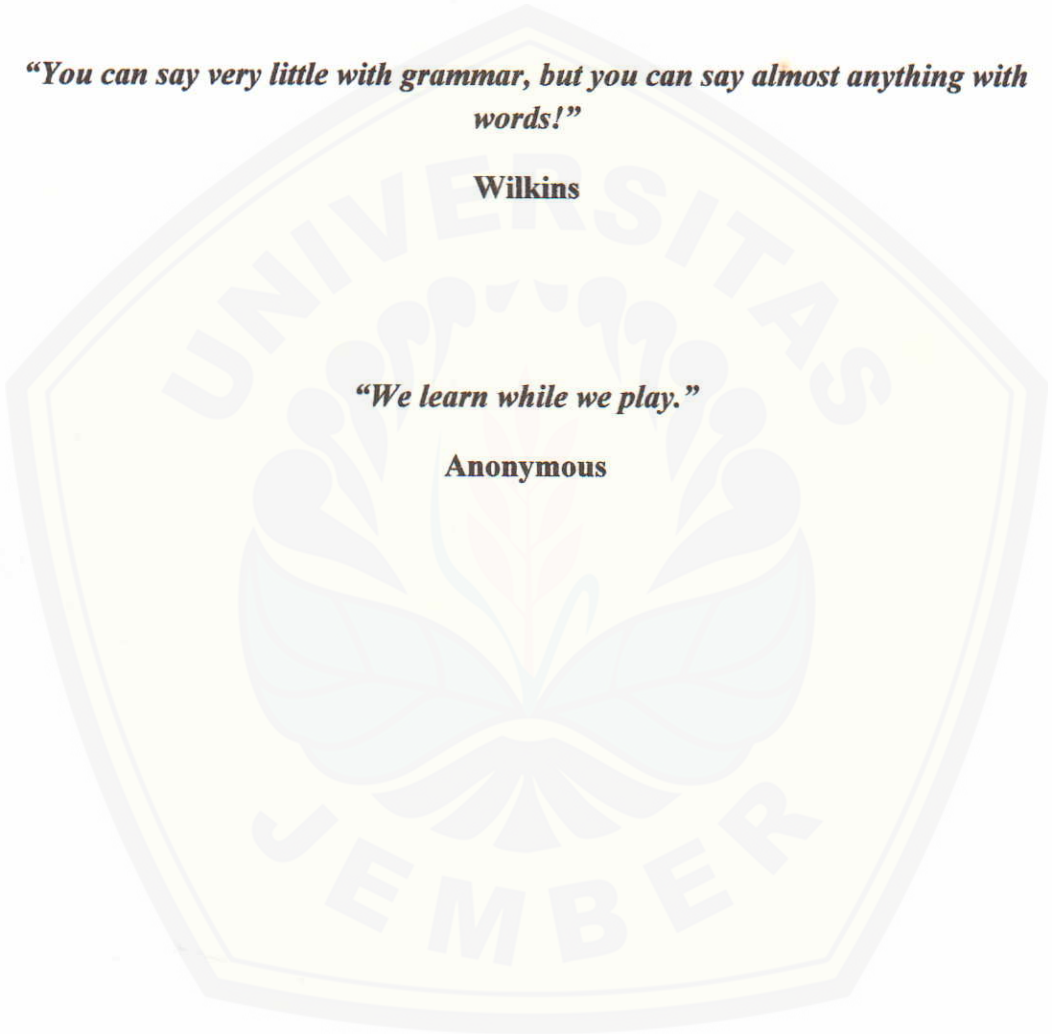Drs. H. Imam Muchtar, S.H, M.Hum
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MOTTO

"You can say very little with grammar, but you can say almost anything with words!"

Wilkins

"We learn while we play."

Anonymous

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Finally, I hope this thesis will provide some advantages for its readers. Any constructive suggestions and criticism are appreciated.

Jember, 1 December 2010

The Writer

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SUMMARY

The Effect of Games on the Eighth Grade Students' Vocabulary Achievement at SMP Negeri 1 Ambulu Jember; Nunung Chumairoh; 050210401065; 40 pages; English Education Program of Language and Arts Department; Faculty of Teacher Training and Education, Jember University.

This quasi experimental research was intended to know whether or not there was a significant effect of using games on the eighth grade students' vocabulary achievement at SMP Negeri 1 Ambulu in the 2009/2010 academic year. This research was started by conducting an interview with the English teacher of the eighth grade students of SMP Negeri 1 Ambulu on May 19th, 2010. Based on the preliminary study, it was found that the English teacher had never used games in teaching vocabulary. Vocabulary was taught integratedly with the reading skill.

It is a good way to use games in teaching vocabulary because of their advantages in teaching learning process. Students can break routine activities, be motivated, interact and communicate with others easily. Besides, games can make the students interested and enjoy the lesson. In this research, the researcher used "Bingo" and "Dash it and Hang it" as treatments for the experimental group. On the other hand, lecturing and Question and Answer technique were applied for the control group.

This research was conducted to investigate the effect of using games on the students' vocabulary achievement at SMP Negeri 1 Ambulu in the 2009/2010 academic year. The respondents of this research were the eighth grade students of SMP Negeri 1 Ambulu in the 2009/2010 academic year that were determined by lottery because the result of homogeneity test was homogenous. The subjects of this research were class VIII B (the experimental group) and VIII F (the control group).

Based on the results of the data analysis of t-test, it was found that the value of t-test was 3.15 and the t-table on the significant level of 5% (the degree of freedom

60) was 1.67 so that, the value of the t-test was higher than that of t-table. Thus, it could be concluded that there was a significant effect of games on the eighth grade students' vocabulary achievement at SMP Negeri 1 Ambulu in the 2009/2010 academic year. The use of games was 11.11% more effective than that of lecturing and question and answer technique. Therefore, the English teacher is suggested to also use games as the alternative technique in teaching vocabulary.
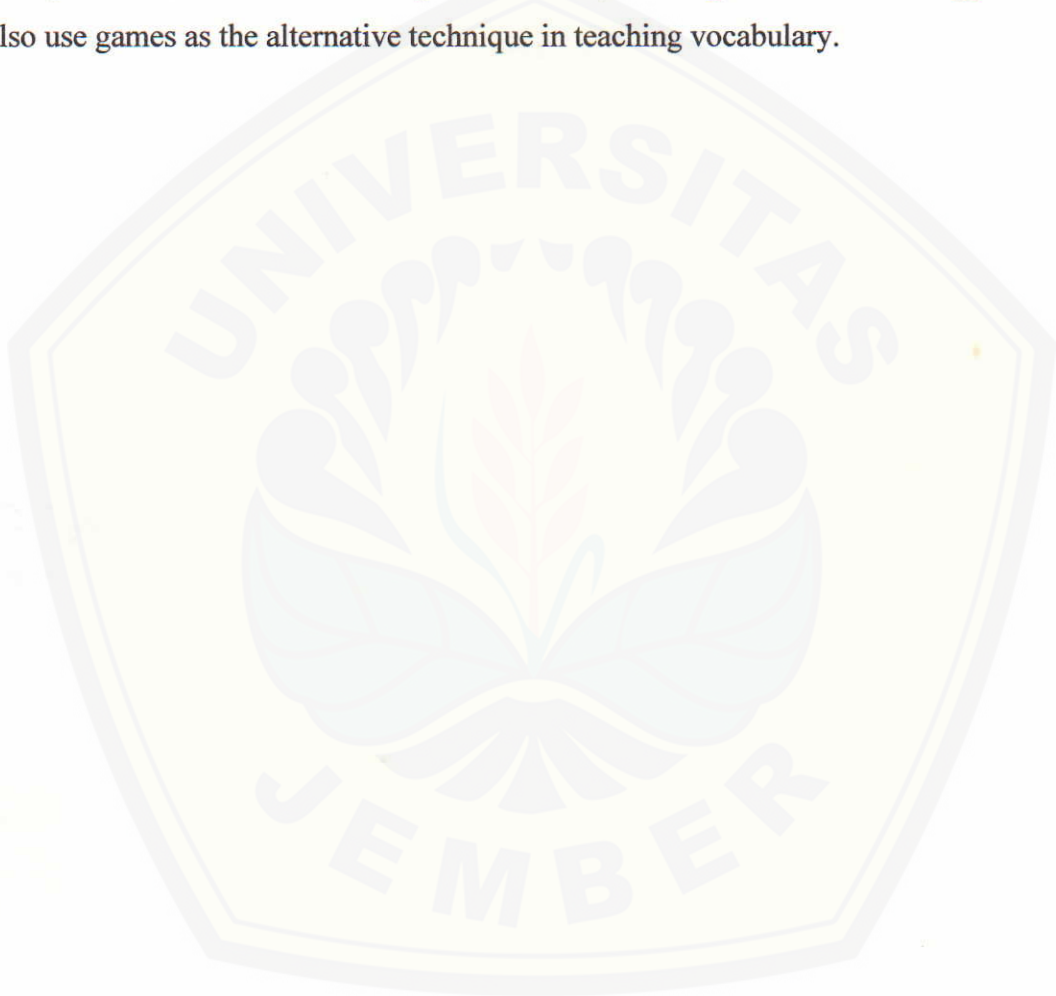
I. INTRODUCTION

This chapter presents some aspects underlying the topic of the research. They are: (1) Research Background, (2) Research Problems, (3) Operational Definitions of the Terms, (4) Research Objectives, and (5) Research Significance.

1.1 Research Background

English as an international language has an important role in the world. It is used by most people in the world for international communication. It is used not only for communication but also for transferring much important information in any field of study, such as science, medicine, technology, academic, news, trading, etc. Considering the importance of English as an international language, people have to master it in order to be able to take part and share their knowledge.

In order to master English, people can learn it through formal education or non formal education. In formal education, they learn English at school but in non formal education, they can get it from English courses.

Vocabulary is the basic thing in learning language. Lack of vocabulary will make learners difficult in mastering the language. Wilkins (1998), as quoted by Thornbury (2002:144), states the importance of vocabulary learning, that "if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!" It means that the learners should master vocabulary well before studying the structure of the language so that the students would get the idea of what they have learnt more easily.

Knowing the importance of vocabulary, English teachers must be aware of the significance in applying an appropriate teaching technique. Wright et al.(1996:1) state that games help and encourage many learners to sustain their interest and work. This means that games can make the students enjoy the English class activities especially

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in overcoming the problems of learning vocabulary because they learn in a situation where they are given stimulus to practice vocabulary of the target language. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take a part and in order to do so, they must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

Furthermore, Huyen and Nga (2008:14) in their research conclude that games show some advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, and help them learn and retain new words more easily. Second, games usually involve friendly competition and keep learners interested. These create 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. With the use of games, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions (Wright, et al, 1984).

In line with the explanation about games, Karim and Hasbullah (1986:5.33) explain that "games can also be used in teaching learning process to enlarge student's motivation in learning. Games can help decrease students' boredom, especially for language learning." It means that games can be used to arouse the students' motivation and avoid the students' boredom in teaching learning process. The lack of motivation of the learners at the beginning of learning may be caused by internal factors, uninterested in English subject, for instance, and external factors, such as the teacher's way in teaching English.

Games can be used to teach the four language skills and three language components. Wright, et al. (1996:1-2) state that games can be found to give practice in all the skills (reading, writing, listening and speaking), in all stages of the teaching/learning sequence (presentation, repetition, recombination and free use of language) and for many types of communication (e.g. encouraging, criticising,

agreeing, explaining). From that statement, the teacher can teach vocabulary to the students through games. Games will make students feel happy and comfortable in learning English.

Based on the result of the interview which was done on May 19th, 2010 by interviewing the English teacher of the eighth grade students at SMP Negeri 1 Ambulu Jember to get the supporting data, it was known that the students had not been taught vocabulary by using games technique. They studied vocabulary by reading texts from the teacher, and if they found some new vocabularies they asked to find the meaning of the words from the dictionary by themselves. Then they should memorize those words in each meeting, but they still got difficulties in remembering the words, because the students only learned the meaning of the words in the text. They were not given different exercises of using new learned vocabulary using other techniques. That made students feel bored in learning English, especially Vocabulary.

From the explanation above, a research entitled "The Effect of Games on the Eighth Grade Students' Vocabulary Achievement at SMP Negeri 1 Ambulu Jember" was conducted.

1.2 Research Problem

Based on the background of the research, the problem of the research is formulated as follows:

Is there any effect of using games on the eighth grade students' vocabulary achievement at SMP Negeri 1 Ambulu Jember?

1.3 Operational Definitions of the Variables

Operational definitions are needed to give a guideline to the readers and the writer to understand the concept used in this research. McMillan (1992:21) states that an operational definition indicates "operations" that are performed to measure or manipulate the variable. In this research, there were two variables namely

independent variable, that was, teaching vocabulary by games and dependent variable that was the students' vocabulary achievement.

1.3.1 Games

Games, in this research, referred to an activity with rules, a goal and element of fun. It means that games were elements of fun that support the learners to have interest in learning English. The games used in this research were (a) "Bingo", (b) "Dash it and Hang it". These games were chosen because they were never used in class activities and easy to practice.

1.3.2 Vocabulary Achievement

In this research, the students' vocabulary achievement referred to the mastery of words covering nouns, adjectives, verbs, and adverbs. The students' scores of vocabulary post test indicated the students' vocabulary achievement.

1.4 Research Objective

In accordance with the research problems, the objective of the research was formulated as follows:

To know whether or not there is a significant effect of using games on the eighth grade students' vocabulary achievement at SMP Negeri 1 Ambulu Jember.

1.5 Research Significance

The results of this study are expected to give contribution to the English teacher, the students, and the other researchers.

a. The English Teacher

Hopefully, the result of the research can provide the English teacher, especially in SMP Negeri 1 Ambulu, an appropriate way of vocabulary teaching to be more interesting, so that it can bring better result on the students' vocabulary achievement.

The teacher may consider the use of games in teaching vocabulary to improve the students' vocabulary achievement.

b.   The Students

The treatments given to the students are expected to give interesting experience and practice in studying so that their achievement in learning vocabulary would be increased and they are motivated in learning English.

c.   The Other Researchers

The research result can be used as a reference and source of information for other researchers who want to conduct further researches by applying other vocabulary teaching techniques, e.g. by using songs, pictures, and other games (puzzle, add game, crossword, etc.) or the same techniques but with different research design, such as a classroom action research to improve the students' active performance and enthusiasm as well as achievement in learning English vocabulary through games or an experimental research to know the significant result of using games on speaking skill.

II. RELATED LITERATURE REVIEW

This chapter presents the theories related to the use of games in vocabulary achievement. They are games in language teaching, the vocabulary definition and the role of vocabulary, kinds of vocabulary, vocabulary achievement, the effect of games on vocabulary achievement, similar researches and hypothesis.

2.1 Games in Language Teaching

Model of teaching is one of the factors affecting the success of teaching learning process. The appropriate teaching model will make it easier for the students to comprehend the material and feel enjoyable in teaching learning process. Therefore, the teacher must be able to choose an appropriate model of teaching.

Additionally, the way of presenting the material in teaching learning process will influence the students in learning. Some students feel bored and have lack of motivation and interest in learning English as a foreign language in Indonesia. One of the reasons is caused by the teachers' way of teaching. They tend to use routine activities monotonously, lack of variation in presenting the material and do not involve students in teaching learning activities.

Based on the idea, the teacher should involve the students in language teaching activities and break routine class activities. Wright et al.(1996:1) state that games help and encourage many learners to sustain their interest and work. Ersoz (2000), as quoted in Huyen and Nga (2008), states that games are highly appreciated thanks to their amusement and interest. Teachers can use games to help their students practice their skills more in communication. In addition, Uberman (1998) considers games as a way to help students not only enjoy and entertain the language they learn, but also practice it incidentally. Furthermore, Huyen and Nga conclude that games are useful and effective tools that should be applied in vocabulary classes. The use of vocabulary is a way to make the lessons more interesting, enjoyable and effective.

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According to Kim (1995), there are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. Games are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in various skills such as speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

Lengeling and Malarcher (1997) state that

"In an effort to supplement lesson plans in the ESL classroom, teachers often turn to games. The justification for using games in the classroom has been well demonstrated as benefiting students in a variety of ways. These benefits range from cognitive aspects of language learning to more co-operative group dynamics." (Taken from *www.esldepot.com/section.php/4/0*)

They also state that games have advantages in many factors, such as a) *affective factor*, promote communicative competence and motivate students; b) *cognitive factor*, reinforce; c) *class dynamics factor*, student centered, teacher acts only as facilitator and foster whole class participation; d) *adaptability*, easily adjusted for age, level, and interests, require minimum preparation after development, and utilize all four skills.

From the evidence above, it proves that it is a good way to use games in teaching vocabulary because of their advantages in teaching learning process. Students can break routine activities, be motivated, interact and communicate with others easily. Besides, games can make the students interested and enjoy the lesson.

Other experts, Ersoz (2000) states that

"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. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation." (Taken from *www.esldepot.com/section.php/4/0*)

In addition, Yu-Jing and Mei (2000) state that through playing games, students can learn English the way children learn their mother tongue without being aware on what they are studying; thus without stress, they can learn a lot, even shy students can participate positively.

From the definition above, it can be concluded that games are elements of fun that support the learners to have interest in learning English. In other words, games are one way to arouse students' interest and motivation in learning English, help them to comprehend the material, avoid the students of being bored and break routine activities.

2.1.1 Kinds of Games

Games, especially language games, can be classified into some categories. Wright et al. (1996) divide games into:

1. *Picture games*. They are games in which the use of pictures plays a major part. For example, Describe the Picture, teacher prepares some pictures and asks two students to play it in front of the class (as a model). One describes the picture he/she choses and another one tries to guess it.

2. *Psychology games*. They are games which lead to a greater awareness of the workings of the human mind and senses. For example, Visual Imagery, teacher must create the necessary mood by her/his tone of voice and through his/her quiet explanation of what is going to happen. His/her aim is to focus the learners' concentration on the inner rather than the outer world. The easiest thing to do is to describe something so that each person can picture it in their mind. After doing this, teacher asks the learners to tell their neighbors what they saw. Each learner is possible to have imagination differently.

3. *Magic tricks*. They are games which use a magic trick in presenting the material. For example, Magic Birthday, teacher asks a learner to multiply his age by three, add six and divide by three. Then he must subtract two from the result. The answer will be – the age of the learner.

4. *Caring and sharing games*. They are games which lead the attempt to introduce the learners to caring and sharing activities. For examples, a Remembering-names game, it is one of the many games which help people in a group to learn each other's names quickly. Teacher arranges the learners in a circle (more circle if necessary). Give one learner a tight ball of paper. He/she must then throw it to anyone else in the circle. The learner catching the ball must say his/her name before throwing the ball to someone else. After everyone has said their name at least twice, teacher change the rules. Now the thrower must say the name of the person they are going to throw the ball to.

5. *Card and board games*. They are games that use card and board as media. For example, Snakes and Ladders.

6. *Sound games*. They are games in which the students can create their mind an impression for examples people, place, and actions and lead them to exchange points of view and to express opinions and ideas. For example, Voices and Objects, a learner blindfolds another and then say something to him/her or do an action (e.g. drop a coin) and the blindfold learner must guess what it is.

7. *Story games*. They are games that provide a framework for learners to speak and to write at length instead of engaging in short exchanges, for examples silly stories games, fantasy stories games. For examples, Silly Stories, teacher begins the first half of a sentence and then asks class to think of continuation.

8. *Word games*. They are games that the focus of attention is initially on the word rather than the sentence, for examples Dash it and Hang it game, Bingo etc.

9. *True/false games.* The game is to decide someone's statement which is either true or false, for example Repeat It if It's True, teacher says a statement and the student repeats it if it is true or ignore it if it is false.

10. *Memory games.* These games challenge the players' ability to remember. For example, What's behind You?, teacher tells the students not to turn round and then asks them to what they think is behind them.

11. *Questions and answer games.* They are games that designed to create contexts in which the learners want to ask questions in order to find something out. For example, Don't say 'Yes' or 'No' game, this can be a team competition. Teacher puts a number of questions to each team. Each question must be answered without delay and without the use of either 'Yes' or 'No'. The team which answers the most questions in this way wins.

12. *Guessing and speculating games.* In this game, someone knows something and the others must find out what it is. For examples, Hiding and Finding game, one or two learners should be sent outside the room. Other learners then discuss what small object they would like to hide and where it should be hidden. When the object is hidden, call the learner(s) in and tell him/her/them to find the object by asking questions.

The games which were used in this research are kinds of word games (Dash It and Hang It and Bingo). These games were chosen because these games had never been used in class activities, and easy to practice and appropriate for the eighth grade students of junior high school.

2.1.2 The Ways to Present Games

Roth (1998) as quoted by International Teacher Training Organization Team (2008) makes the following suggestion for presenting the game: "Play the game with one or two pupils in front of the class as a demonstration." This will allow the others to see a model of what is to be done and how the game is to be played. Roth also suggests that the students sit in a circle around you as you explain. You may decide to

act out the game by playing first one part and then the other for them to see. And finally, Roth suggests that you give the game a chance and not be discouraged, as it sometimes takes time for students to understand the game enough to really enjoy playing it. Hong (2008) also suggests as the followings:

1. When giving instructions to beginners, a few words in the mother tongue would be the quickest way to make everything clear. More English exposure is needed at a later stage.

2. Games are best set up by demonstration rather than by lengthy explanation.

3. It is very important not to play a game for too long. Students will begin to lose interest. It is best to stop a game at its peak.

In addition, Wright et al. (1983: 6) describe the ways of introducing new games. They are as follows:

1. The teacher explains the nature of the game and how to play it;

2. The teacher and one of the learners demonstrate parts of the games;

3. One of the groups tries out the game in front of the class;

4. The teacher writes any key languages from the board;

5. The groups try to perform the games in front of the class.

In this research, the researcher practiced two kinds of competition games namely "Bingo" and "Dash It and Hang It", and the details are as follows:

A. "Bingo" Game

Skill   : Vocabulary

Control   : Guided

Level   : Beginners/intermediate

Time   : 20-30 minutes

Materials   : Paper and pencil for the teacher and the learners

Preparation:

The teacher decides a group of words (nouns/verbs/adjectives/adverbs) to practice. Write them on the board.

Procedures

1. Tell the learners to write down any five of words from the words that the teacher has written down on the board.

2. Call the words at random. The teacher should make a note of each word as the teacher calls it out. This will help the teacher to avoid calling out the words more than once.

3. The learners must cross out the words they have written if they hear them called.

4. The first learner is to cross out all five of their words and calls out 'Bingo' and reads out the five words to prove the claim. If they are correct, the learner wins.

(Adapted from Wright et al, 1996:113-114)

B. "Dash it and Hang it" Game

Skill　　　　: Vocabulary

Control　　　: Guided

Level　　　　: Beginner/intermediate

Time　　　　: 20-30 minutes (20 words)

Material　　　: Boardmarker

Procedure:

1. Divided the class into several groups that consisted of 5-8 students and name it based on the order of the letters.

2. The teacher drew the dashes on the blackboard and asked the students to guess the words and gave a clue.

3. A group had five opportunities to call out the letters and four opportunities to guess the word.

4. If the guessing was wrong, the teacher hanged the picture about the hangman.

5. Each group had five words to guess and if they could not answer it, the other groups had a chance to answer it.

6. If all of the groups could not guess the word, the teacher gave a letter based on the order and each group could try to guess it.

7. The group with the highest point won this game.

For example:

The teacher gave a word "butterfly", and said "I am an animal, and consists of 9 letters"

_ _ _ _ _ _ _ _ _

A group called out the letter and the teacher put the right letters in their place. For example they said "A, U, T, R, and L".

_ U T T _ R F L _

The group guessed it four times and if the answer was false, the teacher "hanged" them. If all the members of the groups could not guess it yet, the teacher gave a letter based on the order.
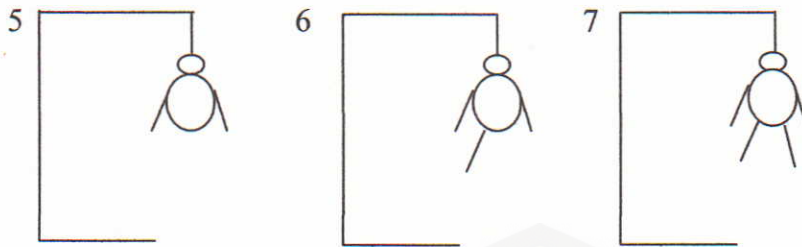
B U T T E R F L Y
1   2   3

Note:

The teacher wrote B, if all of the groups could not answer it yet, she gave E and Y in the final letter.

The picture of a hangman game is as follows (adapted from Wright et al, 1996):
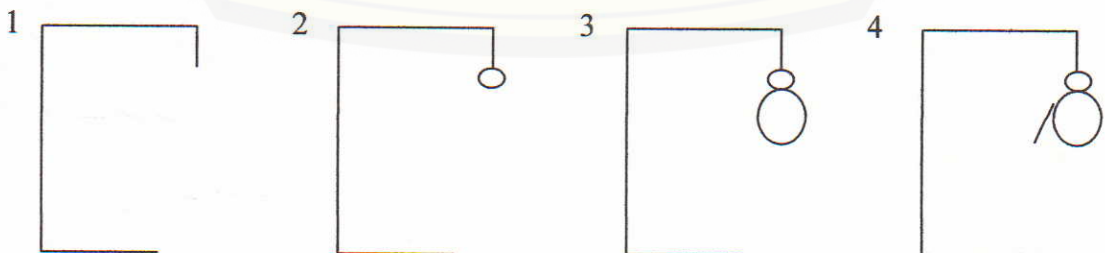
The scores were categorized into four; they were 100 points for the right guessing in the first chance, 75 points for the right guessing in the second chance, 50 points for the right guessing in the third chance and 25 points for the right guessing in the fourth chance.

2.2 The Vocabulary Definitions and the Role of Vocabulary

Hatch and Brown (1995:1) state that vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. It means that vocabulary is a part of language and is spoken by speakers of language. Moreover, Fardhani (2003:1) states that vocabulary is one of language components that play a key role in all language skills: listening, speaking, reading, and writing.

Vocabulary has an important role in language teaching and learning. It will be easy for students to understand and comprehend the language if they master it well. Wilkins, in Thornbury (2002:13), states the importance of vocabulary learning, as follows:

> "if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!"

In other words, if there was no sufficient knowledge of mastering vocabulary, someone would not be able to express his ideas easily or even to communicate with

the others using the target language. Furthermore, Fardhani (2003:1) states that without vocabulary, none of message or idea can be transferred or captured.

From the definitions above, it can be concluded that vocabulary is a set of words people are familiar with and that is used in language. Vocabulary is the important aspect to learn language. Without vocabulary, we cannot say anything or transfer our idea. For that reason, teaching vocabulary effectively and interestingly is expected to enlarge students' vocabulary so that they can master the target language easily.

2.3 Kinds of Vocabulary Learning

According to Haycraft (1978), in Hatch and Brown (1995:370), vocabulary can be classified into two groups, receptive and productive vocabulary. Receptive vocabulary is words that the students recognize and understand when they occur in a context, but they cannot produce it correctly. Moreover, Productive vocabulary is words that the students understand and pronounce correctly and use constructively in speaking and writing. It means, in receptive vocabulary the students know the meanings of the words but they cannot pronounce them well, for example judge, bridge, etc. Meanwhile, in productive vocabulary, the students know the meanings of the words and can pronounce them well.

Other experts, Norton (1990:296) states that

"Everyone has more than one type of vocabulary. First, children have a listening vocabulary, which develops earlier than speaking vocabulary. The number of words a child can respond to appropriately is also larger than the number of words the child uses when speaking. When children learn to read, they add to their vocabularies many words they can understand while reading, but which they cannot use in speaking."

Furthermore, William (1970:47) divides words into two groups of parts of speech: Group I, those with large reserve vocabularies (nouns, adjectives, verbs and adverbs), and Group II, those with small reserves vocabularies (prepositions, pronouns, conjunctions, auxiliary verbs and articles).

In this research, the vocabulary was focused on productive vocabulary and large vocabulary including nouns, adjectives, verbs and adverbs.

2.3.1 Nouns

Hatch and Brown (1995:219) define noun as something refers to a person, place or thing. Further, Frank (1972:6) divides noun into four kinds. They are as follows:

1. Proper nouns, they begin with capital letters in writing. They cover:

    a. Personal names, for examples: Mr. Ali, Jono, Yoni, etc.

    b. Names of geographic units, such as countries (Indonesia), cities (Jakarta), rivers (Brantas).

    c. Names of nationalities (for examples: Indonesian, American, etc.) religion (For example: Islam, Christian).

    d. Names of holiday, for examples: Idul Fitri, Christmas.

    e. Names of time units, for examples: Saturday, July.

    f. Words used for personification a thing, for examples; Nature, Liberty.

2. Concrete or abstract nouns. Concrete nouns are words for physical objects that can be perceived by the senses we can see, touch, smell, the object (for examples: table, girls). Abstract nouns are words for concepts. It is ideas that exist in our minds only (For example: beauty, handsome. justice).

3. Countable or uncountable nouns. Countable nouns usually can be made plural by the addition of -s/-es (for examples; tables, books, etc.) and uncountable nouns do not need -s/-es in the plural forms (for examples: sugar, salt, etc.).

4. Collective nouns. They are words for a group of people, animals or objects considered as a single unit (for examples: family, committee, class etc.).

    In addition, a noun can be formed by using derivational affixes as follows:

    1. *–er*   +   listen   ⟶   listener

    2. *–or*   +   conduct   ⟶   conductor

    3. *–ist*   +   colony   ⟶   colonist

4. *–ant* +	assist	→	assistant
5. *–ent* +	correspond	→	correspondent
6. *–ness* +	sad	→	sadness
7. *–y* +	discover	→	discovery
8. *–ty* +	loyal	→	loyalty
9. *–th* +	warm	→	warmth
10. *–ity* +	fatal	→	fatality
11. *–ure* +	press	→	pressure
12. *–al* +	refuse	→	refusal
13. *–age* +	bag	→	baggage
14. *–ion* +	collect	→	collection
15. *–tion* +	intend	→	intention
16. *–ation* +	consider	→	consideration
17. *–ment* +	argue	→	argument
18. *–ance* +	perform	→	performance
19. *–ence* +	refer	→	reference
20. *–ship* +	member	→	membership
21. *–hood* +	neighbor	→	neighborhood

(adapted from Fardhani, 2003:26)

Based on the topic being discussed, the researcher used concrete or abstract nouns and countable nouns. They were chosen based on the vocabulary list of the 2006 Local Content Curriculum for the eighth grade students.

2.3.2 Adjectives

Hacth and Brown (1995:228) define an adjective as a word, which is used to highlight quality or attributes a noun. Thomson and Martinet (1986:33) classify adjectives into six kinds, they are:

1. Demonstrative adjectives, point out specific persons or things, for examples: this, these, that, those, etc.

2. Distributive adjectives, express the distributive state of nouns, for examples: each, either, every, neither, etc.

3. Quantitative adjectives, also known as adjectives of quantity are concerned with the amount or quantity of something, for examples: some, any, many, etc.

4. Interrogative adjectives, for examples: what, who, whose, etc.

5. Possessive adjectives are used to show ownership or possession, for examples: my, your, her, his, etc.

6. Qualitative adjectives, give information about the qualities of the noun they modify, for examples: clever, good, fat, heavy, etc.

    Besides, an adjective can be formed by using derivational affixes as follows:

    1. –y   +   anger   →   angry
    2. –ly   +   cost   →   costly
    3. –ed   +   skill   →   skilled
    4. –en   +   wood   →   wooden
    5. –ful   +   doubt   →   doubtful
    6. –ary   +   moment   →   momentary
    7. –less   +   end   →   endless
    8. –ous   +   envy   →   envious
    9. –al   +   accident   →   accidental
    10. –ial   +   branch   →   brachial
    11. –tal   +   horizon   →   horizontal
    12. –tial   +   influence   →   influential
    13. –ic   +   artistic   →   artistic
    14. –etic   +   sympathy   →   sympathetic
    15. –atic   +   system   →   systematic
    16. –ish   +   child   →   childish
    17. –like   +   child   →   childlike
    18. –ing   +   disappoint   →   disappointing

(adapted from Fardhani, 2003:26-27)

Based on the topic being discussed, in this research, the researcher used qualitative adjectives. It was because qualitative adjective are mostly taught in the eighth grade students based on the vocabulary list of the 2006 Local Content Curriculum for the eighth grade students.

2.3.3 Verbs

Hatch and Brown (1995:222) state that verbs are words that denote actions. Vendler (1967), in Hatch and Brown (1995:223), divides verbs into four classes, they are:

1. Verbs of activities. They are verbs that indicate activities of subjects, for examples: cry, walk, run, etc.
2. Verbs of accomplishments. They are verbs that indicate accomplishment of the subjects, for examples: paint a picture, draw a triangle, etc.
3. Verbs of achievement. They are verbs that indicate the achievement of the subjects, for examples: recognize, lose, etc.
4. Verbs of states. They are verbs that indicate the statements of the subjects, for examples: like, love, know, etc.

   In addition, a verb can be formed by using derivational affixes as follows:

1. *en-* + joy ⟶ enjoy
2. *–en* + strength ⟶ strengthen
3. *–ize* + standard ⟶ standardize
4. *–ze* + apology ⟶ apologize
5. *–fy* + beauty ⟶ beautify
6. *–ify* + class ⟶ classify

(adapted from Fardhani, 2003:25-26)

Based on the topic, the researcher used verb of activities and verbs of states in this research. They were chosen based on the vocabulary list of the 2006 Local Content Curriculum for the eighth grade students.

2.3.4 Adverbs

Hatch and Brown (1995:230) define adverbs as words that add more information about place, time, circumstance, manner, cause, adjective, phrase, or other adverbs. Further, they divide adverbs into five classes as follows:

1. Adverbs of frequency. For examples: seldom, never, twice, often, etc.
2. Adverbs of degree. For examples: diligently, hard, fairly, very, too, etc.
3. Adverbs of place/locative. For examples: here, there, near, beside, up, down, etc.
4. Adverbs of time. For examples: now, today, tomorrow, etc.
5. Adverbs of manner. For examples: slowly, quickly, etc.

In addition, adverb can be formed by using derivational affixes as follows:

1. $-ly$ + private $\longrightarrow$ privately
2. $-ly$ + happy $\longrightarrow$ happily

(adapted from Fardhani, 2003:27)

Based on the topic being discussed, the researcher used adverbs of place/locative, adverbs of time and adverbs of manner. They were chosen based on the vocabulary level, the teachers' handbook.

2.4 Vocabulary Achievement

According to Norton (1990:276), vocabulary achievement is the ability to use words in expressing a particular thought or idea. It can be said that vocabulary achievement is the students' scores of vocabulary test that have been gained by the students after being given the treatments

2.5 The Effect of Games on Vocabulary Achievement

Games are one way to arouse students' interest and motivation in learning English, help them to comprehend the material, avoid the feeling of bored and break routine activities. The students will enlarge their vocabulary and practically memorize

the words they already learned in the game because they will participate directly and that will be a new experience for them. Uberman (1998) states that games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming. Moreover, Ersoz (2000) states as follows:

> "Language learning is a hard task which can be frustrating sometimes. 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. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation." (Taken from *www.esldepot.com/section.php/4/0*)

Furthermore, Nga and Huyen (2003) state that games have been shown to have advantages and effectiveness in learning vocabulary in various ways. 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. Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.

Based on the opinion above, teaching English through games will help the students to learn the target language. The usage of games will create better performance in language learning. Besides, the teacher will be able to explain the lesson in a relatively shorter time. Games will support vocabulary achievement

effectively because they bring in relaxation and fun for students so that students will learn and keep new words more easily. As a result, students will learn and get better in vocabulary achievement.

2.6 Previous Research Findings

Based on the research conducted by Rozanasari (2004) at SDN Sempusari 1 Jember in the 2003/2004 academic year, it was found that there was a significant effect of teaching vocabulary through games on the fourth year students' vocabulary achievement. The result showed that teaching vocabulary through games was 15,25% more effective than teaching vocabulary without using games. Another study by Firmanto (2004) which was conducted at SLTPN 1 Rowokangkung also proved that there was a significant effect of using games on improving the second year students' vocabulary achievement. The result showed that the value of t-test was 4,61 and the t-table on the significant level of 5% was 2.00. It means that the values of t-test were higher than the values of t-table.

From the previous researches above, it could be concluded that using games in teaching vocabulary is a useful and effective way to enlarge and improve students' vocabulary achievement.

2.7 Hypothesis

According to Hadi (2001:429), hypothesis used in a research must be in the form of alternative hypothesis. Based on the research problems and theory, the hypothesis of this research is formulated as follows:

There is an effect of using games on the eighth grade students' vocabulary achievement at SMP Negeri 1 Ambulu Jember.

III. RESEARCH METHODS

This chapter presents the research methods used in this research. They are research design, area determination method, respondent determination method, data collection methods, and data analysis method.

3.1. Research Design

The design of the research was quasi-experimental with randomized control post test only design. This research was intended to know whether there was a significant effect of language games on the eighth grade students' vocabulary achievement at SMP Negeri 1 Ambulu Jember. The research design could be illustrated as follows:

	Treatment	Post Test
Experiment Group (R)	X	T
Control Group (R)		T

Note:

R   = Random

T   = Post test

X   = Treatment

(Adopted from Arikunto, 2006:279)

The procedures of the design of this research were as follows.

1. Giving vocabulary test as homogeneity test to know the homogeneity of the population before the treatment. Analyzing the scores of homogeneity test by using ANOVA (Analysis of variance).

2. Giving treatments (X) that was teaching vocabulary by using games (Bingo and Dash it and Hang it) to the experimental group, while the control group

was taught vocabulary without using games, that was, by lecturing and question and answer.

3. Giving vocabulary post test to the experimental and the control groups after the treatments.

4. Analyzing the main data (the results of vocabulary test) by using t-test formula of 5% significant level to know whether the difference was significant or not.

5. Finding the Degree of Relative Effectiveness when it was found significant.

6. Drawing a conclusion to answer the research problem.

3.2 Research Area Determination Method

Area determination method was a method of determining the area or place where the research was conducted. The area of the research was the location where all of the research activities were conducted.

Purposive method was chosen in this research to determine the area. Arikunto (2006:139) states that purposive method is a method employed in choosing a research area based on a certain purpose or reason. This research was conducted at SMP Negeri 1 Ambulu. The reasons were (1) the eighth grade English teacher at this school has never used games in teaching vocabulary; (2) the headmaster and the English teacher of SMP Negeri 1 Ambulu gave permission to the researcher to conduct this experimental research.

3.3. Respondent Determination Method

Respondents were a group of individuals from whom the data of the research were acquired. The population of this research was the eighth grade students of SMP Negeri 1 Ambulu Jember consisting of 7 classes that could be seen in Table 3.1.

Table 3.1 The population of the eighth grade students of SMP Negeri 1
Ambulu

NO.	CLASS	STUDENTS
1	VIII A	40
2	VIII B	39
3	VIII C	39
4	VIII D	39
5	VIII E	39
6	VIII F	39
7	VIII G	40
TOTAL		275

The research used the sampling method to determine the respondents since the number of population was more than 100 persons. According to Arikunto (2006:134), the researcher can take 10% - 15% or 20% - 25% or more from the population based on limited time, energy, fund, and risk. In this research, the respondents were taken by cluster random sampling by lottery. Before the samples were taken, the results of homogeneity test on the students' English vocabulary scores were analyzed by using ANOVA formula to know the homogeneity of the population.

Based on the analysis of the homogeneity test, it was known that the result was not significant (see Appendix 10). It means that the population was homogenous. Then, the experimental and the control groups were determined by lottery. The first class was determined as the experimental group (VIII-B) and the second one was as the control group (VIII-F).

3.4. Data Collection Methods

This research consists of primary data and supporting data. The primary data were collected by using vocabulary test, while the supporting data were obtained from interview and documents.

3.4.1 Test

Arikunto (2006:150) states that test is a set of questions or exercises or the other instruments used to measure skills, knowledge, intelligence and the talent of an individual or group. In this case, Ali (1993:10) states that test has a function to measure the level of either knowledge, applied skill, or the result of the learning. In this research, vocabulary test was given to the experimental and control groups after the treatments to know the students' vocabulary achievement through games.

According to Hughes (2003:11), there are four types of test, based on the types of information they provide, namely proficiency test, achievement test, diagnostic test and placement test. In this research, achievement test was used to know the vocabulary achievement of the experimental group and the control group after the treatment. As Hughes (2003:13) states that achievement test is directly related to language course. The purpose was to establish how successful individual or group students or the courses themselves had been achieved the teaching objectives.

Dealing with the validity and reliability, Hughes (2003:26) states that test is said to be valid if it measures what it is intended to measure. Hughes (2003:26) writes that the validity of test can be classified into content validity, construct validity, criterion validity, and face validity. The researcher established the content validity of the test. Content validity refers to the test that contains a proper sample of things that is measured. The validity established in this research was content validity because the test that was used was achievement test which was in line with the syllabus and it was constructed based on the research indicators.

Based on the scoring procedures, test could be divided into subjective test, and objective tests. Hughes (2003:22) states that if no judgment is required on the part of the score, scoring is objective. On the other hand, if there is a judgment required on the part of the scorer, the scoring is said to be subjective. In this research, objective test was used because the objective test had some advantages. Hughes (2003:50) states that the advantages of objective test are rapid and economical, and the respondent can make a mark on the paper. Further, Ali (1987:102) states that objective test can be analyzed quickly and easily.

The objective test was constructed in the form of multiple-choice test with 5 options. The total number of the test was 40 items. The time to do the test was 80 minutes. The correct item was scored 2,5 points, so that the maximum total score of the test item was 100 points.

3.4.2. Interview

Arikunto (2006:155) states that interview is a dialogue conducted by the interviewer to get information from the interviewee. Further, Arikunto (2006:156) classifies interview into three kinds namely: (a) unstructured interview, that is, an interview in which the interviewer asks some questions to the interviewee without systematic plan of questions, (b) structured interview, that is an interview in which the interviewer asks some questions to the interviewee with systematic plan of questions, (c) semi structured interview, that is an interview in which the interviewer makes a list of main questions to the interviewee, and the questions can be developed to obtain the data.

Based on the idea above, semi structured interview was used to get the supporting data from the English teacher related to the teaching technique, the text books used by the teacher in teaching English, and the students' problems in learning vocabulary.

3.4.3 Documentation

Arikunto (2006: 158) defines documentation as a way of collecting data from documents such as books, reports, etc. In this research, documentation was used to get supporting data about the school location, the names of respondents, and the school facilities of SMP Negeri 1 Ambulu.

3.5 Data Analysis

Data analysis is a method used to analyze the obtained data. In this research, the data collected were the students' scores of vocabulary test. So that the data collected were analyzed statistically by using t-test formula as follows (Arikunto, 2006: 311):

$$t - test = \frac{Mx - My}{\sqrt{\left(\dfrac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right)\left(\dfrac{1}{Nx} + \dfrac{1}{Ny}\right)}}$$

where;

Mx = Mean of the experimental group

My = Mean of the control group

$\sum X^2$ = Total individual score deviation of M experimental

$\sum Y^2$ = Total individual score deviation of M control

Nx = The number of subjects in the experimental group

Ny = The number of subjects in the control group

To establish the value of t-test result, the significant level of 5% was used.

Then, to know the degree of the effectiveness of the treatments, the following formula of DRE (Degree of relative Effectiveness) was used:
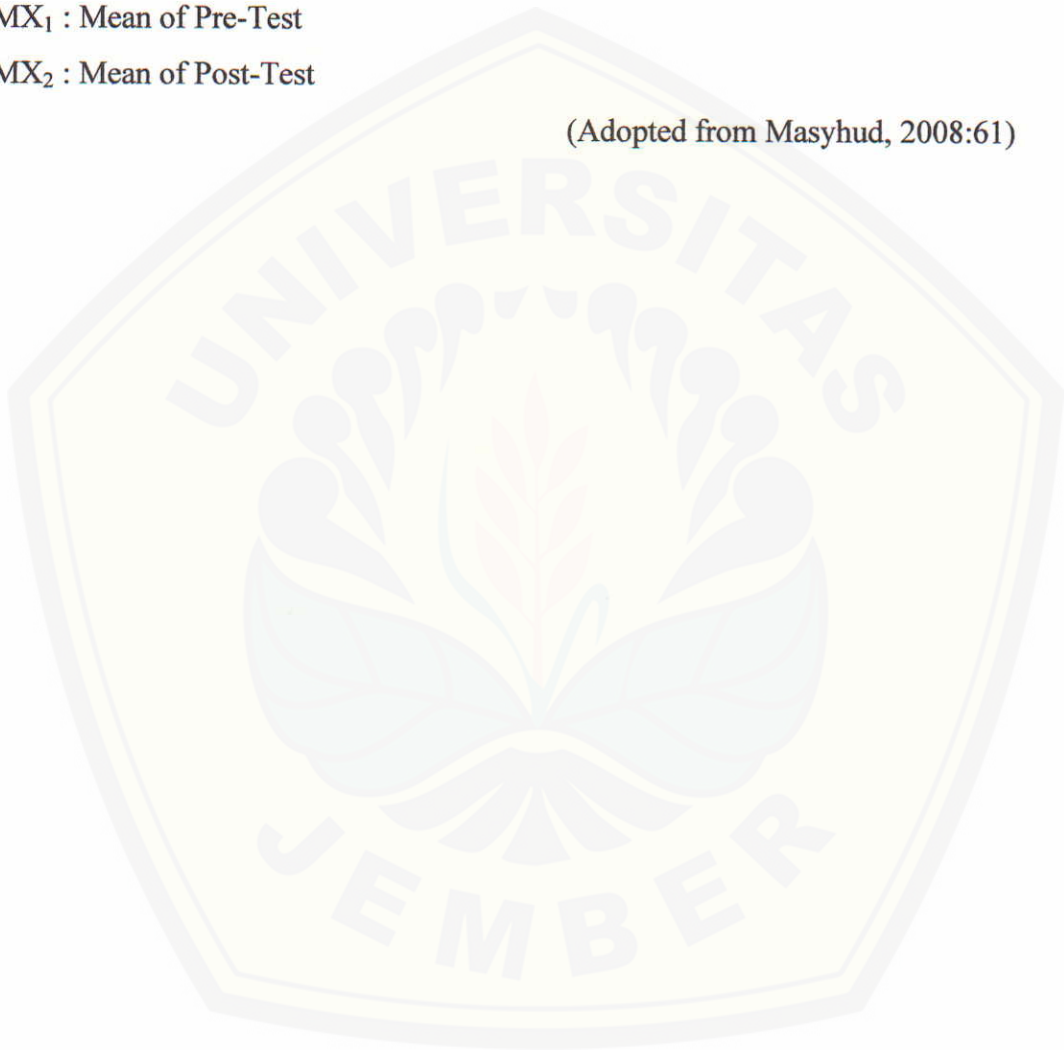
$$DRE = \frac{MX_2 - MX_1}{MX_1} \times 100\%$$

Notes:

DRE : The Degree of Relative Effectiveness (%)

MX_1 : Mean of Pre-Test

MX_2 : Mean of Post-Test

(Adopted from Masyhud, 2008:61)

IV. RESEARCH RESULTS AND DISCUSSION

Based on the research conducted at SLTP Negeri 1 Ambulu on May 21st, 2010 until June 10th, 2010, the primary data and supporting data were collected. The primary data were gained from vocabulary test results and the supporting data were obtained through interview and document. In this chapter, the results of primary data, the supporting data and discussion are presented respectively.

4.1 The Results of Primary Data

The primary data were obtained by conducting the vocabulary achievement test at SLTP Negeri 1 Ambulu on June 7th and 9th, 2010.

4.1.1 The Results of Post Test

Post test was given to the students after the experimental group was taught vocabulary by using games and the control group was taught by using lecturing and question and answer. The results of post-test were analyzed by using t-test to know whether the mean difference of both groups was significant or not and it was consulted to the t-table with the significant level of 5% to test the hypothesis. The results of post test are presented in Table 4.1

Table 4.1. The Tabulation of the Scores of Vocabulary Post Test of the Experimental
Group (VIIIB) and the Control Group (VIIIF)

NO	Experimental Group		Control Group	
	X	X²	Y	Y²
1	75	5625	75	5625
2	70	4900	65	4225
3	67.5	4556.25	75	5625
4	70	4900	72.5	5256.25
5	85	7225	45	2025
6	90	8100	72.5	5256.25
7	77.5	6006.25	75	5625
8	82.5	6806.25	75	5625
9	70	4900	50	2500
10	80	6400	72.5	5256.25
11	80	6400	45	2025
12	70	4900	40	1600
13	67.5	4556.25	62.5	3906.25
14	75	5625	70	4900
15	80	6400	52.5	2756.25
16	80	6400	85	7225
17	72.5	5256.25	70	4900
18	72.5	5256.25	87.5	7656.25
19	60	3600	75	5625
20	75	5625	70	4900
21	77.5	6006.25	95	9025
22	77.5	6006.25	82.5	6806.25
23	80	6400	52.5	2756.25
24	70	4900	70	4900
25	70	4900	70	4900
26	75	5625	82.5	6806.25
27	72.5	5256.25	82.5	6806.25
28	72.5	5256.25	42.5	1806.25
29	75	5625	65	4225
30	75	5625	42.5	1806.25
31	80	6400	75	5625
32	80	6400	65	4225
33	82.5	6806.25	75	5625
34	82.5	6806.25	77.5	6006.25
35	80	6400	52.5	2756.25
36	67.5	4556.25	70	4900
37	80	6400	82.5	6806.25
Σ	2797.5	212806.25	2517.5	178293.75

4.1.2 Data Analysis

To answer the problem, t-test formula was applied to know whether there was a significant effect between the experimental group and the control group. The data analysis could be seen in the following parts.

From the data above, the computation of t-test on the student's vocabulary achievement are as follows:

1. Calculating the mean score of the experimental group:

$$Mx = \frac{\sum X}{Nx} = \frac{2797.5}{37} = 75.6$$

2. Calculating the mean score of the control group:

$$My = \frac{\sum Y}{Ny} = \frac{2517.5}{37} = 68.04$$

3. Calculating the individual score deviation square of Mx:

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{Nx}$$

$$\sum x^2 = 212806.25 - \frac{(2797.5)^2}{37}$$

$$\sum x^2 = 1292.57$$

4. Calculating the individual score deviation square of My:

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{Ny}$$

$$\sum y^2 = 178293.75 - \frac{(2517.5)^2}{37}$$

$$\sum y^2 = 7001.69$$

5. Calculating the t-test of vocabulary achievement

$$t-test = \frac{Mx - My}{\sqrt{\left(\dfrac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right)\left(\dfrac{1}{Nx} + \dfrac{1}{Ny}\right)}}$$

$$t-test = \frac{75.6 - 68.04}{\sqrt{\left(\dfrac{1292.57 + 7001.69}{37 + 37 - 2}\right)\left(\dfrac{1}{37} + \dfrac{1}{37}\right)}}$$

$$= \frac{7.56}{\sqrt{5.76}} = 3.15$$

6. Calculating the degree of freedom

$$Df = (Nx + Ny - 2)$$
$$= (37 + 37 - 2)$$
$$= 72$$

T-test at significance level of 5% with Df 60 is 1.67.

(Df 60 was used because it is the nearest range from 72)

4.2 Hypothesis Verification

Having analyzed the post test scores, the next step was verifying the hypothesis in order to know whether it was accepted or rejected. Based on the computation of t-test formulation of the scores of vocabulary, the result showed that the students' value of t-test was 3.15 while the critical value of t-test with the significant level of 5% and the degree of freedom 60 was 1.67. It means that the statistic value of t-test was higher than that of t-test critic. (3.15 > 1.67). This means that the null hypothesis (Ho): "There is no significance effect of games on the eighth grade students' vocabulary achievement at SMP Negeri 1 Ambulu in the 2009/2010 academic year" was rejected. On the contrary, the alternative hypothesis (Ha) that was formulated: "There is a significant effect of games on the eighth grade students'

vocabulary achievement at SMP Negeri 1 Ambulu in the 2009/2010 academic year"
was accepted.

4.3 DRE (Degree of Relative Effectiveness)

DRE was used to know to what extend the effect of games could give
contribution to the improvement of students' vocabulary achievement. The degree of
freedom of relative effectiveness of games was obtained from the following formula:

$$DRE = \frac{Mx - My}{My} \times 100\%$$

$$= \frac{75.6 - 68.04}{68.04} \times 100\%$$

$$= 11.11\%$$

Notes:

DRE   : The Degree of Effectiveness of the treatment using games

Mx   : Mean score of the experimental group

My   ; Mean score of the control group

The result of DRE calculation was 11.11%. It indicated that the degree of
relative effectiveness of games in teaching vocabulary compared to that of teaching
vocabulary using lecturing and question and answer technique was 11.11%. In other
words, the use of games was 11.11% more effective than that of lecturing and
question and answer technique. For example, the score of a student who used
lecturing and question and answer technique in teaching vocabulary was 60, it could
be 66.7 for a student who used games in teaching vocabulary.

4.4 The Results of Supporting Data

The supporting data were obtained by conducting the interview and document
analysis at SMP Negeri 1 Ambulu. These data were used to support the primary data.

4.4.1 The Result of Homogeneity Test

The homogeneity test was obtained by conducting the vocabulary achievement test at SMP Negeri 1 Ambulu on May 21th until May 27th, 2010. The headmaster only gave permission to class VIII-B, VIII-C, VIII-D, VIII-E, VIII-F, and VIII-G. Class VIII-A could not be used because it was the best class in this school. The homogeneity test was given to the six classes to know the homogeneity of the population and the post test was given to obtain the data about the significant difference between the two groups. The results of homogeneity test were analyzed statistically by applying Anova. It is provided in Appendix 10.

The results of Anova analysis showed that the value of F computation (the result of Anova) was 0.18 and the value of F table with the significant level of 5% was 2.26. The result showed that the value of F computation was lower than that of F table (Fo<Ftable; 0.18<2.26). Therefore, it could be said that the result of homogeneity test was not significant. In other words, there was no significant difference among the six classes. Thus, the population was homogenous. Then, two classes of six classes were taken by lottery. One class was determined to be the experimental group (VIII-B) and the other one was the control group (VIII-F).

4.4.2 The Results of Interview

The interview was conducted with the English teacher as the interviewee on May 19th, 2010 at SMP Negeri 1 Ambulu. According to the English teacher, he had never used games in teaching vocabulary. Vocabulary was taught integratedly with the reading skill. The teacher explained that he found difficulties to teach vocabulary because the students' difficulties in memorizing the vocabulary given. Furthermore, the teacher used no media to support the materials for the students. Occasionally, the teacher used the guessing technique to make the vocabulary learning more enjoyable. Next, the learning material was taken from students' worksheet called Lembar Kerja Siswa (LKS). In order to improve the students' vocabulary knowledge, the teacher asked the students to bring the dictionary. He usually asked the students to read the

passage and asked the difficult words in the passage. After that, they discussed the content and the meanings of the difficult words. Besides, there were also some other activities such as asking the students to complete sentences or a puzzle based on the provided pictures.

4.4.3 The Results of Documentation

The documentation was used to get the supporting data about the entire of eighth grade students, and the names of the respondents at SMP Negeri 1 Ambulu. The total number of the population was 275 students which were divided into seven classes.

4.5 Discussion

The result of data analysis showed that games might positively contribute the students' vocabulary achievement at SMP Negeri 1 Ambulu. This could be seen from the results of the statistical computation value of t-test which was higher than that of the critical value of t-test (3.15 > 1.67). It means that the null hypothesis was rejected, while the alternative hypothesis was accepted. To sum up, there is a significant effect of games on vocabulary achievement of the second year students of SMP Negeri 1 Ambulu in the 2009/2010 academic year. The degree of effectiveness for games was 11.11% which was more effective than that of lecturing and question and answer technique. It means that the students who were taught by using games have better achievement on vocabulary than those taught by using lecturing and question and answer technique. It means that the students of the experimental group got better understanding by using games, because: (1) they enjoyed learning English as they got a new experience in their class activities and they had an important role in that event as the active participants; (2) they were involved in vocabulary teaching learning process, (3) they were motivated in learning English.

Theoretically, this research finding was in line with the experts' opinions who state that game is an effective technique in teaching English. Yu-Jing and Mei (2000) state that through playing games, students can learn English the way children learn their mother tongue without being aware on what they are studying; thus without feeling stressed, they can learn a lot, even shy students can participate positively. Moreover, Wright et. al (1996:1) state that games help and encourage many learners to sustain their interest and work. Uberman (1998) considers games as a way to help students not only enjoy and entertain the language they learn, but also practice it incidentally. These statements were supported by the results of this research that using games as a technique in teaching vocabulary was better than that of teaching vocabulary using lecturing and question and answer technique. It is clear that the students are able to learn English especially vocabulary by using game.

Based on the previous research finding by Rozanasari (2004), it could be reported that game have proved to be successful in improving the fourth year students' vocabulary achievement at SDN Sempusari 1 Jember. The result showed that teaching vocabulary through games was 15,25% more effective than teaching vocabulary without using games. Another study by Firmanto (2004) which was conducted at SLTPN 1 Rowokangkung also proved that there was a significant effect of using games on improving the second year students' vocabulary achievement. The result showed that the value of t-test was 4,61 and the t-table on the significant level of 5% was 2.00. It means that the values of t-test were higher than the values of t-table.

Related to the previous researches above, this research had some similarities and differences in several ways. Firstly, the similarity among Rozanasari's research, Firmanto's research and this research was about the independent variable focusing on game as a teaching technique in the teaching learning process of vocabulary. Secondly, both the dependent variables focused on the students' vocabulary achievement. Thirdly, it was about the research design which used the experimental

research. Fourthly, it was about the result of the research which showed that game positively helped the students to learn English vocabulary. On the other hand, the difference among Rozanasari's research, and this research was about the subjects of the research. Rozanasari chose the fourth year students of Elementary School as the research subjects while this research chose the VIII grade as the research subjects. Next, it was about the kinds of games used in this research. Rozanasari's research applied **"Picture" Games, "Crossword Puzzle" Game, and "Jumble Letters" Game** while this research used **"Bingo" Game and "Dash it and Hang it" Game.**

From the above discussion, it could be concluded that the result of this research was not different from that of the previous research in helping the students to learn the English vocabulary effectively by using games. In other words, the research showed that the application of games affected the students' vocabulary achievement. The statistical value proved that there was a significant effect of using games on the eighth grade students' vocabulary achievement at SMP Negeri 1 Ambulu Jember.

On the other hand, the students in the control group who were taught vocabulary by using lecturing and questions and answer technique felt bored and discouraged as they could not learn vocabulary well. The scores of the students' vocabulary achievement who taught vocabulary by using lecturing and questions and answer technique was lower than the students who taught by using games. In other words, the students understood and memorized the words through games easier than without games. It was proved that teaching vocabulary by using games was more effective than teaching vocabulary by lecturing and question and answer technique.

Referring to the ideas above, In conclusion, it could be said that using games is a good technique in the teaching and learning English, especially in developing the students' vocabulary achievement as games made the students active in learning vocabulary. Besides that, the teacher was easy to teach the material to the students because the students were highly motivated and interested.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of the research. The suggestions are for the students, the English teacher and the future researchers.

5.1 Conclusion

Based on the results of the data analysis of t-test, it could be concluded that there was a significant effect of games on the eighth grade students' vocabulary achievement at SMP Negeri 1 Ambulu in the 2009/2010 academic year. The use of games in teaching vocabulary is 11,11% more effective as compared to teaching vocabulary by using lecturing and question and answer technique.

5.2 Suggestion

Since the results of the research may be used as a consideration to improve the English teaching learning process, some suggestions are proposed to the students, the English teachers and the future researchers.

5.2.1 The Students Grade VIII

It is necessary for the students to practice their vocabulary through games not only at school but also at home. They can play Bingo, Dash it and Hang it or the other language games to increase their vocabulary.

5.2.2 The English Teachers

In order to develop their students' vocabulary achievement, it is better for the English teacher, especially in SMP Negeri 1 Ambulu, to also use games as one technique in teaching English. Besides, the teacher should be creative in creating the situation of teaching learning process, for example by creating new games in teaching English focusing on vocabulary, such as, nouns, verbs, adjectives, and adverbs.

5.2.3 The Future Researchers

The other researchers may use this research result as a consideration to conduct a further research dealing with a similar topic by applying a different research design such as an action research for developing students' vocabulary achievement through other language games or using the same design and technique for another language component. It is important to other researchers to use Try-Out to know whether or not the research instrument, i.e the test is valid and reliable or not. The analysis is focused on establishing test validity, and finding out the difficulty index and the reliability coefficient, so it will ensure the test is valid to be conducted.

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