Digital Repository Universitas Jember

MILIK UPT PERPUSTAKAAN
UNIVERSITAS JEMBER

THE USE OF VOCABULARY GAMES TO IMPROVE THE COMMUNICATIVE TEACHING AND LEARNING PROCESS AT THE FIFTH GRADE STUDENTS OF SDN GEBANG 03 JEMBER

Proposed as One of the Requirements to obtain the S-1 Degree at the English Education Program of the Language and Arts Department of the Faculty of Teacher Training and Education, the University of Jember

THESIS

Asal : Hadiah Pembelian
22 OCT 2008
Klass S 401.4 AMA u c.1

MOH. ZAKI AMAMI
NIM: 030210401319

ENGLISH EDUCATIONAL PROGRAM
THE FACULTY OF TEACHER TRAINING AND EDUCATION
THE UNIVERSITY OF JEMBER
2008

Digital Repository Universitas Jember

THE USE OF VOCABULARY GAMES TO IMPROVE THE COMMUNICATIVE TEACHING AND LEARNING PROCESS AT THE FIFTH GRADE STUDENTS OF SDN GEBANG 03 JEMBER

Proposed as one of the Requirements to Obtain the S-1 Degree at the English Education Program of the Language and Arts Department of the Faculty of Teacher Training and Education, the University of Jember

THESIS

MOH. ZAKI AMAMI
NIM: 030210401319

ENGLISH EDUCATIONAL PROGRAM
THE FACULTY OF TEACHER TRAINING AND EDUCATION
THE UNIVERSITY OF JEMBER
2008

Digital Repository Universitas Jember

MOTTO

The important thing is not to stop questioning.

— Albert Einstein

Digital Repository Universitas Jember

DEDICATION

This thesis is honorably dedicated to:

- Allah SWT, for the gift of this life. Thank for helping me through the correct ways and giving me guidance along every path of life I have passed.
- My mother, *Siti Qomariah* for your love till today.
- My father, *Drs. Abdullah,* I really thank you for your courage to give me suggestion.
- My brother *Moh Nur Rasyid Ridho*, and my little Sister *Aqilatullayyinah.*
- All of my friends in the Faculty of Teacher Training and Education, English Educational Program 2003, 2004, 2005.

Digital Repository Universitas Jember

CONSULTANTS' APPROVAL

THE USE OF VOCABULARY GAMES TO IMPROVE THE COMMUNICATIVE TEACHING AND LEARNING PROCESS AT THE FIFTH GRADE SUDENTS OF SDN GEBANG 03 JEMBER

THESIS

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1
at the English Education Program, Language and Arts Education Department,
The Faculty of Teacher Training and Education, the University of Jember

Name	: Moh Zaki Amami
Identification Number	: 030210401319
Level	: 2003
Place and Date of Birth	: Jember, December 27th 1985
Department	: Language and Arts Education
Program	: English Education

Approved by:

Consultant I	Consultant II
Dra. Siti Sundari, MA.	Drs. Annur Rofiq, M.A. M.Sc.
NIP 131 759 842	NIP 132 232 799

Digital Repository Universitas Jember

APPROVAL OF EXAMINER TEAM

This thesis is defended in front of the examiner team and received by The Teacher Training and Education Faculty, The University of Jember.

On: Friday

Date: September, 12th 2008

Place: The Teacher Training and Education Faculty, The University of Jember

The Examiner Team

Chairperson	Secretary
Drs. Bambang Suharjito, M.Ed	Drs. Annur Rofiq, M.A, M.Sc
NIP. 131 832 333	NIP. 132 232 799

Members:

Dra. Hj. Wiwiek Istianah, M.Kes, M.Ed (.....)
NIP. 131 472 785

Dra. Siti Sundari M.A. (.....)
NIP 131 759 842

The Dean
The Faculty of Teacher Training and Education

Drs. H. Imam Muchtar, S.H., M.Hum.
NIP 130 810 936

Digital Repository Universitas Jember

ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT, the almighty, who always leads and provides blessing, merely, and guidance to me, so I can accomplish this thesis. I convinced that without His mercies given, it will be impossible for me to finish this thesis.

In relation to the writing and finishing of this thesis, I firstly would like to propose my great thanks to Drs. Imam Muchtar, M.Hum, The Dean of Faculty of Teacher Training and Education, the University of Jember. I am respectfully grateful to the principal, the English teacher and the fifth grade students of SDN Gebang 03 Jember who were fully involved and cooperated in the data collection of this process.

Furthermore, I undoubtedly express my great thanks to both of my supervisors: Dra. Siti Sundari M.A. and Drs. Annur Rofiq, M.A, M.Sc. who have given me valuable guidance in the process of finishing this thesis. In addition, while the thesis was examined, I would like to send my respect to Dra. Hj. Wiwiek Istianah, M.Kes. M.Ed., and Drs. Bambang Suharjito, M.Ed. Who also furnished valuable input while the thesis was presented.

Finally, I feel indebted to all of those who have provided positive comments and criticisms for the improvement of this thesis.

Jember, August 2008 the writer

Digital Repository Universitas Jember

TABLE OF CONTENTS

TITLE i
MOTTO ii
DEDICATION iii
APPROVAL OF CONSULTANS' SHEET iv
APPROVAL OF EXAMINER TEAM v
ACKNOWLEDGMENT vi
TABLE OF CONTENTS vii
LIST OF TABLES x
SUMMARY xi

I. INTRODUCTION
1.1 The Background of the Study 1
1.2 The Problem Formulation of the Research 3
1.3 The Operational Definitions of the Term 3
1.3.1 Communicative Teaching and Learning Process 4
1.3.2 Vocabulary Games 4
1.4 The Research Objective 4
1.5 The Research Significances 5

II. REVIEW OF RELATED LITERATURE
2.1 Communicative Language Teaching Definitions and Characteristics 6
2.1.1 Communicative Language Teaching Definitions 6
2.1.2 The Characteristics of Communicative Language Teaching 6
2.2 Types of Competence in Communicative Language Teaching 7
2.3 The Communicative Teaching Design 8
2.4 Classification of Vocabulary 12
2.4.1 Nouns 12
2.4.2 Verbs 14
2.5 The Use of vocabulary Games to improve The Communicative Teaching and Learning Process 14

Digital Repository Universitas Jember

2.6 Applying the Language Games 15
2.7 Kinds of Vocabulary Games 16
2.7.1 The Code Game 16
2.7.2 The Whispering Game 16
2.8 The Advantages of Language Games 17
2.9 The English Teaching At SDN Gebang 03 Jember 17

III. RESEARCH METHODS
3.1 Research Design 19
3.2 Area Determination Method 21
3.3 Subject Determination Method 22
3.4 Data Collection Methods 22
3.4.1 Documentation 22
3.4.2 Interview 23
3.4.3 Questionnaire 23
3.5 Research Procedures 23
3.5.1 The Planning of the Action 24
3.5.2 The Implementation of the Action 24
3.5.3 Class Observation and Evaluation 24
3.5.4 Data Analysis and Reflection 27
3.5.4.1 Data Analysis 27
3.5.4.2 Reflection 28

IV. RESEARCH RESULT AND DISCUSSION
4.1 The Result of Documentation 29
4.2 The Result of the Interview 30
4.3 The Result of Observation and Reflection 31
4.3.1 The Result of Observation in the Preliminary Study 31
4.3.2 The Result of Reflection in the Preliminary Study 32
4.3.3 The Result of Observations in Cycle 1 34
4.3.4 The Result of Reflection in Cycle 1 37

Digital Repository Universitas Jember

4.3.5 The Result of Observations in Cycle 2 39
4.3.6 The Result of Reflection in Cycle 2 42
4.4 The Result of the Questionnaire 43
4.5 Discussion 44

V. CONCLUSION AND SUGGESTIONS
5.1 Conclusion 50
5.2 Suggestions 51

BIBLIOGRAPHY

APPENDICES
1. Research matrix
2. The List of the Research subjects
3. The Interview Guide
4. The Interview Result
5. The Questionnaires
6. The Questionnaire Result
7. The Teacher's Observation Guide
8. The Teacher's Observation Result
9. The Students' Observation Guide
10. The Students' Observation Result
    a. The Students' Observation Result in Preliminary Study 1
    b. The Students' Observation Result in Preliminary Study 2
    c. The Students' Observation Result in cycle 1 meeting 1
    d. The Students' Observation Result in cycle 1 meeting 2
    e. The Students' Observation Result in cycle 2 meeting 1
    f. The Students' Observation Result in cycle 2 meeting 2
11. Lesson Plan 1 Cycle 1
12. Lesson Plan 2 Cycle 1
13. Lesson Plan 3 Cycle 2
14. Lesson Plan 4 Cycle 2
15. The Permit of Conducting the Research from FKIP
16. The Permit of Conducting the research from SDN Gebang 03 Jember
17. Consultation sheets

Digital Repository Universitas Jember

THE LIST OF TABLES

No	Names of Tables	Page
1	The Teacher's Observation Result in Preliminary Study	31
2	The Students' Observation Result in Preliminary Study	32
3	The Teacher's Activities in cycle 1	35
4	The students' Activities in cycle 1	36
5	The Teacher's Activities in cycle 2	40
6	The students' Activities in cycle 2	41
7	The Average Result of the Students' Activities in Cycle 2	43
8	The Result of Questionnaire	44
9	The Vocabulary Games Technique in Each Cycle	46

Digital Repository Universitas Jember

SUMMARY

Moh. Zaki Amami 2008. **The Use of Vocabulary Games to Improve the Communicative Teaching and Learning Process at the Fifth Grade Students of SDN Gebang 03 Jember.**

Thesis, English Education Program, Language and Arts Department, the Faculty of Teacher Training and Education, the University of Jember.

Consultants : 1. Dra. Siti Sundari, M.A.
2. Drs. Annur Rofiq, MA, M.Sc.

Key words: The Vocabulary Games, the Communicative Teaching and Learning Process, the Fifth Grade Students

This research was a classroom action research. It was intended to improve the communicative teaching and learning process in the English classroom by using the vocabulary games. It was conducted at SDN Gebang III Jember, which was chosen by purposive method. The subject was the class of the fifth grade (47 students) determined by purposive method. The purposive method was applied with the following considerations: (1) the fifth grade students felt difficult to develop their vocabulary and felt afraid to use English during the teaching and learning process, therefore they need an interesting experience of studying English; (2) The model of communicative teaching approach and the use of vocabulary games had never been used by the English teacher; (3) it was possible to conduct the research in the school to get the data.

The research data were obtained from observation (primary data), documentation, interview and questionnaire (supporting data). The results of observation were analyzed by using descriptive qualitative. This result was considered successful if the teacher and the students could fulfill 75% of the indicators in communicative teaching of vocabulary. The result of class observations in the preliminary study showed that the English teacher applied 35% of the communicative teaching indicators and 33% of the students were active. Then, the actions in cycle 1 were done by using the vocabulary games, namely the code game and the whispering game. The result of class observations in cycle 1 showed that the English teacher applied 55% of the communicative teaching indicators and 59% of the students

Digital Repository Universitas Jember

were active. Then, the actions in cycle 2 were done by revising the techniques in applying the vocabulary games. The result of class observation in cycle 2 showed that the English teacher applied 95% of the communicative teaching indicators and 96 % of the students were active. This result was supported by the result of the questionnaire that showed 95% of the students prefer the vocabulary games. Based on the result, it could be concluded that the vocabulary games could improve the communicative teaching and learning process at the fifth grade students of SDN Gebang 03 Jember.

Digital Repository Universitas Jember

MILIK UPT PERPUSTAKAAN
UNIVERSITAS JEMBER

I. INTRODUCTION

This chapter presents some aspects related to the topic of the study. They cover the background of the study, the problem formulation of the research, the operational definitions of the terms, the research objective, and the research significances.

1.1 The Background of the Study

The English Language is intended mainly as a means of communication in the classroom. It functions to express ideas, thoughts, opinions and feelings. It is as a foreign language in Indonesia which is very important to develop the science, technology, art, culture, and to get the relationship with other countries. That is why, the existence of English as an international language motivates people to learn it seriously.

Kasihani (2001:233) states that English is one of the subjects that may be taught to primary school children based on the Decree of Ministry of Education No.0487/4/1992. Moreover, Nurhadi (2003:1) states that English Subject has been chosen by many elementary schools in Indonesia, as one of the subjects that is taught.

By considering the statements above, the English teacher in the elementary school must be able to teach English based on the contents of the curriculum and to make the students understand the lessons easily, thus the instructional process will run effectively. That is why, a teacher needs to enrich his knowledge and skills of teaching as well as possible. He should master the ability in selecting the material and teach them with the appropriate techniques.

From the preliminary study, it was known that the situation of English teaching learning process in SDN Gebang III Jember needs to be improved, especially in teaching vocabulary. Since, the English teacher gave some new vocabularies by translating the words one by one, while the students just listened to his explanation. Furthermore, the students were asked to memorize the vocabularies given. Next, the learners were passive. They did not ask any vocabularies or expression since they were not interested in the lesson given by

Digital Repository Universitas Jember

the teacher. Some of them talked to their friends. The teaching and learning process dominated by the teacher. Thus, the students had no chance to interact with others. At last, this situation made the classroom activity become boring and not interesting. On the other hand, the teacher lacked of using teaching media, so it made the students feel difficult in understanding the materials. The application of this model was less suitable with the situation of an ideal teaching and learning process, the learners should be active and dominate most of the time (Shofiyah, 2003:1).

In order to solve this problem, this research offered the communicative teaching approach because it gave more chance to the students to use the language in communication. Howatt (in Richards and Rodgers, 2001:155) states that communicative language teaching is an approach that language is acquired through communication, so it is not merely activating the inert knowledge of the language, but stimulating the development of the language itself. In other words, the communicative approach asks the teacher to teach English communicatively and give the learners more opportunities to use English in meaningful and purposeful ways. This idea is in line with one of the characteristics of communicative approach stated by Finnochiaro and Brumfitt, in Richard and Rodgers (2001:157) that the teacher in the classroom helps the learners in any way that motivates them to work with language. In the other words, the communicative approach in the instructional process could be used as the way to explain the meaning of words or sentences.

In the same line, learning vocabulary has an important role for elementary school students because vocabulary will help them to improve their ability in mastering the language skills (Phillips, 1994:73). Thus, many English teachers had changed their traditional teaching techniques into more challenging one. One of the ways to improve the English teaching and learning process is by using games. It can be seen in some researches that have been done by the students of FKIP of The University of Jember. They are Rahayu (2002), Nurhadi (2003), Shofiyah (2002), Eva (2001) and many other researchers who cannot be mentioned here. Their studies revealed the fact that the use of vocabulary games could improve the English teaching and learning process.

Digital Repository Universitas Jember

On the other hand, the teaching of vocabulary by using games in the first step of learning will help the students to grasp the meanings of the words given and make it fun. When the students learn the vocabulary enthusiastically, in the next step, the students will be easier to consolidate upon what have been learnt to relate their knowledge and interest to improve the other language skills, such as listening, reading, speaking and writing (Thornburry, 2005:102).

Based on the reasons above, In order to improve the communicative teaching and learning process of vocabulary, a research entitled "The Use of Vocabulary Games to Improve Communicative Teaching and Learning Process at the Fifth Grade Level of SDN Gebang III in the 2007/2008 Academic Year was conducted.

1.2 The Problem Formulation of the Research

In order to give a clear understanding to the research problem, the problem should be formulated. The formulation of the research problem is important because it can be used as a guide to answer the questions of this research.

Based on the background described above, the problem could be formulated as follows, "How can the use of vocabulary games improve the communicative teaching and learning process at the fifth year students of SDN Gebang III Jember in the 2007/2008 academic year?"

1.3 The Operational Definition of the Terms

It is important to define some essential terms. The operational definitions were used as a guide to understand the terms in this research and to avoid the broad interpretation or misunderstanding between the writer and the readers. The terms that were necessary to be defined operationally were communicative teaching and vocabulary games.

Digital Repository Universitas Jember

1.3.1 Communicative Teaching and Learning Process

Tomlinson (1988:3) stated that communicative approach is an approach aiming at helping students to be more active to communicate with others in a teaching and learning process.

Based on that idea, in this research the communicative teaching and learning process is intended to help the students to be more active to communicate English with others in the teaching and learning process.

1.3.2 Vocabulary Games

In this research, vocabulary games mean the games which were used to teach the vocabulary to the fifth grade students of elementary school. These games were needed as one of the ways to teach vocabulary communicatively and it gave the students more opportunities to communicate English with others. Kinds of games that were applied in this research were code game, and whispering. According to Graham (2008) the code game was the game in which the students were guessing the word by combining the code given. In this game, the learners were guessing the word by combining the code given. Another kind of games was whispering games. Vera (1998) stated that the whispering game was the game in which the students delivered the message to another student until finished.

These kinds of games were used in this research as the actions to improve the communicative teaching and learning process given to the students.

1.4 The Research Objective

Based on the problem formulation stated above, the objective of this research was to improve the communicative teaching learning process by using vocabulary games at the fifth year students of SDN Gebang III Jember in the 2007/2008 Academic Year.

Digital Repository Universitas Jember

1.5 The Research Significances

This research result is hopefully useful for the students, the teacher and other researchers.

a. For the students

The vocabulary games given to the fifth grade students could give more practices to the students to use English as a means of communication to make the vocabulary teaching and learning process communicatively.

b. For the English teacher

The research result could give information to the English teacher dealing with the classroom action research and the vocabulary games that can be used as an input or information to improve the communicative English teaching and learning process.

c. For other researchers

The research result could be used by other researchers or other English teachers who have the same problem as information or reference to conduct the same or similar research to develop communicative vocabulary teaching and learning through vocabulary games.

Digital Repository Universitas Jember

MILIK UPT PERPUSTAKAAN
UNIVERSITAS JEMBER

II. REVIEW OF RELATED LITERATURE

In this chapter, the theories underlie the research problem were reviewed. They covered communicative language teaching (CLT) definitions and characteristics, types of competencies in CLT, the communicative teaching design, classification of vocabulary, the use of vocabulary games to improve the communicative teaching and learning process, applying the language games, kinds of vocabulary games, the advantages of language games, and the teaching and learning English in SDN Gebang 3.

2.1 Communicative Language Teaching Definitions and Characteristics

2.1.1. Communicative Language Teaching Definitions

Howatt (in Richard and Rodgers, 2001:155) states that communicative language teaching is the approach where the language is acquired through communication in the teaching and learning process.

The purpose of communicative language teaching is to make learners able to use language effectively in communication (Littlewood, in Richards, 2001:155).

Based on the ideas above, the communicative language teaching is the language teaching approach that requires the students to communicate the language they learned in order to make them use the language in effective way.

2.1.2. The Characteristics of Communicative Language Teaching

Finnochiaro and Brumfit (in Richard and Rodgers, 2001:156) describe the characteristics of communicative language learning in the classroom as follows:

a. Meaning is paramount.
b. Language learning is learning to communicate.
c. Any devices that help learners are accepted-varying according to their age and interest.
d. Attempts to communicate may be encouraged from very beginning.
e. Teachers help learners in any way that motivates them to work with the language.
f. Language is created by the individual, often through trial and error.
g. Students are expected to interact with others, either in the flesh, through pair and group work.

Digital Repository Universitas Jember

In order to judge whether or not an English teacher using the communicative language approach, Richard and Rodgers (2001:172) point out that there were five principles that must be followed as the procedures.

These principles include:

a. Learners learn a language through using it to communicate.
b. Authentic and meaningful communication should be the goal of classroom activities.
c. Fluency is an important dimension of communication.
d. Communication involves the integration of different language skills.
e. Learning is a process of creative construction and involves trial and error.

Based on the ideas above, the communicative language learning has applicable functions to make the situation in the classroom more relaxing and interesting either for the teacher or the students.

2.2 Types of Competence in Communicative Language Teaching

According to Hymes (in Richard and Rodgers, 2001:159) the theory of communicative language teaching starts from the theory of language as a means of communication. Language teaching refers to as communicative competence. Furthermore, He describes that communicative competence is what a speaker needs to know in order to be more communicative in a speech community. One of the speaker's needs in order to have a good communicative competence is his knowledge of vocabulary. Moreover Savignon (1983:8) explains that communicative competence comprises grammatical competence, discourse competence, socio cultural competence, and strategic competence. These kinds of competencies have become the classroom model of communicative classroom. Each competence will be described as follows.

Grammatical competence means the grammar is not stated in a rule but by using a rule in the interpretation, expression, or negotiation of meaning. In this research, the use of vocabulary games in the English teaching and learning process gives the students chances to use the rule of grammar in the interpretation

Digital Repository Universitas Jember

because the students will use the vocabulary games to express their ideas to other students by communicating what is in their mind by using the vocabulary games.

Discourse competence means the explanation is not with the isolated words or phrases but with the interconnectedness of a series of utterances that has meaning. In this research, the vocabulary games connect the words into phrases or sentences, thus, it can give the students a series of utterances that have meaning that deals with the theme being learned.

Socio cultural competence means an understanding of the social context in which language is used. In this case, Savignon (2002:10) describes that socio cultural competence is a willingness to engage in active negotiation. By using the vocabulary games, the students use the language to interact primarily with others, at last their socio cultural competence will improve.

Strategic competence explained by Savignon (2002:10) as the coping strategies that the teacher uses in unfamiliar contexts. This competence is arising from the imperfect knowledge that impacts the application of the teaching and learning process in the classroom. Furthermore, he states that communicative teaching is always relative, thus, the teacher and the students need to have more practices and experiences to decrease the limitations. In this research, the use of vocabulary games involved the teacher and the students who practiced new experiences in the English teaching and learning process.

2.3 The Communicative Teaching Design

Richard and Rodgers (2001:160) state that there are some aspects in the communicative teaching design that must be applied by the teacher in order to improve the process of communicative teaching and learning. Those are the design of communicative teaching which covers the objective, the syllabus, types of teaching and learning, the learner's role, the teacher's role and the role of instructional materials. Those aspects will be highlighted in the following parts respectively.

Digital Repository Universitas Jember

a. The Objective

Piepho (in Richard and Rodgers, 2001:162) states that there are five levels of objective in a communicative approach namely, (1) integrative and content level (language as a means of communication), (2) Linguistic and instrumental level (language an object of learning), (3) Effective level of interpersonal relationship and conduct means that language is used to expressive values and judgments about oneself and others, (4) A level of individual learning needs (remedial learning based on the error analysis) and (5) a general educational level of extra linguistic goals (language learning within the school curriculum).

In this research, the objective was in the level of a general educational level of extra-linguistic goals. It means that the purpose of the communicative approach was to fulfill the teaching and learning outcomes stated in the curriculum.

b. The Syllabus

Richard and Rodgers (2001: 163-165) state that "Discussion of syllabus theory and syllabus models in communicative teaching has been extensive, but for each teacher's syllabus product, a number of proposed situations are suggested." These situations consist of a set of specifications for learner interactions, the stimuli, communicative context, participants, and desired goals and constrains. These situations constitute the means by which learner interaction and communicative skills are realized. In other words, the communicative syllabus design can be constructed by any constructors or individual teacher, as far as the syllabus can fulfill those categories.

c. Types of Teaching and Learning Activity

Littlewood (in Richard and Rodgers, 2001: 165) distinguished between functional communication activities and social interaction activities. Functional communication activities include such tasks as how to complete maps, follow directions, and solve problems from shared clues. Then, social interaction activities include role plays, discussion, and simulation.

Digital Repository Universitas Jember

So, the use of vocabulary games in the instructional process would create the communicative teaching because the vocabulary games are regarded as activities that can create functional communicative activities and social interaction activities. In the case of functional communicative activities, the vocabulary games can be used to solve problems from shared clues. Then, in the social interaction activities the vocabulary games can be used in the case of simulation.

d. The Learners' Roles

Breen and Candlin (in Richard and Rodgers, 2001:166) describe the learners' role in the communicative language teaching (CLT), first, the learners become the negotiator within the group, within the classroom procedure and activities. Second, the students are expected to interact primarily with each other than with the teacher. Third, correction of errors may be infrequent. It means that the students do not need to feel anxiety by making mistakes. The students have to practice to communicate with others, and the failed communication is considered as joint responsibility not the fault of the speaker or listener.

By using vocabulary games, the learners would have more chances to become the negotiator within the group, to communicate each other in the classroom, and they felt no worries to produce the mistakes.

e. The Teachers' Roles

Breen and Candlin (in Richard and Rodgers, 2001:167) describe the teacher's roles in CLT as follows, (1) the teacher as an organizer of the resources and learners. In applying the vocabulary games, the teacher should organize the game resources and learners to meet effective and enjoyable situation during the teaching and learning process. (2) The teacher as a motivator within the classroom production and activities. The English teachers must be able to guide the students' during the teaching and learning process and solved the students' difficulties in applying the English language in the classroom. (3) The teacher becomes a researcher and learner with much to contribute in terms of experience of natural learning and organizational capacities. The teacher needs to overcome problems

Digital Repository Universitas Jember

that occurr in the teaching and learning process in order to make improvement in the next instructional process.

Moreover, Littlewood (in Shofiyah, 2003:19) described five teacher's roles in CLT, those are organizer, motivator, facilitator, observer and evaluator. The teacher organized the teaching material; she motivated the students to communicate, so the students active in the teaching and learning process; the teacher made some teaching instrument and media that used as the students' facilities to comprehend the materials; at last, she also observed and evaluated the students error and problems in practicing the communication.

Based on the idea above, the use of vocabulary games in this research could be applied by the English teacher to improve the communicative teaching of vocabulary, because the teacher would play the roles as the organizer, motivator, facilitator, observer and evaluator.

f. The Role of Instructional Materials

Richard and Rodgers (2001:169-170) state that there are three kinds of materials in the CLT, those are text-based materials, task-based materials, and realia. Text based materials are in the form of grading and sequencing of language practice. Task based materials are in the form of games, role-plays and simulations. There are also drills and practice material in interactional format. Realia means authentic material in the classroom. In CLT, the realia can be in the form of maps, pictures, newspapers, and graphics.

In this research, the major materials used were task based materials in the form of games. The text based materials (text book) and the realia (pictures) were used to support the teaching and learning process.

g. The Procedures in Communicative Language Teaching

Finnochiaro and Brumfit (in Richard and Rodgers, 2001: 170-171) offer a CLT outline as follows. First, the presentation is preceded by a motivation relating to the lessons and the students condition. Second, in the oral practices, teacher gives models and followed by the students. Third, question and answer is based

Digital Repository Universitas Jember

on the situation and students' personal experiences. Fourth, the teacher needs to apply one of the basic communication activities. Fifth, the needs of learners to discover rules that include four points, its oral and written forms, its position in utterances, its meaning and its structure. Sixth, the interpretative activity, the students perform the lesson in groups or pairs. Seventh, the oral production activities are preceded by the teacher from guide to freer communication activities. Eight, written and homework assignments are given at the end of the lesson. The teacher needs to give the written homework assignment to make the students review their knowledge. Ninth, the evaluation of learning steps, e.g. what have you learn today? What is the meaning of…..?

Based on the procedures above, the vocabulary games could be used as the basic of communication activities done by the teacher and the students during the teaching and learning process.

2.4 Classification of Vocabulary

According to William (1970:47), English words are classified into two groups. The first group belongs to large vocabulary (nouns, adjectives, verbs and adverbs) and the second one belongs to small vocabulary (preposition, pronouns, conjunctions, interjections, articles). In this study the large vocabulary groups were used in the games mainly verbs and nouns because they were appropriate with the students' level and suitable to the syllabus of English for the fifth year students (RPP dan Syllabus Bahasa Inggris SD, 2007).

The following parts will review the kinds of vocabularies that were used in the vocabulary games.

2.4.1 Noun

Hornby (1987:575) defines a noun as a word which can function as the subject or the object of a verb, or the object of preposition. Moreover, Lewis (1961: 422) defines that nouns are words that have "s" plurals, usually name things, and function as subjects and objects in sentences.

Digital Repository Universitas Jember

Related to nouns, Frank (1972: 107) states that some nouns may belong to more than one types given below:

a. Proper noun

It begins with capital letter in writing. It includes:

(a) Personal names (Mr. John);

(b) Names of geographic units such as countries or cities (America, New York);

(c) Names of nationalities and religion (Dutchman, Moslem);

(d) Names of the holiday (Valentine, Christmas);

(e) Names of the times unit (Saturday, June);

(f) Words used for personification- a thing or abstraction treated as a person (Nature, Liberty).

As opposed to proper nouns, other nouns are classified as common nouns. In other words, proper nouns are names of particular persons, places or things, written with capital letters.

b. Concrete Nouns or Abstract Nouns

A concrete noun is a word for a physical object that could be perceived by the sense. We can see, touch and smell, for example the object (car, boy). An abstract noun is a word for a concept. It is an idea that exists in our minds only (beauty, justice). It can be said that a concrete noun is existing in material form that can be perceived by our senses, while an abstract noun is existed idea rather than having a physical or practical existence.

c. Countable Nouns and Uncountable Nouns

Frank (1972:107) states the countable nouns can usually be made plural by the addition of –s (*one girl* become *two girls*). The uncountable nouns are not used in plural such as (coffee, water). It can be said that a countable noun is a noun that is able to be counted one by one. On the other hand, an uncountable

Digital Repository Universitas Jember

noun is a noun that cannot be counted except by using the measurement unit such as kilogram, a bottle, gallon, litter. For example: "Sarah bought a bottle of milk."

d. Collective Nouns

A collective noun is a word for a group of people, animals, or objects considered as a single unit. For example: audience, class, family. It can be said that a collective noun is a group of things collected.

In this research, the types of nouns that used in this research were proper nouns and concrete nouns because those kinds of nouns were in the range of the guideline of the curriculum of the fifth year students.

2.4.2 Verbs

Lewis (1961:442) defines verbs as words that have either four forms (walk, walks, walking, walked) or five forms (go, goes, going, went, gone). The words usually tell what the subject does. In addition, He states that a verb is a word which expresses an action or state of being. For examples:

1. Jim sang a song. (Sang expresses action)
2. Joni goes to school. (Goes expresses action)
3. You were on time. (Were is a being verb)
4. They are walking to the market. (Walking expresses action)

It could be said that a verb is a word which expresses an action or state of being. It usually tells what the subject does.

Based on the ideas above, this research used these kinds of nouns and verbs to be applied in the vocabulary games for the fifth year students.

2.5 The Use of Vocabulary Games to Improve the Communicative Teaching and Learning Process.

Vocabulary is the content of language, since communication will not occur without vocabulary. The English teacher should understand the way to improve the communicative teaching in the classroom in order to increase the students'

Digital Repository Universitas Jember

motivation and ability in using the language. The use of vocabulary games to improve the communicative teaching is greatly important, especially in the teaching of English at the fifth year students of elementary school which is considered as young learners of language. Further, Phillip (1994: 7) states as follows:

> "The way children learn a foreign language and therefore, the way to teach it is obviously depends on their developmental stage. .....As General rule, it can be assumed that the younger the children are, the more holistic they will be. Younger learners respond to language according to what it does or what they can do with it rather than treating it as an abstract system. .....The activities that work well on the language learning process are games and songs with actions, total physical response activities, task that involve coloring, cutting, sticking, repetitive stories and repetitive activities that have an obvious communicative value".

In line with the idea Thornburry (2005: 102) expresses:

> "It would be wrong to suggest that vocabulary learning has to be all work and no play,.....games will encourage learners to recall word and preferably at speed"

It is clear that the use of games in language learning is assumed as a drill to improve the communicative language teaching and learning to young learners.

2.6 Applying the Language Games

Dobson (1985: 108) gives some suggestions designed to ensure the greatest success with any games teacher selects such as the following:

1. Make through preparation for the game. Read the rule of the game and try to understand how it is played. Gather the material for the games that require special equipment.
2. Before introducing a game to a class, ask the students if they think they would enjoy this kind of activity.
3. Choose a game that allows many students to participate. If the class is large, a number of students will sit as the audience of the game. To overcome this problem, teacher should give a task to the audience. In a small class, teacher should make sure that every student has an active role in every time.
4. Be sure that the game that the teacher selects is within the range of students' ability.

Digital Repository Universitas Jember

5. Do not play a game at the beginning of the period. Save the game for use in the mile toward the end of the session.

According to the statements above, the teacher should consider all the requirements needed in the game in order to make the games interesting for the students. In this research, the role of language games was used as the guideline to improve the communicative language teaching and learning through games in the classroom.

2.7 Kinds of Vocabulary Games

Thornburry (2005: 102, 147) gives some examples of game that could be applied in the classroom especially for grammar and vocabulary learning. The vocabulary games that used were code game, and whispering.

2.7.1 The Code Game

In this game, learners work in pairs or small groups (three or four pupils). This game asked the students to arrange the words or sentences from the code which were given as the key. The teacher asked the students to arrange sentences from the code given. More over, the teacher could set the time limit. The groups with the fastest and most correct answers would be the winner (Graham, 2008). In order to make some variations, the teacher could ask the students to guess the code and the fastest learners who could guess the code correctly could raise their hands, and answered the result orally. The advantages of this game was that the learners would study the vocabulary and phonic at the same time. As with any phonic activities, the kids would practice to speak a fair bit of Basic English first though.

2.7.2 The Whispering Game

In this game, the class was divided into teams then, the teacher lined up the players. If there was an odd number of a player, one could be the teacher's "helper". The teacher or his helper whispered a message to the first person of both group A and group B. The game started when both players knew the message. Then, each player whispered the message to the next player in his group

Digital Repository Universitas Jember

successively until the last player got the message. The team which could repeat the message first and correctly received a point. Start the game over with the second student of each group becoming the first one in line (Mello, 1998). In order to give some variations, the teacher could give a paper to each group and asked them to write down the result of messages which was delivered; the fastest group with the most correct answers was the winner. The advantage of this game was that the learners could practice their vocabulary, listening, speaking and also their writing integrated at the same time. Moreover, the competition could encourage the learners to make more interaction.

2.8 The Advantages of Language Games

Language games are interesting and challenging. As teachers we have to select the games that are appropriated for the students. In line with this statement Thornburry (2005:102) gives ideas that games in language teaching and learning will give some advantages as follows:

a. Games can be used to make the pupil interested in the lesson.
b. Games can be used to make learners enjoy the lesson.
c. Games can be used to recall words from learners mind.
d. Games can be used by learners to make multiple decisions in working with the target language.

In line with the idea above, this research applied the vocabulary games in order to improve the communicative teaching and learning vocabulary since they have the advantages that are useful for the students to use English as a means of communication.

2.9. The English Teaching in SDN Gebang III Jember

From the preliminary study, it was known that the situation of the English teaching learning process of the fifth grade students in SDN Gebang III Jember needed to be improved, especially in the teaching and learning of vocabulary. The English teacher gave the vocabularies by translating the words one by one, while

Digital Repository Universitas Jember

the students just listened to his explanation. Furthermore, the students were asked to memorize the vocabularies given. As the result, the students were passive or give no attention to the teacher explanation. They did not ask any vocabularies or expression since they had no interaction and motivation in the lesson. Some of them talked to their friends. The teaching and learning process was dominated by the teacher. Moreover, the students had no chance to interact with others. This situation made the classroom activity become boring and uninteresting. On the other hand, the teacher lacked of using the teaching media that made the students get problems in understanding the materials. The application of this teaching model was less suitable with the situation of the ideal teaching and learning process, that the learners should be active and dominate most of the time in the classroom.

Based upon the situation above, teaching vocabulary through vocabulary games could be seen as one of the alternatives of teaching techniques that could be used to make the students active in the classroom. Vocabulary games might help the teacher develop their vocabulary teaching quality since it could motivate and stimulate the students. Besides, they allowed the students not only to grasp the meaning of the vocabulary subconsciously, but also to use it communicatively. As a result, the students could learn the vocabulary enthusiastically and finally could improve the communicative teaching and learning atmosphere.

Digital Repository Universitas Jember

III. RESEARCH METHODS

This chapter presents the research methods applied in this study, namely: research design, area determination method, subject determination method, data collection methods, research procedures, data analysis method and reflection.

3.1 Research Design

James (1992:12) states that a classroom action research is a specific type of applied research. Its purpose is to solve a specific classroom problem or make a decision at a single local site. This recent research was intended to investigate the process to improve the communicative teaching and learning process by using vocabulary games. Moreover, the focus of this research was on the process of the English teacher in implementing the communicative language teaching approach through vocabulary games and to provide practices to the students to use vocabulary as a tool of communication. To achieve the research objective, the research design used was a classroom action research in the cycle model.

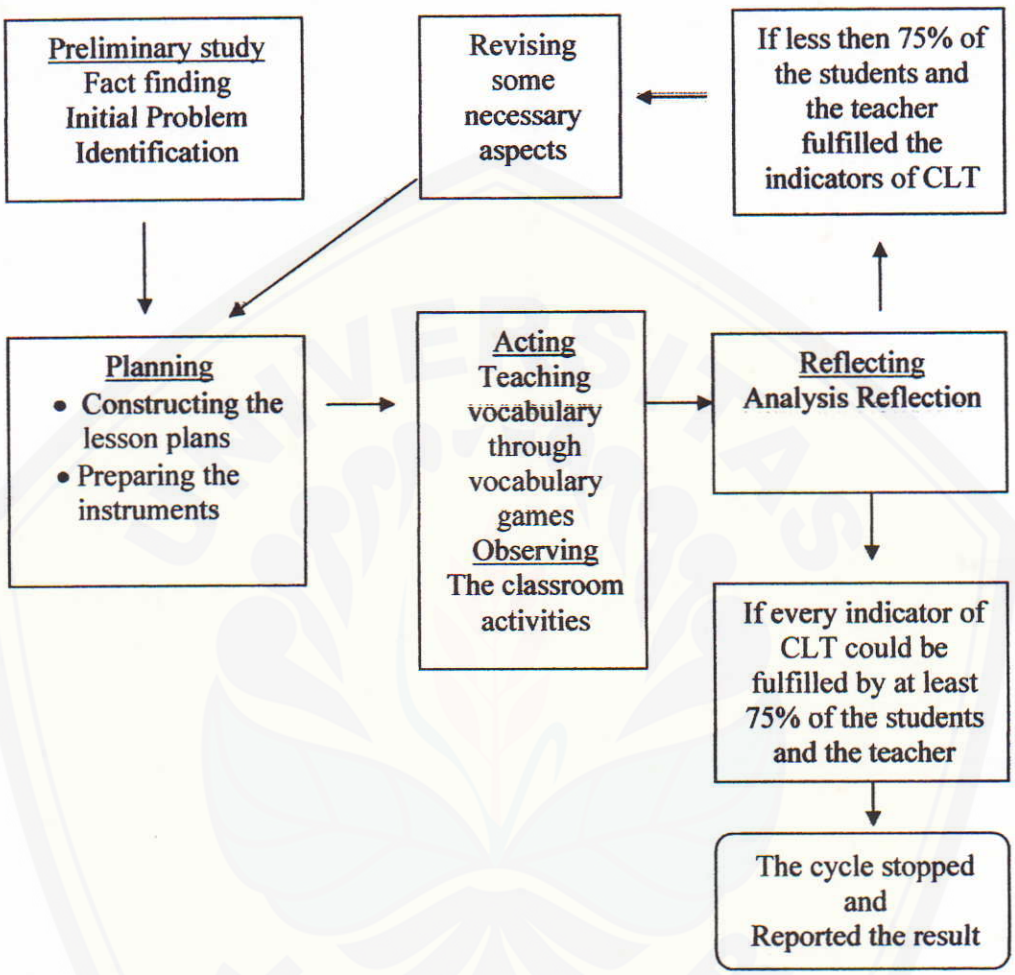
This action research was conducted collaboratively with the English teacher of the fifth grade students of SDN Gebang III Jember. It was conducted in two cycles. Each cycle was done in two meetings with four stages of activities, namely: (1) the planning of the action, (2) the implementation of the action, (3) class observation and evaluation and (4) reflection of the result of the action.

There were some indicators stated by Finnochiaro and Brumfit (in Richard and Rodgers, 2001:156) to show the characteristics of the communicative language teaching and learning process. If those indicators could be fulfilled by at least 75% of students and the teacher, the actions were considered successful. If the indicators of communicative language teaching could not be fulfilled by at least 75% the actions were continued in the next cycle.

MILIK UPT PERPUSTAKAAN
UNIVERSITAS JEMBER

Digital Repository Universitas Jember

The design of the classroom action research in this study is illustrated in the following diagram:



(Adapted from Lewin, (1980) in Elliot, 1991:70)

The detailed procedures of the research designed above were as follows:

1. Interviewing the fifth grade English teacher for identifying and finding out information related to the current condition in the English teaching learning process, mainly the teaching techniques applied by the English teacher in teaching vocabulary.

Digital Repository Universitas Jember

2. Observing the classroom while the English teacher was teaching English to find out the problems in learning English in the preliminary study.
3. Selecting the problem to be solved through this classroom action research.
4. Planning the action by constructing the lesson plans for cycle 1 (meeting I and meeting II) collaboratively with the English teacher.
5. Preparing the instruments, namely the observation checklist, the interview guide, the documentation and the questionnaire.
6. Implementing the actions of cycle 1 (teaching vocabulary by using games to improve the communicative teaching) done by the English teacher.
7. Observing the classroom activities done by the researcher, while the teacher was implementing the actions in cycle 1.
8. Analyzing the result of classroom observation in cycle 1.
9. Reflecting the result of the observation done by the researcher and the English teacher by discussion technique.
10. The first action result had not achieved the characteristics of communicative language teaching, so the action was continued to the second cycle by revising the teaching technique of vocabulary games.
11. Observing the classroom activities done by the researcher, while the teacher was implementing the actions in cycle 2
12. Analyzing the result of classroom observation in cycle 2.
13. Reflecting the result of class observation in cycle 2 done by the researcher and the English teacher through discussion.
14. Drawing a conclusion to answer the research problem.

3.2 Area Determination Method

This research was conducted at SDN Gebang III Jember mainly at the fifth grade students. The School is located at Jl. Manggar no. 152 Jember. The school was chosen as the research area based on some considerations as follows:

1. The use of vocabulary games had never been applied by the English teacher in teaching vocabulary.

Digital Repository Universitas Jember

2. The headmaster and the English teacher of SDN Gebang III gave permission to the researcher to conduct the classroom action research.
3. This kind of research was needed to improve the English Teaching and learning process.

3.3 Subject Determination Method

The subjects of this research were the fifth grade students of SDN Gebang III Jember in the 2007/2008 academic year which consisted of 47 students. Purposive method was used in this research. It means that this class was used as the research subjects and determined purposively based on the students' problem in learning vocabulary. In this case, the class was chosen based on the result of preliminary observation and interview with the English teacher that the English vocabulary teaching and learning process needed to be improved since the teacher dominated the classroom activities that made the students have no chance to communicate in English with others. Moreover, the English teacher stated that she did not use teaching media in teaching English vocabulary.

3.4 Data Collection Methods

The data collection methods of this research were observation, documentation, interview, and questionnaire. Dealing with the observation, the detail info will be explained in the research procedures.

3.4.1 Documentation

Documentation was used by the researcher to get the supporting data. Elliot (1993:78) explains that documents provide the information which is relevant to the issues and problems under the investigation. In this research, some documents were used to get the information about list of the students' name, the school facilities and the curriculum. The names of the students (subjects) are enclosed in appendix 2.

Digital Repository Universitas Jember

3.4.2 Interview

Fraenkel and Wallen (1996: 447) state that interview is a technique in a qualitative research to obtain data by knowing what the people think or how they feel about something. It could be interpreted that interview is a technique in which the researcher makes a dialogue directly with the research subjects or the English teacher. Further, they state that there are four types of interview, namely structured, semi structured, informal and retrospective interview.

In this research, structured interview was used by preparing a list of interview questions related to the information needed to complete the main data. The list of the questions is enclosed in Appendix 3.

3.4.3 Questionnaire

Elliot (1993:82) states that a questionnaire is basically a list of questions one wants to ask other people, it is one way of checking whether other participants in the situation would give the same answer to the kind of questions one has asked oneself on a checklist. Further, he states that questionnaires could elicit other people's observation and interpretations of situation and events.

In this research, the questionnaire was given to the students in order to know the students' opinions about the use of games in the vocabulary teaching and learning process and their interest in the vocabulary games. The questions were given in English. In this research the questionnaire used as the supporting data. The list of questions is enclosed in Appendix 5.

3.5 Research Procedures

Based on the research design, the actions of the research implemented in each cycle were four stages namely: (1) the planning of the action, (2) the implementation of the action, (3) class observation and evaluation, and (4) reflection of the result of the action.

Digital Repository Universitas Jember

3.5.1 The Planning of the Action

The planning of the action refers to activities done before implementing the actions in the classroom. The activities done before the actions were as follows:

1. Preparing the themes and sub themes based on the primary books used by the teacher in the English teaching and learning.
2. Constructing lesson plan 1 and lesson plan 2 of the each cycle and the teaching media collaboratively with the English teacher.
3. Preparing the guide of observation in the form of checklist related to the indicators of communicative language teaching and learning process. The observation guide is enclosed in Appendix 7-10.

3.5.2 The Implementation of the Action

This research was conducted by the English teacher during the school hours. The actions were teaching vocabulary through vocabulary games. The action was conducted in two cycles. In each cycle there were two types of vocabulary games given to the students. In each meeting one game was used in the first meeting. In the first meeting the vocabulary game used was whispering game and the code game was used in the second meeting. The teacher conducted the actions based on the lesson plans constructed by the teams (The teacher and the researcher). The first meeting was done based on the lesson plan 1 and the second meeting was done based on the lesson plan 2. The action in each meeting was done in 90 minutes. The lesson plans of the actions are enclosed in Appendix 12-15.

3.5.3 Class Observation and Evaluation

Observation is the activity of observing and systematic record-keeping toward the phenomenon under investigation (Hadi, 2000:138). It was done during the implementation of the actions. The instrument used to monitor the class activities was observation sheet that contained the indicators of communicative teaching and learning process.

Digital Repository Universitas Jember

The primary data were gathered from observation. Observation is a technique of collecting data in which the researcher observes the symptom of the subjects investigated. In addition, Fraenkel and Wallen (1996: 447) say that observation is an action to gather the data in the research by watching certain condition of the people act or how things look.

There are some types of observation; those are complete participant, participant as observer, observer as participant and complete observer. In this research the types of observation that will be used is complete observer. Fraenkel and Wallen (1996: 446) describes what is meant by complete observer is the researcher observes the activities of a group without in any way becoming a participant in those activities. The observation was conducted six times. The first two meetings conducted in the preliminary study. Then, the next two meetings conducted in the first cycle. The last two meetings conducted in the second cycle.

In this action research, observation had done in each meeting of each cycle. It was intended to record the teacher and the students' activities in that class during the teaching learning process of vocabulary through games. The instrument used to monitor the class activities were observation papers in the form of checklist containing the indicators to be observed. The indicators observed were as follows:

A. The communicative language teaching indicators for the students:

(1) The Students used the vocabulary that was given by the teacher.

(2) The Students interacted with other students by using English.

(3) The Students involved actively in the teaching and learning process:

a) Ask the questions to the teacher in English.

b) Answer the teacher's questions in English

c) Participate actively in the vocabulary games.

Adapted from Finnochiaro and Brumfitt (in Richard and Rodgers, 2001:156)

Digital Repository Universitas Jember

B. The communicative language teaching indicators for the teacher:

(1) The teacher as the organizer:

a. The teacher organized the students into group or pairs.

b. The teacher organized the teaching materials.

(2) The Teacher as the motivator

a. The teacher asked the students to use English in the classroom.

b. The teacher motivated the students by using the various teaching techniques (vocabulary games).

(3) The teacher as the facilitator

a. The teacher used the teaching aid such as picture or other media in the teaching and learning process.

b. The teacher gave examples to use English in the classroom.

(4) The teacher as the observer

a. The teacher observed and corrected the students' error in producing the English language.

b. The teacher observed the weaknesses of the teaching and learning process.

(5) The teacher as the evaluator

a. The teacher evaluated the students' capability by giving questions in English.

b. The teacher evaluated the teaching and learning process and makes the improvement for the next meeting.

Adapted from Littlewood (in Shofiyah, 2003:19) and Breen and Candlin (in Richard and Rodgers, 2001:156)

Evaluation was carried out to find out whether the use of vocabulary games could improve the communicative teaching and learning process. Process evaluation was applied in this research. It was done by doing observation during the teaching learning process in each meeting. It was intended to evaluate the indicators of communicative language teaching to find out whether they were fulfilled or not by the English teacher in the teaching and learning process of vocabulary by using games. It was done by the English teacher and the researcher.

Digital Repository Universitas Jember

3.5.4 Data Analysis and Reflection

3.5.4.1 Data Analysis

The data analysis used in this research was descriptive quantitative. The quantitative data analysis used to analyze the collected from the observation sheet, interview, documentation and the questionnaire. The collected data from observation in each cycle were analyzed quantitatively based on the fact of the classroom atmosphere when the teaching learning process of vocabulary games was going on by using the following formula

$$E = \frac{n}{N} X100\%$$

Note:

E = The percentage of students who fulfill the indicators of observations
n = The number of the students who fulfill the indicators
N = The number of the research subjects

Then, the data from the teacher's observation sheet were analyzed by the formula below:

$$E = \frac{N}{10} X100\%$$

Note: E: The percentage of indicators that were fulfilled by the teacher,
10: The number of indicators being observed,
N: The number of indicators of communicative teaching and learning that were applied by the teacher.

Next, the collected data from the questionnaire analyzed by statistical analysis by using the following formula:

$$E = \frac{n}{N} X100\%$$

Note:

E = The percentage of each aspect in the questionnaire
n = The number of the students who fulfilled each aspect in the questionnaire
N = The number of the research subjects

Last, the results of the interview and documentation were analyzed descriptively to support the main data.

Digital Repository Universitas Jember

3.5.4.2 Reflection

The researcher and the English teacher did the reflection after analyzing the data in each cycle. The reflections were done in order to know whether or not the actions have some weaknesses or problems, and note the strength of the action. After that, the researcher collaborated with the English teacher to draw the conclusion based on the reflection result and the result of data analysis in Cycle one. The information used as a guide to revise the lesson plan to produce the lesson plans for the next cycle.

Digital Repository Universitas Jember

IV. RESEARCH RESULTS AND DISCUSSIONS

This chapter reports the result of the interview, the result of the actions in cycle 1 and the actions in cycle 2. Each consists of the result of observation and the result of reflection. The result of questionnaire is also presented in this chapter.

4.1 The Result of Documentation

The data obtained from the documentation dealt with the names of the research subjects, The school facilities, and the elementary school curriculum record.

a. The Names of the Research Subjects.

The subjects of this research were the fifth grade students of SDN Gebang III Jember in the 2007/2008 academic year. The class consists of 47 Students, 19 males and 28 females. The list of subjects' names included in Appendix 2

b. The School Facilities of SDN Gebang III Jember

SDN Gebang III Jember has some facilities for the students and the teachers. They were 15 rooms of teaching and learning, 2 teachers' room, 1 headmaster room, 1 mosque, 3 bathrooms, 1 library, 1 multimedia room, and 1 canteen. The conditions of those facilities were good.

c. The English Curriculum Used by the Teacher

The English curriculum used by the teacher was competency based curriculum. Based on the curriculum, it was known that the purpose of teaching English to elementary school was introducing English for the students. In addition, Finnochiaro and Brumfit (in Richard and Rodgers, 2001:156) stated that the English teaching and learning process in the elementary school should be interesting for the students and suitable with the students' need. Moreover, the elementary school students need to play and active in the teaching and learning process, and they need to practice the English in the class.

MILIK UPT PERPUSTAKAAN UNIVERSITAS JEMBER

Digital Repository Universitas Jember

4.2 The Result of the Interview

The interview was conducted in the preliminary study with the English teacher in SDN Gebang III Jember in order to know the problems in the English teaching and learning process at the fifth grade students. The interview was conducted on Thursday, February 21st, 2008. In brief, the result of interview was as follows:

The English teacher in SDN Gebang III Jember stated that she taught the English skills and components in integrated way. The most difficult component to be taught was vocabulary. The teacher explained that she found difficulties to teach vocabulary because the students' felt difficult to memorize the vocabulary given. Furthermore, the teacher never used any media to support the materials for the students. The teacher often used the guessing technique to make the vocabulary learning more enjoyable. Next, the learning materials were only taken from the students' worksheet called Lembar Kerja Siswa (LKS). In order to improve the students' vocabulary knowledge, the teacher asked the students to bring the dictionary. Related to the communicative teaching learning process, the teacher had known about this approach, but she did not used to apply this approach in the classroom.

Based on the situation above, this research offered the communicative language teaching through vocabulary games in the English classroom. The communicative language teaching and learning is the appropriate approach to improve the English teaching and learning to be more communicative (Shofiyah, 2003: 52). Moreover, by using communicative language teaching, the students would have more opportunities to use the language in communication and the students' language skills would improve Finnochiaro and Brumfit (in Richard and Rodgers, 2001:156).

Digital Repository Universitas Jember

4.3 The Result of Observation and Reflection

The observation was conducted to get the primary data about the vocabulary teaching and learning process by using games. It was done six times. The observation was conducted in every meeting.

4.3.1 The Result of Observation in the Preliminary Study

The first and the second observation were conducted on February, 18th and 25th 2008. Each meeting was conducted for 90 minutes. The teacher discussed the theme entitled *daily needs* and *Hotel*. The result of observation was presented in the following observation sheet for the English teacher:

Table 1: The Teacher's Observation Result

Teacher Activities	Preliminary study 1	Preliminary study 2
	18-Feb-08	25-Feb-08
(1) The teacher as an organizer :		
a. Organize the students into group or pairs.	X	X
b. Organized the teaching materials.	X	X
(2) The Teacher as motivator		
a. The teacher asked the students to use English in the classroom.	V	V
b. The teacher motivated the students by using various teaching techniques (vocabulary games).	X	X
(3) The teacher as the facilitator		
a. The teacher used the teaching aid such as pictures or other media in the teaching and learning process.	X	X
b. The teacher gave examples to use English to the students	V	V
(4) The teacher as the observer		
a. The teacher observed the students' errors in producing the English language.	X	V
b. The teacher observed the weaknesses of the teaching and learning process.	X	X
(5) The teacher as the evaluator		
a. The teacher evaluated the students' capability by giving questions.	V	V
b. The teacher evaluated the teaching and learning process to make the improvement for the next class.	X	X
Percentage	**30%**	**40%**

Digital Repository Universitas Jember

Based on the result of the teacher's observation sheet, it could be concluded that the teacher has not fulfilled the teacher's roles in communicative language teaching. Since in two meetings the teacher has only fulfilled approximately 35 % of the teacher's roles in communicative language teaching. Next, the following table presents the result of observation for the students.

Table 2: The Students' Observation Result

Students' Activities	Preliminary Study 1	Preliminary Study 2	Average
(1) The Students used the vocabulary that was given by the teacher.	11%	9%	10%
(2) The Students interacted with other students by using English.	9%	9%	9%
(3) The Students involved actively in the teaching and learning process			
a) Ask the questions to the teacher in English.	4%	4%	4%
b) Answer the teacher's questions in English	9%	4%	6.5%
c) Participate actively in playing the vocabulary games	0%	0%	0%
(4) The Students did not pay attention during the teaching and learning process	68%	66%	67%

Based on the students' observation result, it could be concluded that the students' had not fulfilled the student's role in communicative language teaching and learning, because 67 % or 32 students in the English class were passive. The students regarded as passive because they did not pay attention to the teacher's explanation or doing other activities.

4.3.2 The Results of Reflection in the Preliminary Study

The reflection in the preliminary study was done collaboratively by the English teacher and the researcher. The reflection was done based on the result of the two observations. Those were the observation for the teacher and the observation for the students.

Digital Repository Universitas Jember

Both of the results of the observations could not achieve 75% of indicators in communicative teaching and learning process. Therefore, it was necessary to make improvement in the teaching and learning process in the classroom. Based on the observation sheet, the problems were derived both from the teacher and the students.

The observation result from the teacher showed that the teacher did not organize the students to work either in groups or pairs. The teacher only let the students work individually. Next, the teacher did not organize the teaching materials. She only took the materials directly from the LKS (students worksheet), without making any lesson plans. The teacher did not ask the students to use English in the classroom and prepared no media to support the teaching and learning process. So, the students have no motivation to practice their English. Moreover, the English teacher rarely observed and corrected the students' errors in producing English. On the other hand, the English teacher never evaluated the teaching and learning process in order to make the improvement for the next class.

Furthermore, the teacher tried to use English during the teaching learning process. The teacher sometimes used instructions in English such as "open page 25", "keep silent", and "sit down". Further, the teacher also tried to give the students questions by combining English and Indonesian, for example "Apa artinya sugar?" or "Apa artinya rice?" As a result, the students answered the questions in Indonesian. Therefore, the classroom activities seemed to be dominated by the teacher. The students did not have any chance to practice their English to communicate with others. The lack of teaching media, also made the students have problems to understand the materials. In addition, the teacher has never motivated the students to use English in answering or asking the questions. Therefore, the students had limited chance to practice their vocabularies.

Based on the observation conducted in the preliminary study, there were 5 students (10%) that used the vocabulary given by the teacher. Then, there were 4 students (9%) that tried to communicate to other students by using English. It occurred since the teacher asked them to practice the dialog in the LKS. Besides, the students were unwilling to interact with other students by using English. They

Digital Repository Universitas Jember

did not practice using the new vocabularies given by the teacher. Although, some of the students actively participated in the teaching and learning process by asking or answering the questions to the teacher (6,5% or 3 students) but, most of the students in this classroom gave their passive response during the teaching and learning process.

Based on the reflection of the observation in preliminary study, it could be concluded that the teacher and the students were suggested to do the teachers roles and the students' roles in communicative language teaching in the first cycle of the research.

4.3.3 The Result of Observation in Cycle 1

The actions in cycle 1 were conducted in two meetings in where each meeting lasted 90 minutes. The steps of activities in cycle 1 were: the planning of the action, the implementation of the action, class observation and reflection of the result of the action. The doer of the actions was the teacher while the researcher became the observer.

The first meeting was done on March 24th, 2008. The activities in this first meeting were done based on lesson plan 1 (Appendix 12). The theme taught in this meeting was "daily activities". At first, the teacher used some pictures to attract the students' attention and gave some examples of Daily activities. Then, the students played the whispering game as the exercise.

The second meeting was done on March 31st, 2008. It was conducted based on lesson plan 2 (Appendix 13). The theme in this meeting was "Time". After the teacher explained some vocabularies related to time and gave the examples of how to tell the time, the code game was played by the students as the language exercise.

The following table presents the result of the teachers' activities in cycle 1 in the first and the second meeting:

Digital Repository Universitas Jember

Table 3: The Teacher's Activities in Cycle 1

Teacher Activities	Meeting 1 24-March-08	Meeting 2 31-March-08
(1) The teacher as an organizer :		
a. Organized the students into groups or pairs.	V	V
b. Organized the teaching materials.	X	V
(2) The Teacher as motivator		
a. The teacher asked the students to use English in the classroom.	X	X
b. The teacher motivated the students by using various teaching techniques (vocabulary games).	V	V
(3) The teacher as the facilitator		
a. The teacher used the teaching aid such as picture or other media in the teaching and learning process.	V	V
b. The teacher gave examples to use English to the students	X	V
(4) The teacher as observer		
a. The teacher observed the students' error in producing the English language.	X	X
b. The teacher observed the weaknesses of the teaching and learning process.	X	X
(5) The teacher as evaluator		
a. The teacher evaluated the students' capability by giving questions.	V	V
b. The teacher evaluated the teaching and learning process to make the improvement for the next class.	X	X
Percentage	**50 %**	**60 %**

Based on the table above, the English teacher could organize the students into groups. The teacher had also motivated the students by using the vocabulary games namely code game and whispering game. The English teacher had tried to evaluate the students' capability by giving the questions.

On the other hand, the English teacher did not ask the students to use English in the classroom and observe the students' errors in producing English. Moreover, the teacher did not evaluate the teaching and learning process to make the improvement for the next class.

In conclusion, in the first and second meeting in cycle 1, the teacher fulfilled 55% of the total indicators stated as communicative language teaching.

Digital Repository Universitas Jember

Next, the kinds of games applied in the first and second meeting were the code games and the whispering game. In the code game, the students needed to rise up their hands to answer the code given by the teacher. This condition made all the students want to give their answers together at the same time. At last, the classroom situation became crowded because the games required the students to be more active to answer orally.

In applying the whispering game, the students were divided into 2 groups. Each group had one leader. The teacher gave the sentences to each leader. Then, the leader whispered the sentences to the second member, the second to the third and soon. The last member was running in front of the classroom to write down the result on the board. At last, the situation of the teaching and learning process got crowded since the students screamed and clapped their hands to support their friends. Moreover, after playing the whispering game, the teacher evaluated the students by asking their opinions about the whispering game. The students stated that they felt difficult to memorize the sentences because the sentences given in the game were too long.

The following table describes the result of observation for the students in the first and second meeting in cycle 1:

Table 4: The Students' Activities in Cycle 1

Students' Activities	Meeting 1	Meeting 2	Average
(1) The Students used the vocabulary that was given by the teacher.	21%	26%	23%
(2) The Students interacted with other students by using English.	15%	19%	17%
(3) The Students involved actively in the teaching and learning process			
a) Ask the questions to the teacher in English.	23%	21%	22%
b) Answer the teacher's questions in English.	13%	15%	14%
c) Participate actively in the vocabulary games.	30%	36%	33%
(4) The Students did not pay attention during the teaching and learning process	51%	32%	41%

Digital Repository Universitas Jember

Based on the table above, it was found that 23% of the students used the vocabulary that was given by the teacher. 17% of the students interacted with other students by using English. Then, 22% of the students tried to involve actively by asking questions to the teacher. The students asked the question by using English language. Moreover, 14% of the students could answer the teacher's question by using English. At last, 33% of the students participated actively in the vocabulary games namely code game and whispering game.

On the other hand, there were 41% students that did not pay attention to the instructional process, because they felt afraid or unfamiliar with the new activities applied by the teacher.

It could be concluded that the result of the teacher's activities have not fulfilled the 75% of the indicators of the communicative language teaching and learning. Moreover, the students' activities have not fulfilled 75% of the indicators of the CLT. Therefore, it was necessary to continue the actions in cycle 2.

4.3.4 The Result of Reflection in Cycle 1

Reflection was the last stage in cycle 1. It was done collaboratively by the English teacher and the researcher by having discussion. The reflection was done based on the results of the observations.

The result of the teacher's observation sheet informed that in two meetings the average of the teacher's activities achieved 55%. It means the teacher has done at least 4-6 categories of the teacher roles in the communicative language teaching. This result happened, since the teacher has never applied various kinds of activities such as organizing the teaching materials, asking the students to use English in the classroom, using the teaching aid in the teaching and learning process, the use of colorful pictures as the teaching media, observing the weaknesses of teaching and learning process and evaluating the teaching and learning process to make improvement for the next class. In summary, the teacher was suggested to apply those kinds of activities in cycle 2 to improve the communicative teaching and learning process of vocabulary.

Digital Repository Universitas Jember

Then, the data in the students' observation sheet showed only 11 of 47 students or 21% used the vocabulary given by the teacher during the teaching and learning process. Only 8 students or 17% tried to interact with other learners by using English, this interaction happened mostly during the vocabulary games. Next, there were only 16 students of 47 students (32 %) that were involved actively in the teaching and learning process.

These observation results showed that the actions given in cycle 1 needed to be improved. There were some conditions that affected the failure of the actions to acquire the target indicators, especially for the learners. The students were unwilling to use English either to interact with the teacher or with other students. This problem occurred because the students felt shy to produce English either orally or writtenly. They felt afraid of making mistakes.

Some revisions in the games were discussed by the teacher and the researcher to overcome the problems emerged in cycle 1. The revisions in the Code Game were combining the technique in the whispering game and the code game. First, the teacher arranged the students into 8 groups (5-6 students). Each group had 1 leader. Second, the teacher gave the code on a paper to the team leader and the key codes to the last student. The leader whispered the code to the first member, the first student to the second student until the last student in the group. Third, the last student wrote down the answer and gave the result as soon as possible to the teacher. At last, the group with the fastest and the most correct answers was the winner.

The revision made in the whispering game was by arranging the groups into 8 groups. One group consisted of 5-6 students. The other revisions were the sentences that were whispered were shorter and simpler. Additionally, the teacher were suggested the students not to screamed and clapped their hands while playing the whispering game.

Digital Repository Universitas Jember

4.3.5 The Result of Observation in Cycle 2

The actions in cycle 2 were conducted in two meetings; the meetings were done on April 7th and 14th 2008. Each meeting lasted 90 minutes. The topics in this cycle were *Post office* and *Things in the Classroom*.

The first meeting in the second cycle was conducted on April 7th 2008, at the beginning of the lesson the teacher used some pictures to attract the students' attention by reading a passage about the post office. The teacher gave some exercises about the passage and explained some vocabularies related to the post office. After discussing the answer, the students played the code game as the language exercise. The implementation of the actions was based on lesson plan 3 (Appendix 14). The lesson plan was made collaboratively with the English teacher after revising the previous lesson plan in cycle 1.

The second meeting was done on April 14th, 2008. It was conducted based on lesson plan 4 (Appendix 15). The theme taught to the fifth grade in this meeting was *Things in the classroom*. After the teacher explained some vocabularies related to things in the classroom and gave the examples of how to tell the position of the things in the classroom, the whispering game was played by the students as the language vocabulary games.

Some revisions were made in order to improve the communicative teaching and learning process of vocabulary. The revision included the techniques in applying the vocabulary games and gave some suggestions for the teacher.

The revisions made in the code game were:

1. Arranging the students in 8 groups (5-6 students),
2. Using the whispering technique to apply the game to minimize the crowded situation in the classroom.

The revisions made for whispering game were:

1. Arranging the students into smaller group consisting of 5-6 students.
2. The sentences that were whispered were shorter and simpler.

Some suggestions given to the teacher were:

1. Arranging the students to work in groups and organizing the teaching materials

Digital Repository Universitas Jember

2. Asking students to use English while playing the vocabulary games,
3. Giving more examples to use English in the classroom,
4. using the colorful pictures as the teaching media to support the vocabulary games,
5. Observing and evaluating the teaching and learning process.

The following table presents the result of the teacher's activities in the first and second meeting in the second cycle

Table 5: The Teacher's Activities in Cycle 2

Teacher Activities	Meeting 1 7-April-08	Meeting 2 14-April-08
(1) The teacher as an organizer :		
a. Organized the students into group or pairs.	V	V
b. Organized the teaching materials.	V	V
(2) The Teacher as motivator		
a. The teacher asked the students to use English in the classroom.	V	V
b. The teacher motivated the students by using various teaching techniques (vocabulary games).	V	V
(3) The teacher as the facilitator		
a. The teacher used the teaching aid such as picture or other media in the teaching and learning process.	V	V
b. The teacher gave examples to use English to the students	V	V
(4) The teacher as observer		
a. The teacher observed the students' error in producing the English language.	V	V
b. The teacher observed the weaknesses of the teaching and learning process.	X	V
(5) The teacher as evaluator		
a. The teacher evaluated the students' capability by giving questions.	V	V
b. The teacher evaluated the teaching and learning process to make the improvement for the next class.	V	V
Percentage	**90 %**	**100 %**

Based on the table above, at the first meeting in cycle 2, the English teacher could fulfill 90% indicators in communicative teaching and learning. Then, in the

Digital Repository Universitas Jember

second meeting the teacher could fulfill all of the indicators in communicative teaching and learning.

This result could be gained since the teacher has already familiar to apply the vocabulary games in the classroom. In cycle two, the English teacher has always asked the students to use English in the classroom. Then, the English teacher used to give examples to speak in English. Moreover, the English teacher could manage the students easily while she needs to apply the vocabulary game to the students.

Next, the following table presents the result of observation for the students in the first and second meeting in the second cycle

Table 6: The Students' Activities in Cycle 2

Students' Activities	Meeting 1	Meeting 2	Average
(1) The Students used the vocabulary that was given by the teacher.	83%	98%	**90%**
(2) The Students interacting with other students by using English.	62%	98%	**80%**
(3) The Students involve actively in the teaching and learning process			
a) Ask the questions to the teacher in English.	43%	47%	**45%**
b) Answer the teacher's questions in English.	89%	83%	**86%**
c) Participate actively in the vocabulary games.	83%	98%	**95%**
(4) The Students did not pay attention during the teaching and learning process	6%	2%	**4%**

Based on the two tables above, it could be concluded that the revision that had been made in applying the games technique in the first cycle gave the positive result to the teacher's and the students' activities to fulfill 75% indicators of the communicative language teaching and learning process. Therefore, the actions in cycle 2 were considered successful.

Digital Repository Universitas Jember

The following table gives the clearer information about the average result of the students' activities in the second cycle.

Table 7: The Average Results of the Students' Activities in cycle 2

Meeting	Components	Active					D
		A	B	C			
				1	2	3	
1	Total of the students	39	29	20	42	43	3
	Percentage	83%	62%	43%	89%	91%	6%
2	Total of the students	46	46	22	39	46	1
	Percentage	98%	98%	47%	83%	98%	2%
Average (meeting 1 and 2)	Total of the students	43	38	21	41	45	2
	Percentage	**90%**	**80%**	**45%**	**86%**	**94%**	**4%**

Note:
A: The Students used the vocabulary that was given by the teacher.
B: The Students interacted with other students by using English.
C: The Students involved actively in the teaching and learning process.
1: Ask the questions to the teacher in English.
2: Answer the teacher's questions in English.
3: Participate actively in the vocabulary games.
D: The Students did not pay attention during the teaching and learning process

4.3.6 The Result of Reflection in Cycle 2

Based on the teacher's observation result, it could be described that the teacher had already applied all the indicators for the communicative teaching and learning process.

The result of the teacher's observation sheet in cycle 2 informed that in two meetings the average of the teacher's activities achieved 95%. It means the teacher had done at least 9-10 categories of the communicative language teaching and learning process stated in the indicators. This result happened, since the teacher applied the activities as the revisions in the first cycle such as asking the students to use English in the classroom, using the colorful pictures in the teaching and learning process, observing the weaknesses of teaching and learning process and evaluating the teaching and learning process to make the

Digital Repository Universitas Jember

improvement for the next class. In summary, the teacher fulfilled the indicators of the communicative teaching and learning process.

Since the teacher had done all of the indicators of communicative teaching, the revised actions showed that there was improvement from the students' activities in the classroom during the teaching and learning process. The data in the students' observation sheet showed 43 among 47 students or 90% used the vocabulary gave by the teacher during the vocabulary teaching and learning process. Next, there were 38 students or 80% interacted with other students by using English; this interaction happened mostly during the vocabulary games. The students were trying to say the words or sentences orally. Moreover, another kinds of interaction did by the students were asking for repeating e.g. "what….?", "Pardon…" or showing agreement and disagreement e.g. "Yes..", "No….". Moreover, there were 35 students among 47 students or 75% involved actively in the vocabulary teaching and learning process through games. Based on the observation results it could be concluded that the revisions to the application of the vocabulary games conducted by the teacher in cycle 2 gave positive result to improve the communicative teaching and learning process in the English classroom.

In summary, the result of observation in the second cycle showed that every indicator of communicative teaching and learning process in this study could be fulfilled by at least 75% either by the teacher or the students. This means that the results of the observation in cycle 2 achieved the requirement stated in the indicators of the research. Therefore, the actions in cycle 2 were considered successful and the action was stopped.

4.4 The Result of Questionnaire

Questionnaire was used to get the supporting data. The questionnaire was given in English. Then, the teacher translated the meaning of each question in Indonesian. From the result of the questionnaire, it could be informed that 44 students (94%) gave the opinion that they like to play vocabulary games in the English classroom. There were 35 students (74%) stated that the vocabulary games could make them interested in the English material. Moreover, there were

Digital Repository Universitas Jember

36 students or 77% stated that the use of vocabulary games could improve their vocabulary knowledge. Next, there were 41 students or 87% stated that the code game was a good game. It means that the students prefer to choose this game among the other kinds of vocabulary games. Some factors that might cause them to choose this game were because the code game gave them more chance to compete in all of the English skills, those were listening, reading, writing and their vocabulary. The code game gave more challenge for the students in the English teaching and learning process of vocabulary.

In summary, the result of the questionnaire could be seen in the following table:

Table 8: The Results of Questionnaire

No	Questions	Options	Result	
			Students	%
1	Do you like the vocabulary games?	A) Yes	44	94
		B) No	2	4
		C) I do not know	1	2
2	Do you think that the vocabulary games make the English class more interesting and enjoyable?	A) Yes	35	74
		B) No	2	4
		C) I do not know	10	21
3	Do you think that vocabulary games could improve your vocabulary knowledge?	A) Yes	36	77
		B) No	4	9
		C) I do not know	7	15
4	What is your opinion about the Code Game?	A) Good	41	87
		B) Bad	1	2
		C) I do not know	5	11
5	What is your opinion about the Whispering game?	A) Good	25	53
		B) Bad	6	13
		C) I do not know	16	34

4.5 Discussion

Based on the results of the interview in the preliminary study, it was known that the English teacher in SDN Gebang III Jember taught English skills and components in integrated way. The most difficult component to be taught was vocabulary, since the students had difficulties in memorizing the vocabularies given. Then, the teacher has never used the teaching media to support the teaching

Digital Repository Universitas Jember

and learning process, because she had limited time to prepare the media. In addition, the teacher has known about the communicative approach, but she got problems in applying it in the classroom, since the limited sources to apply the communicative approach. The main source for the teaching and learning material was only the students' worksheet called LKS.

Based on the result of the interview and the observation in the preliminary study, the researcher gave some suggestions to the English teacher to apply the communicative teaching approach by the use of vocabulary games. This decisions is made based on expert opinion Littlewood (in Richards and Rodgers, 2002:155) stated that the purpose of communicative language teaching is to make learners able to use language effectively in communication. Moreover, Thornburry (2005: 102, 147) gives some examples of game that could be applied in the classroom especially, for grammar and vocabulary learning. The vocabulary games used in this reserach were the code game, and the whispering game.

In the first cycle, the teacher tried to apply the communicative approach and applied the vocabulary games. The teacher applied the teacher roles in communicative approach as stated by Littlewood (in Shofiyah, 2003:19) the teacher's roles in CLT were as an organizer, a motivator, a facilitator, an observer and evaluator. The teacher organized the students the teaching material; motivated the students to communicate, made some teaching instruments and media; observed and evaluated the students' errors and the weaknesses of the teaching and learning process, especially while applying the vocabulary games.

As a result, in the two meetings conducted in cycle 1 the teacher could fulfill approximately 55% of the teacher's roles. It occurred since the teacher had never applied various activities in the teaching and learning process. The use of new games made the teacher work harder to manage the students. Besides, the students became more active since the vocabulary games were applied in English teaching and learning process. In fact, there were 32% students who were involved actively in the vocabulary teaching and learning process, most of the students' activities occurred while they were playing the vocabulary by games. However, in the first cycle, the students felt shy and afraid of involving actively in

Digital Repository Universitas Jember

the vocabulary games. It happened because they had never played these kinds of games.

Based on the result of the observation in cycle 1, it was needed to continue the actions to cycle 2 in order to achieve 75% of the characteristics of the communicative teaching and learning process stated in the indicators (Richard and Rodgers, 2001:156)

In the second cycle, the researcher gave some revisions of the actions to improve the communicative teaching and learning process. The revisions were revising the games into more applicable form for the students and the teaching techniques in the vocabulary games. The following table gives the techniques of the vocabulary games.

Table 9: The vocabulary Games Techniques in Each Cycle

Game	Cycle 1	Cycle 2
Code Game	1. The students divided were in two big groups. A Group consisted 23 students, B Group consisted 24 Students.	1. The Students worked in 8 groups. Each group consist of 5-6 students
	2. The students answered the code result orally	2. The students answered the code result writtenly.
Whispering game	1. The students were divided in 2 groups.	1. The students were divided in 8 groups
	2. The words or sentences that whispered twice.	2. The words or sentences that were whispered were 3 or 4 times

The result of the actions in cycle 2 showed the improvements of the students' vocabulary achievements compared to the results of actions in cycle 1. The clearer information about the improvement of the students' activities from the preliminary study, cycle 1 and cycle 2 could be seen in Appendix 10.

Furthermore, based on the result of the questionnaire, 92% of the students gave opinions that they like the vocabulary games. Furthermore, 76% of the students thought that the vocabulary games made the English class more interesting and enjoyable. Then, 80% of the students stated that the vocabulary games could improve their vocabulary knowledge. At last, 88% of the students

Digital Repository Universitas Jember

prefered the code game to the whispering game. In summary, the use of vocabulary games in the English classroom could make the students interested and improve their vocabulary knowledge. In line with this idea, Thornburry (2005:102) explained that games in language teaching and learning will give valuable effects to the English classroom. First, games can be used to make the pupil interested in the lesson. Second, games can be used to make learners enjoy the lesson. Third, games can be used to recall words from learners' mind. At last, games can be used by learners to make multiple decisions in working with the target language.

Based on the result of the observations result in each cycle and the result of the questionnaire it could be stated that the application of the vocabulary games namely the Code Game and the Whispering Game could improve English instructional process.

Related to the communicative competencies, the use of vocabulary games could improve the students' grammatical competence (Savignon, 1983:8). Based on the result of the students' observation sheet, 90 % of the students' in cycle 2 used the vocabulary that was given by the English teacher. This improvement could be compared with the students' grammatical competence in the preliminary study which showed only 10% of the students used the vocabulary given by the English teacher.

Moreover, the students' discourse competence also improved because the students could practice how to connect the words into phrases or sentences while they were playing the code game and whispering game. In the preliminary study, there was 17% of the students who participated in the vocabulary games given by the teacher. The guessing games were able to attract the students' attention. The students needed to answer the teacher's oral question quickly and correctly. While in cycle 1 and cycle 2, the code game and whispering games were used in the English teaching and learning process. In these games, the students required to connect the clues given by the teacher and gave the answers either orally and writtenly. As a result, 95% of the students participated actively in the vocabulary teaching and learning process by using games. This result was in line with

Digital Repository Universitas Jember

Savignon's (1983:9) idea which describes that the vocabulary games could encourage learners to connect the words into phrases or sentences, thus it could give the students a series of utterances that have meaning dealing with the theme being learned.

On the other side, the students' communicative competence or socio cultural competence also improved; since the students actively communicated each other. In the preliminary study, there were only 9 % of the students who interacted with other students by using English. This situation happened when the teacher asked the students to practice the dialog in front of the classroom. The use of vocabulary games could improve the students' interaction into 17% in cycle 1 and 80% in cycle 2, because while playing the games, the students required delivering the message or information by using English. This fact was in line with Savignon's (1983:10) idea which describes that when the students engaged in active negotiation, their socio cultural competence will improve.

The last competence in communicative language teaching is called the strategic competence. According to Savignon's idea (1983:10) the strategic competence was the teacher's strategies while experiencing the unfamiliar context. While applying the vocabulary games in cycle 1, the teacher felt difficult to manage the classroom because either the students or the teacher has never applied the code game and the whispering games. In fact, in cycle 1 there was 32% of the students who participated actively in playing the vocabulary games. Most of them felt shy and afraid of using English in playing the games. However, in cycle two, the teacher and the students have already been familiar with those games. As a result, there was 95% of the students who actively participated in the vocabulary games. This result is in line with Savignon's idea (1983:10) that since, the communicative teaching is always relative, thus the teacher and the students need to have more practices and experiences to decrease the limitations.

On the other hand, compared to the Shofiyah's (2003) and Nurhadi's (2003) research in applying the vocabulary games in the English instructional process, the applications of the vocabulary games in the classroom has some weaknesses. The vocabulary game which was applied made the students became more active,

Digital Repository Universitas Jember

and then the English teaching and learning process was tended to be uncontrolled and took more time. Thus, the researcher and the English teacher should be ready to solve this kind of condition by creating certain techniques in managing the students during the application of the vocabulary games and strictly limited the time.

Finally, based on the results of this classroom action research the teacher and the fifth grade students of SDN Gebang 03 Jember could improve the communicative teaching and learning through the application of the vocabulary games namely The Code Game and The Whispering Games in the English instructional process.

Digital Repository Universitas Jember

5.2. Suggestions

By considering that the vocabulary games that could improve the communicative teaching and learning process of vocabulary at the fifth grade students, some suggestions are given to the following people:

a) The English Teacher

The English teacher is suggested to use the vocabulary games, namely the "Whispering games" and "The Code Game" as an alternative to teach vocabulary to the learners, since the games can give exercises to the students to use English actively in the classroom.

b) The Students

The students are suggested to practice using English with the teacher and their friends in the classroom by using vocabulary that have been learned to communicate English either in written and oral forms.

c) The Other Researchers

The other researchers or the English teachers who have similar problems with the teaching of vocabulary are suggested to do a similar research, by using a similar research design in their classes to improve the English teaching quality to be communicative by applying vocabulary games.

Digital Repository Universitas Jember

BIBLIOGRAPHY

Arikunto, S. 1996. *Prosedur Penelitian Suatu Pendekatan Praktek.* Jakarta: Bina Aksara.

Depdiknas, 2007. *Program Semester dan Silabus Bahasa Inggris*, KKGBI Kabupaten Jember.

Dobson, 1985. *Techniques for English Conversation Groups. English Language Programs Division Bureau of Educational and Cultural Affairs.* United Stated Agency. Washington DC. 20547.

Elliot, J. 1993. *Action Research for Educational Change*. Open University Press. United Kingdom.

Fraenkel, and Wallen. 1996. *How to Design and Evaluate Research in Education 3rd Edition.* New York: Mc Graw - Hill Inc.

Frank, M. 1972. *Modern English, a Practical Reference Guide*. New Jersey: Prentice – Hall Inc.

Graham, R. 2008. *What Would You Like To Teach.* Available at http://www.GenkiEnglish.com [April 8, 2008)

Hadi, S. 1984. *Metodologi Reasearch.* Yogyakarta: Yayasan Penerbitan Fakultas Psychologi UGM.

Hornby AS. 1986. *Oxford Advanced Learners' Dictionary of Currents English.* London: Oxford University Press.

James, H. MC. Millan. 1992. *Educational Research Fundamental for the consumer*. New York.

Kasihani, K.E. 2004. *Learning By Doing 5*. Grafindo Media Pratama: Bandung.

Kasihani, K.E. *The Importance of English in Elementary School. Jurnal ilmu pendidikan*, Agustus 2001 jilid 8 no. 3 Jember: Universitas Jember.

Lewis, 1961. *Teaching English*. New York: Mc. Graw – Hill Book Company.

Littlewood, W. 1986. *Communicative Language Teaching an Introduction.* London: Cambridge University Press.

Digital Repository Universitas Jember

Nurhadi, S. U. 2003. *A Descriptive Study of the Fifth Year Students Vocabulary Achievement Through Crossword Puzzle at SDn Kepatihan IX Jember in 2003/2004 Academic Year.* Unpublished research. FKIP. UNEJ.

Phillips, S. 1994. *Young Learners*: NewYork: Oxford University Press.

Richards, J.C. & Rodgers. T.S. 2001. *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press.

Savignon, S.J. 2002. *Interpreting Communicative Language Teaching, Context and Concern in Teacher Education.* London: Yale University Press.

Shofiyah, 2003. *Developing a Model of Teaching English Vocabulary using Communicative Approach for the Fourth Year Students at MI Bungah Gresik in the 2002/2003 Academic Year.* Unpublished research. FKIP. UNEJ.

Thornburry, S. 2005. *How to Teach Vocabulary.* United Kingdom: Blue Stone Press.

Thomas, D.J.B. *English Language Games and Songs.* Available at http://iteslj.org/games/9874.html [April 8, 2008)

Tomlinson, B. 1988, *The Teaching of Grammar in Communicative Approach.* In PKG Bahasa Inggris Region Surabaya.

Mello, V. *English Language Games and Songs.* Available http://iteslj.org/games [April 8, 2008)

William, 1970. *Style and Vocabulary.* New York: Hafner Publishing Company.