THE EFFECT OF TEACHING VOCABULARY THROUGH GAMES ON THE FOURTH YEAR STUDENTS' VOCABULARY ACHIEVEMENT AT SDN SEMPUSARI I JEMBER IN THE 2003/2004 ACADEMIC YEAR

THESIS

Presented to fulfill one of the requirements to obtain S-1 degree at the
English Education Program of the Language and Arts Department of the
Faculty of Teacher Training and Education
Jember University

By :

YENNY IRIA ROZANASARI
NIM. 980210401040

ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2004

MOTTO

MAKE YOUR DAYS COUNT

DEDICATION

This thesis is honorably dedicated to:

- ❖ My son, *Eka Hernanda Abdillah*. You are my greatest power for thousand reasons. I give you my everything.
- ❖ My beloved husband, *A. Fauzi*. You are very patient to me. I will always cherish you.
- ❖ My beloved father: *Sariman Hadi* and My beloved mother *Tri Hartini*. Thank you so much for everything you gave. I will make you proud of me.
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- ❖ My fellows of the 1998 level.
- ❖ My almamater.

APPROVAL OF EXAMINER TEAM

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

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Examiner Team

Chairperson   Secretary

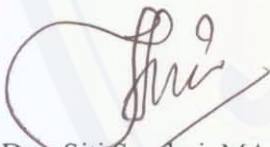Dra. Aan Erlyana Fardhani, MPd   Dra. Made Adi Andayani T., MEd
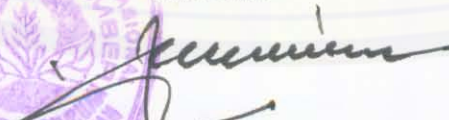NIP. 131 832 295   NIP. 131 832 325

Members:

Drs. Annur Rofiq, MA., MSc
NIP. 132 232 799

Dra. Siti Sundari, MA
NIP. 131 759 842

The Dean

Drs. Imam Muchtar, SH, MHum
NIP. 130 810 936

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THE EFFECT OF TEACHING VOCABULARY THROUGH GAMES ON THE FOURTH YEAR STUDENTS VOCABULARY ACHIEVEMENT AT SDN SEMPUSARI I JEMBER IN THE 2003/2004 ACADEMIC YEAR

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

By:

Name	: Yenny Iria Rozanasari
Identification Number	: 980210401040
Level	: 1998
Department	: Language and Arts Education
Place of Birth	: Jember
Date of Birth	: October 29th, 1980

Approved By:

Consultant I

Dra. Siti Sundari, MA
NIP. 131 759 842

Consultant II

Dra. Made Adi Andayani T., MEd
NIP. 131 832 325

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The last but not the least, I hope that this thesis will gave a useful contribution for the sake of the improvement of Englis teaching, especially the teaching of vocabulary.

Jember, August 2004   The writer

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ABSTRACT

Yenny Iria Rozanasari, 2004. **The Effect of Teaching Vocabulary through Games on the Fourth Year Students' Vocabulary Achievement at SDN Sempusari 1 Jember in the 2003/2004 Academic Year.**

Thesis, English Education Program, Language and Art Department, faculty of Teacher Training and Education, Jember University.
The Consultants: - Dra. Siti Sundari, MA
- Dra. Made Adi Andayani T., MEd

The mastery of vocabulary is essential in language learning at any level from the elementary to the advanced one. One cause of this condition might be the inappropriateness of teaching strategy. Through this quasy experimental research with Pre test and Post test One Group Design, games were used in the teaching of vocabulary to the respondents. The objective of the research was to know whether or not the fourth year students of SDN Sempusari 1 Jember in the 2003/2004 academic year got better vocabulary achievement after the treatment. The research respondents were one class of the fourth year students, which were taken by population method. The number of respondents was 55 students. To achieve the research objective, achievement test was administered to collect the primary data. Then, interview and documents was used to collect the supporting data. To analyze the data, t- test formula was used with the significance level of t-table of 5%. The result showed that statistical computation value of t-test was higher than that of the critical value of t-table(4.115>2. 201). It means that the fourth year students of SDN Sempusari 1 Jember in the 2003/2004 academic year got better vocabulary achievement after the treatment than before they got the treatment. The degree of relative effectiveness was 15.25 % which means that the vocabulary teaching through games was more effective than vocabulary teaching without using games. Based on the result, the English teacher is suggested to consider the use of games in the English teaching, especially in vocabulary teaching to increase the students' vocabulary achievement.

Key words   : Games, Vocabulary Achievement

I. INTRODUCTION

This chapter presents the background of the research problem, problem formulation, scope of the problem, research objectives and significances of the research.

1.1 Background of The Research Problem

English as an international language is used by most people in the world for international communication. It has been taught in Indonesia for many years. Nowadays, English is introduced earlier in elementary school to improve the students' quality.

Based on the Head of Educational and Cultural Department at East Java Province decision about the 1994 English local content curriculum for elementary school, the objective of teaching English in Indonesia is to make the students have basic ability in listening, speaking, reading, and writing including the language components based on their development and proclivity. It means teaching English in elementary school is aimed at making the students have basic ability in English. In addition, teachers are expected to give introduction about English because it is a new thing to learn for students. Therefore, teachers have to motivate students to make them interested in learning English.

Based on the 1994 local content curriculum in English for elementary school, vocabulary and structure are stated as the language components. The teaching of English covers the skills of listening, speaking, reading, and writing, including the language components such as vocabulary, structure, and pronunciation. Those language components support to gain the English skills.

Vocabulary is the most important language component that is important to be mastered. Communication will stop when students lack of necessary words. The language learner needs to master a lot of vocabularies to achieve the language skills. In this case, Zimmerman (1997 : 5) says that vocabulary is central to language and of critical importance to the typical language learner. Based on the

idea above, the teaching of English vocabulary is badly needed, especially for young learners or the beginners of English.

According to Davies (1996 : 8), English teachers should try to vary the English teaching to make the students active in learning. The statement means that English teachers should use various teaching techniques which are interesting to avoid the students' boredom in learning English.

The teachers can use games to make their students enjoy learning English and understand a lot of words to enlarge their vocabularies because teaching English to young learners is hard. It needs a special technique and interesting teaching media to make them interested in learning English. Games help the teacher create contexts in which the language is useful and meaningful, (Wright,1996:1).

Games can be used in teaching all language the skills: reading, writing, listening, and speaking and on all stages of teaching and learning. Wright et al. (1996 : 1) state that games help and encourage many learners to sustain their interest and work. In this case, games are interesting to young learners and they can be used in teaching vocabulary, especially for elementary students.

So far games have not been used by the teacher in teaching English to the fourth year students of SDN Sempusari I Jember because there is no attention from the English teacher to have techniques for applying games in this school. Therefore, it is necessary to conduct an experimental research to know the effect of teaching vocabulary through games on the students' vocabulary achievement in this school.

1.2 Problem Formulation

Based on the background of the problem, the problems can be formulated into general problem and specific problems as follows:

1.2.1 General Problems

General problems were formulated as follows:

1. Is there any significant effect of using games on the vocabulary achievement of the fourth year students' of SDN Sempusari I Jember in the 2003 / 2004 academic year?

2. What is the percentage of the effectiveness of using on the vocabulary achievement of the fourth year students of SDN Sempusari I Jember in the 2003 / 2004 academic year?

   a. What is the percentage of the effectiveness of using games on the vocabulary of nouns achievement of the fourth year students of SDN Sempusari I Jember in the 2003 / 2004 academic year?

   b. What is the percentage of the effectiveness of using games on the vocabulary of verbs achievement of the fourth year students of SDN Sempusari I Jember in the 2003 / 2004 academic year?

   c. What is the percentage of the effectiveness of using games on the vocabulary of adjectives achievement of the fourth year students of SDN Sempusari I Jember in the 2003 / 2004 academic year?

   d. What is the percentage of the effectiveness of using games on the vocabulary of adverbs achievement of the fourth year students of SDN Sempusari I Jember in the 2003 / 2004 academic year?

1.2.2 Specific Problems

Specifically, the problems were formulated as follows:

a. Is there any significant effect of teaching vocabulary through games on the achievement of nouns of the fourth year students of SDN Sempusari I Jember in the 2003 / 2004 academic year?

b. Is there any significant effect of teaching vocabulary through games on the achievement of verbs of the fourth year students of SDN Sempusari I Jember in the 2003 / 2004 academic year?

c. Is there any significant effect of vocabulary through games on the achievement of adverbs of the fourth year students of SDN Sempusari I Jember in the 2003 / 2004 academic year?

d. Is there any significant effect of vocabulary through games on the achievement of adjectives of the fourth year students of SDN Sempusari I Jember in the 2003 / 2004 academic year?

1.3 Operational Definition of the Variables

Operational definition indicates "operations" that are performed to measure or manipulate the variable (McMilian, 1992:21). Based on the idea, operational definition gave a guideline to the readers and the writer to understand the concept used in this research. There were two variables in this research namely independent variable, that is teaching vocabulary through games and dependent variable that is the students' vocabulary achievement.

1.3.1 Teaching Vocabulary through Games

Game in this research was the activity with rules to achieve a goal through enjoyable condition. It means game was an interesting aid to make the learners interested in learning English. In this research, the games used were crossword puzzle, word in jumble, and picture/text matching. They were chosen because they were appropriate with the 1994 local content English curriculum for elementary school and easy to apply in class. In this research teaching vocabulary through games means teaching English by using games as the treatment to obtain the students' vocabulary achievement.

1.3.2 The Students' Vocabulary Achievement

In this research, vocabulary achievement means the students' scores vocabulary test after learning vocabulary through games. The vocabulary materials covered nouns, verbs, adverbs, and adjectives. Those vocabulary materials were taught through games to the respondents during the treatment.

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1.4 Scope of the Problem

In this research, the problems was limited to know the effect of using games on the fourth year students' vocabulary achievement. The subjects were the fourth year students because English has been taught to the fourth grade and the games are never used by the teacher in teaching English. Then, the topic of teaching vocabulary through games were nouns, verbs, adjectives and adverbs.

In this research, games were used as the technique in teaching vocabulary. The types of games used were picture/text matching, crossword puzzle, and word in jumble. Those games were chosen because they were easy to play and they were appropriate for teaching vocabulary to young learners.

1.5 Research Objectives

Related to the research problems, the objectives of this experimental research covered general and specific objectives as follows:

1.5.1 General Objectives

General objectives of the experimental research were as follows:

1. To know whether there is a significant effect of using games on the vocabulary achievement of the fourth year students of SDN Sempusari I Jember in the 2003 – 2004 academic year.

2. To describe the percentage of the effectiveness of using of games on the vocabulary achievement of the fourth year students at SDN Sempusari I Jember in the 2003 – 2004 academic year.

1.5.2 Specific Objectives

Specifically, the objectives of the experimental research were as follows:

a. to know whether there is a significant effect of using of games on the noun achievement of the fourth year students of SDN Sempusari I Jember in the 2003 – 2004 academic year.

b. to know whether there is a significant effect of using games on the verb achievement of the fourth year students of SDN Sempusari I Jember in the 2003 – 2004 academic year.

c. to know whether there is a significant effect of using games on the adjective achievement of the fourth year students of SDN Sempusari I Jember in the 2003 – 2004 academic year.

d. to know whether there is a significant effect of using games on the adverb achievement of the fourth year students of SDN Sempusari I Jember in the 2003 – 2004 academic year.

1.6 Significances of the Research

The results of this experimental research are expected to be significant for the following people:

a. The English teacher

The research results are useful for the English teacher as information or an input to consider the use of games in teaching vocabulary to develop the students' vocabulary achievement.

b. The Other Researchers

The results of this research are significant for the other researchers as a reference to conduct a further research with a similar problem by using another research design such as a classroom action research to improve the students' vocabulary achievement through games.

c. The Students

The treatments given to the students are useful for the students to increase the students' vocabulary and to create the vocabulary teaching interesting and to make them enjoy learning vocabulary through games.

1.7 Hypothesis

Based on the research problems, the hypothesis was formulated as follows:

a. General Hypothesis

The fourth year students of SDN Sempusari I Jember in the 2003/2004 academic year got better vocabulary achievement after taught English through games.

b. Specific Hypothesis

1. There is a significant effect of using games on the fourth year students' achievement of nouns at SDN Sempusari I Jember in the 2003/2004 academic year.

2. There is a significant effect of using games on the fourth year students' achievement of verbs at SDN Sempusari I Jember in the 2003/2004 academic year.

3. There is a significant effect of using games on the fourth year students' achievement of adverbs at SDN Sempusari I Jember in the 2003/2004 academic year.

4. There is a significant effect of using games on the fourth year students' achievement of adjectives at SDN Sempusari I Jember in the 2003/2004 academic year.

II. LITERATURE REVIEW

This chapter presents the review of literature related to the research problems. They are games in language learning, vocabulary achievement, vocabulary classification, choice of games, choice of vocabulary, the use of games in teaching vocabulary, and the effect of games on vocabulary achievement.

2.1 Games in language learning

According to Juka (1985:7), games are wonderful ways to break the routine of class activities. It means that the use of games can relax the English teaching without loosing the English teaching activities. Wright (1996:1) states that games are one of the best ways to make the students interested in learning English. From the idea, games are able to make the English class varied and enjoyable. Meanwhile, Santrock (1993:331) states that game activities are done for the sake of enjoyment and entertainment, in which there are rules and often competition. Students have to follow rules in game both in spoken and written.

In teaching vocabulary, the teachers can teach considerable topics by using games and they can also develop the students' English skills and components. Wright et. al (1996: 1-2) state that games can be found to practice all language skills. Nababan (1993:206) regards games as tools to help the students achieve their study goals. Then, Cross (1992:153) states that through games, learners practise and internalize vocabulary, grammar and structure. Based on the ideas, games can be used to teach vocabulary which later will improve students' English skills.

It is important to give appropriate games to students based on their age and vocabulary that had been known. Wright (1996:2) states that anybody might enjoy games, regardless of their age, it depends on the appropriateness of games and the rules of play. It is generally accepted that young learners and adults are very willing to play games. It is essential to choose games which are appropriate to the class of language and type of participation.

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Based on the statements above, games can be used as media in English teaching, especially in teaching vocabulary to improve the students' vocabulary achievement. Besides, they can be used to arouse the students' motivation and to avoid their boredom in learning English .

2.2 Kinds of Games

There are many kinds of games which can be used for English teaching learning. According to Wright et al. (1996) games are classified into :

1. Picture Game

    A picture game is a game in which the use of pictures play a major part The general objective is involving the learners in relatively free use of all language at their command. Examples of this game are That's an visual view!, Predicting Pictures, Picture / Text Matching.

2. Psychology Games

    In this game, we have included a variety of games which might all lead to a greater awareness of the workings of human and mind senses These games encourage concentration and language use. Examples of this game is Telepathy.

3. Word Games

    In this game, the focus of attention is initially only the word rather than sentence. The learners are required in many cases to go beyond the initial focus and to communicate in full sentences, sometimes to pursue ideas and argue at some length. Examples of this game are Bingo, Dash It Hang, Crossword Puzzle, Make a Sentence, Word in Jumble.

4. True / False Games

    This game is to decide which is the true and false answer (Wright:1996). The participants (students) have to choose the answer whether it is true or false.

5. Guessing and Speculating Games

   Essentially, in guessing and speculating games, someone knows something and the others must find out what it is. The games are useful for less sophisticated learner and learner whose English is limited. Examples of this game are Hiding and Finding, and Feel and Think.

In this research, picture/text matching, crossword puzzle, and word in jumble are chosen because these games are more appropriate for elementary students and they are not difficult to do.

   The following sections will review those three games respectively.

2.2.1 Picture / Text Matching

   Wright (1996: 34) explains that picture / text matching is a game in which the students are asked to match the appropriate text to the picture. The activities occur when the participants in the game get the exact picture. The texts could be a word, a statement, a sentence, a dialogue, instead of descriptions.

Procedures:

Individual or pair work

1. give separate picture cards and the text cards.
2. ask the students to match the appropriate text cards to each picture.

The following are the examples of picture / text matching taken from Games for Language Learning (Wright,1996:35).

a cup

He is a small man and he is wearing a tall black hat and a blue big coat. He is being followed !

2.2.2 Crossword Puzzle

Karim and Fatmi (1986: 34-51) say that with crossword puzzle, students are trained to look for the relation of the answers in the boxes given. The students guess the exact answer based on the information and the boxes. Hadfield (1984:5) explains that crossword puzzle is a kind of word game which asks the students to fill the required words into the boxes. The question can be in the form of words, sentence, or with the help of pictures.

Procedures:

Individual or pair works

1. Ask two groups to fill the crossword puzzle in front of the class as a competition.

2. In individual work, ask the students to fill the crossword puzzle in a piece of paper.

The followings are the examples of crossword puzzle

1. Crossword puzzle using pictures
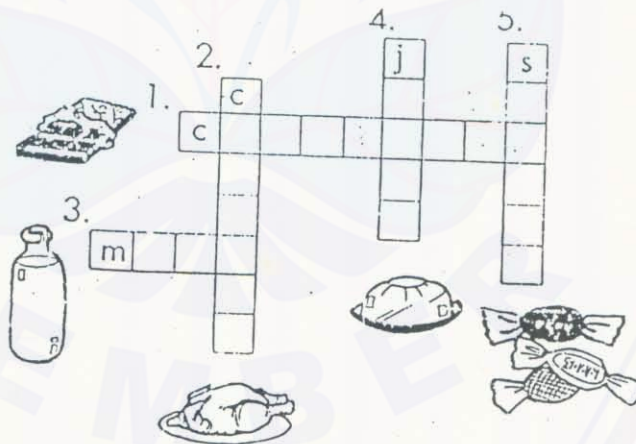
(Adopted from Advanced Vocabulary Practice I (1998:23))

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2. Crossword puzzle using information from words or sentences.
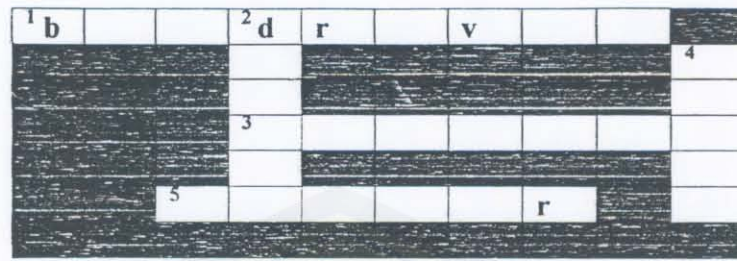
(Adopted English Vocabulary in Use Elementary (1999:99))

Across
1. works in a bus
3. works in a school
5. writes books

Down
2. works in hospital
4. works with doctor

Answer Key :   **Across**
     1.busdriver
     3.teacher
     5.writer

     Down
     2.doctor
     4.nurse

2.2.3 Word in Jumble

According to Karim and Fatmi (1986:36), words in jumble is a simple word puzzle. The students are asked to find the words hidden among the jumbled letters. David (1992:185) explains that single words can be written on word cards, but with the letters jumbled. The following is the example of word in jumble taken from Language Teaching Media (David:1992;185).

1. BALTE	2. NLCPIE	3 PALPE
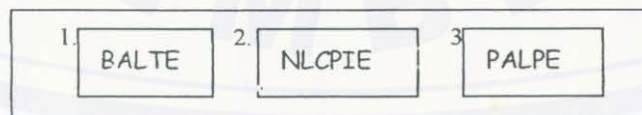
Answer key: 1. Table 2. Pencil 3. Apple

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2.3 The Students' Vocabulary Achievement

Some experts define the term of vocabulary in many various ways. According to Hornby (1987:959), vocabulary is a list of words with their meanings. Cross (1992:50) states that good store of words is crucial for understanding and communication. Someone cannot do the communication well without mastering vocabulary. It is a fact that mastering vocabulary will help the improvement of four language skills (Rachmadi,1975:13), so it is needed in English teaching.

Based on statements above, vocabulary achievement is the students' achievement in vocabulary after teaching learning process.

2.3.1 Classification of Vocabulary

According to William and Quirk (1970:47) vocabulary in English can be divided into two groups, they are large reserve vocabulary (nouns, verbs, adverbs, adjectives) and small vocabulary (prepositions, pronouns, conjunctions, articles, and interjections).

This research is focused on large vocabulary that covers nouns, verbs, adjectives, and adverbs. These are chosen because the students have learned them from the teacher and they are stated in the 1994 English local content curriculum for elementary school.

The following parts will review the indicators of vocabulary used in this research.

(1) Nouns

Hornby (1886 :11) defines a noun as a word which can function as the subject or object of a verb or the object of preposition. There are four kinds of nouns in English (Thomson and Martinet, 1986:24). They are as follows:

    a. Common nouns, for examples : dog, man, table;

    b. Proper nouns, for examples : France, Madrid, Mrs. Smith;

    c. Abstract nouns, for examples : beauty, charity, courage, fear;

    d. Collective nouns, for examples : crowd, flock, group, team;

In the 1994 English local content curriculum for elementary school those kinds of nouns are not introduced theoretically, but they are presented through

models of words and pictures. In this way, common nouns, collective nouns, abstract nouns, and proper nouns are introduced or taught. Based on the curriculum, the types of nouns used in the games and the vocabulary teaching and test in this research are common nouns, abstract nouns, and proper nouns.

(2) Adjectives

Adjectives are words that indicate the quality of the persons or things referred to nouns (Hornby, 1986:11). There are six kinds of adjectives (Thomson and Martinet, 1986:24). They are as follows;

      a. Demonstrative adjectives, for examples: this, that, those, these;

      b. Distributive adjectives, for examples: each, every, either, neither;

      c. Quantitative adjectives, for examples: some, any, no, little/few, many, much, one, twenty;

      d. Interrogative adjectives, for examples: which, what, whose;

      e. Possessive adjectives, for examples: my, your, his, her, its, our, their;

      f. Qualitative adjectives, for examples: clever, dry, fat, golden, good

In the 1994 English local content curriculum for elementary school, those kinds of adjectives are introduced and presented through models of words and pictures. Based on the curriculum, the type of adjectives used in the games and the vocabulary test in this research are demonstrative adjectives, quantitative adjectives, possessive adjectives, interrogative adjectives, and qualitative adjectives. They are chosen because the students have learned them.

(3) Verbs

A verb is defined as a word that expresses an action or otherwise helps to make a statement (Warriner,1977:16). There are two kinds of verbs. They are as follows:

      a.   The auxiliary verbs, for examples: to be, to have, to do, can could, may, might, must, ought, shall, should, will, would, to need, to dare, and to use.

      b.   Ordinary verbs. There two kinds of ordinary verbs, they are:

- Regular verbs: the simple past and the past participle or both formed by adding *d* or *ed* to the infinitive, the present participle and gerund are formed by adding *ing* to the infinitive, for example:

Infinitive	Present Participle	Past Tense	Past Participle
work	working	worked	worked
show	showing	showed	showed
kick	kicking	kicked	kicked

- Irregular verbs, for examples: the irregular verbs form, its past tense and past participle are not added by -*d* or -*ed*. However they have no fixed rule, for example:

Infinitive	Present Participle	Past Tense	Past Participle
Write	writing	wrote	written
Get	getting	got	got
Give	giving	gave	given

In the 1994 English local content curriculum for elementary school, those two kinds of verbs are introduced and presented through models of words and pictures. Based on the curriculum, the type of verbs used in the games and the vocabulary test in this research are regular verbs and irregular verbs, especially infinitive, present participle, and past tense forms.

(4) Adverbs

An adverb is a word that adds more information about place, time, circumstances, manner, cause, degree, etc. to a verb, an adjective, a phrase or another adverb (Hornby, 1989: 18). Thomson and Martinet (1986: 47) mention six kinds of adverbs. They are:

a. Adverbs of manner, for examples : slowly, happily, hard, well;
b. Adverbs of place, for examples : down, here, near, up;
c. Adverbs of time, for examples : now, soon, yet, then, late;
d. Adverbs of frequency, for examples : always, never, twice, often;
e. Adverbs of sequence, for examples :certainly, definitely, luckily;

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f. Adverbs of interrogative, for examples: when? , why? , where?

The type of adverbs used in the games and vocabulary tests are adverbs of place and adverbs of time as the focus of the material because these adverbs are important in every sentence to give information, especially for elementary students.

2.4 Factors Influencing Vocabulary Achievement

According to Kennedy (1981: 18) there are some factors influencing vocabulary achievement. They are as follows;

a. Educational Experience

Educational experience includes all the ideas, understanding and practical knowledge gained through personal contact with the environment. The learning gained by the frequent association with new environmental factors broaden basic to the students for understanding new concepts.

b. Verbal Capacity

The ability to learn symbolic language and to understand abstract concepts is known as verbal capacity. Individuals would be powerless to communicate with others without verbal capacity because symbolic language and abstract concepts are inevitable in communication either in oral or written form.

c. Ability to Concentrate

Achievement requires concentrations, unless the mind can be directed toward particular learning problems, ideas, and information.

d. Purpose

Purpose is directed in the sense that it helps students focus their mental ability in learning particular things.

Based on those four factors above, the appropriate way of teaching vocabulary is needed. In this case, games as one of teaching media is expected to make the teaching vocabulary meaningful and to enlarge the students' vocabulary achievement.

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2.4.1 Choice of Vocabulary

The choice of vocabulary is an important thing to achieve the goal of vocabulary teaching and learning. According to Haycraft (1978: 44-46), there are certain guidelines of the choice of vocabulary, such as commonest word, students' need, students' language, word building, topic areas, cross reference and related structure. Each line will be discussed below.

1. Commonest Word

   To choose the vocabulary that students already know is important. The teacher will be helped by the text book where vocabulary is graded, and list of the commonest word is also available.

2. Students' Need

   The teacher must give the vocabulary by considering their need. Students will feel frustrated if the materials are too difficult for them because they are beyond their comprehension ability.

3. Students' Language

   If the teacher is teaching a class from one language group, he must consider the students' language.

4. Word Building

   It is often worth choosing a word because a general rule can be formed.

5. Topic Areas

   It is easier to teach vocabulary which belongs to one area of sequence as the students will be able to form a pattern of related words in their mind based on the certain topic.

6. Cross Reference

   A lot of words are applicable to different situation or specialization, for example, a teacher is choosing vocabulary connected with cars, it is worth choosing term that are also common to other means of transportation, such as truck, bus, etc.

7. Related Structure

Many structures demand their own vocabulary. Thus, if the teacher is teaching 'going to' he/she is likely to introduce a vocabulary connected with plans.

From the explanations above, it is important for the English teachers to observe and take a note the choice of vocabulary they use in teaching to avoid displeasing vocabulary.

2.4.2 Choice of Games

There are many kinds of games that can be found, but the teacher should select the games which are appropriate for presenting the materials. In line with the statement, Gerlach et al. (1980:83) give ideas for using games as follows:

a. Games can be used to give students awareness of the subject being studied.

b. The teacher must construct his own objective before using games.

c. Some teachers have succeeded in developing their own games. Frequently, they involved the pupils in the development.

d. The puzzles and games should offer much opportunity for the learners to practice and repeat the sentence patterns and vocabulary.

2.4.3 The Ways to Present Games

Preparation is needed before presenting games to make the teaching learning process run well and to achieve the study goals. Juka (1985:108) notes that playing games needs many preparations. Then, Wright et al. (1996:7) state that when collecting games it is important to note what language need only be understood by the players and what language must be used by them. Further, they give some questions to ensure success with any games. They are:

1. Will the game take you a long time to prepare, compared with the amount of useful work you will get from it?
2. Will it be relatively easy for you to organize in the classroom?
3. Is it likely to interest the particular group or learners you have in mind?
4. Is the language skill you are concerned teach intrinsic to the activity? Or are you (honestly!) just forcing it into the game?

5. Is the amount of language and the type of use enough to justify the use of game? or Do you have another good reason for introducing it?
    If your answer is 'yes' to each of the questions, then the game you have mind is a highly efficient means of satisfying your learners' need.

Based on the explanation above, the teacher should make preparation to consider the time will be taken through the chosen game firstly. Secondly, the teacher needs to organize the classroom to know whether the chosen game will interest the particular learners or not. Finally, the teacher should consider the game to the teaching topics.

In this research, the researcher will practice word in jumble, crossword puzzle, and picture/text matching.

2.5 The Effect of Using Games on Vocabulary Achievement

A good store of words is crucial for understanding and communication (Cross.1992:5). A major aim of teaching programs is to help students to gain a large vocabulary of useful words. In every lesson, teachers have to introduce new words and practice them, find the meanings and use them in contexts.

Games are undoubtedly significant in vocabulary teaching. Zainuddin (1984:2-3) states that a game has an important role in language learning. Students will learn new words easily when they are given games as a variation in English learning.

In vocabulary teaching, the use of games is very helpful to the students in learning new words. The words such as nouns, verbs, adjectives, can be learned by using games.

The learner's power memory are challenged and he/she is motivated to think and speak (Wrigt et. al. ,1996:4). Similarly, Cross (1992:153) states that through games, learners practise and internalize vocabulary, grammar and structure. Motivation is enhanced too, by the play and the competition. In other words, games make the students remember the new vocabulary easily.

It can be concluded that the use of games, such as picture/text matching, crossword puzzle, and word in jumble can be an alternative technique to improve the vocabulary achievement. However, games will be very advantageous if the

teacher can use them appropriately. The creative teacher can make the games as a versatile and powerful tool to teach vocabulary. In other words, games have an effect of improving vocabulary achievement.
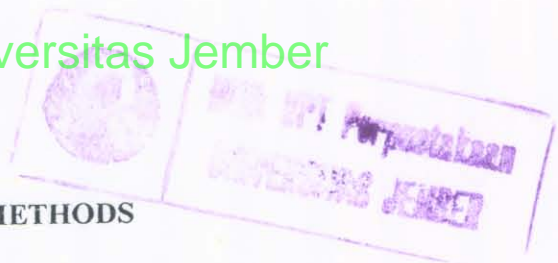
III. RESEARCH METHODS

This chapter presents the methods used in this research. They are the research design, the research area determination, the research respondents, the research instruments and data analysis.

3.1 The Research Design

Research design is the design of a research as a guideline to carry out the research (Arikunto,2002:44). The aim of this research was to know whether or not there is a significant effect of using games on vocabulary achievement of the fourth year students of SDN Sempusari I in the 2002/2003 academic year and to know the effectiveness of the use of games on vocabulary achievement of the fourth year students of SDN Sempusari I in the 2002/2003 academic year. A pre experimental design is considered as an unreal experiment and it is also called quasy experimental design (Arikunto,2002:77). A pre-experimental research with pre-test and post-test design was applied in this research. In this design observation was conducted twice, before the treatment (pre-test of vocabulary) and after the treatment (post-test of vocabulary). The research design used was quasy experimental design with one group pre-test – post-test design.

The design is described as follows:

Pretest	Treatment	Post Test
O1	X	O2

Note :   (Adopted from Arikunto,2002:78)

X = Treatment
O1 = Pretest
O2 = Post Test

The procedures of the research design were as follows:

a. Giving pretest to the respondents (subjects) to measure the students' vocabulary achievement before the treatments.

b. Giving treatments to the respondents that was teaching vocabulary by using games (Picture/Text Matching, Jumbled Words, and Crossword Puzzle).

c. Giving vocabulary post – test to the respondents to measure the students' vocabulary achievement after the treatments.

d. Finding the mean difference between the results of the pretest and post – test of vocabulary.

e. Analyzing the collected data by using t – test formula to prove the hypothesis.

(Adopted from Suryabrata 1997 : 41)

3.2 Research Area Determination

In this research, the method used to determine the research was purposive. According to Arikunto (2002:113) purposive method is a method based on a certain purpose and reason. This research was conducted at SDN Sempusari I Jember. This school was chosen by considering some technical reasons, namely: (1) games have never been used by the teacher in teaching English at this school, (2) the data needed could be gained and (3) the location of SDN Sempusari I Jember was easily reached by public transportation. So, it could save time and energy.

3.3 Respondent Determination Method

Arikunto (2002:120) states that if the number of the population was less than 100 persons, we can take all of them. However, if the number of the population is more than 100 persons, we can take 10% up to 15%, 20% up to 25% or more of the population as the samples. In this research, the subjects or the respondents was taken by population method because there was only one class which consisting of 55 of the fourth year students of SDN Sempusari I Jember in the 2003-2004 academic year. They were chosen because they have got English regularly once a week in the school as a local content subject.

3.4 Data Collection Methods

The primary data of the research dealt with the students' vocabulary achievement in the form of their vocabulary test scores. The method used to collect the primary data was test (vocabulary test), while interview, observation and documentation were collected to get the supporting data.

3.4.1 Test

Arikunto (2002:127) says that test is a list of exercises, or other instruments used to measure skill, knowledge, intelligence, capability or talent possessed by individuals groups. Further, he (1998:139) divides test into seven categories. Based on the objective that will be evaluated, test can be divided into personality test, aptitude test, intelligence test, attitude test, projective test, interest test, and achievement test. Achievement test was used in this research. The achievement test applied in this research was teacher made test in the form of objective test. Objective test can be defined as a kind of test in which the test takers answer the questions based on the options provided. The objective test in this research was in the form of multiple choice. It was chosen because they could be scored easily and quickly to measure the students' vocabulary achievement. According to Hughes (1996:22), beside the reliability of the test was guaranteed objective test can be answered quickly and the answers are corrected easily and quickly using the answer key. The materials of the vocabulary test applied were based on the 1994 English curriculum for elementary school and the test items were consulted to the English teacher before given to the respondents.

The total number of pre – test was 40 items and the total number of post-test was 40 items with equal distribution of each indicator. Those items covered nouns (10 items), verbs (10 items), adverbs (10 items), and adjectives (10 items). The detailed information about the distribution of the test items could be seen on Appendix 3. Each correct item was scored 2,5 and the wrong answer was scored null. The total score of the test items was 100. The time given to do the test was 90 minutes. The vocabulary test items and the answer key could be seen on Appendix 6.

The test is constructed to fulfill certain criteria, such as validity and reliability. According to Hughes (1996:22), a test is said to be valid if it measures accurately what it is intended to measure. Further, he says that a test is reliable if it measures consistently. Based on the idea, this test used validity in which the test items were made by considering the indicators used and the material stated in the 1994 English curriculum for elementary school. If the test is valid, it must be reliable (Hughes ,1996:22). In this research, since the test used content validity, it was reliable as well. Therefore, the reliability examination of the test was not conducted.

3.4.2 Interview

Interview was conducted with the English teacher in this research to get the supporting data concerning with the English teaching at the school that covered the teaching techniques and the media used by the teacher in teaching English, especially in teaching vocabulary and the English books used by the teacher in teaching English.

In this research, structured interview was used to get the information needed. In the interview, a list of questions was prepared and used as the guide of interview. The interview guide is enclosed on Appendix2.

3.4.3 Documentation

Documents are used to get data from written documents such as a books reports, daily notes, etc. (Arikunto,2002:135). Documents in this research were used to gain the supporting data about the list of respondents.

3.5 Data Analysis Method

After the primary data had been collected by using vocabulary test, the results of the test both pre test and post test of vocabulary were analyzed by using t – test formula to know whether or not there is a significant effect of using games on the students' vocabulary achievement of the fourth year students of SDN Sempusari I Jember. The t – test formula was as follows:

students' vocabulary achievement of the fourth year students of SDN Sempusari I Jember. The t – test formula was as follows:

$$t = \frac{Md}{\sqrt{\dfrac{\sum x2d}{(N(N-1))}}}$$

Notes:

Md = mean of deviation of pre test and post test (pre test - post test)

xd = deviation of each subject (d-md)

$\sum x2d$ = the sum of square deviation

N = the number of subjects (the sample)

d.b = N-1

(Adopted from Arikunto,1998:300)

Then, to know the degree of the effectiveness of the treatments. The following formula of DRE (Degree of Relative Effectiveness) was used:

$$DRE = \frac{Mx2 - Mx1}{Mx1} \times 100\%$$

Notes:

DRE = The Degree of Relative Effectiveness (%)

Mx1 = Mean of Pre – Test

Mx2 = Mean of Post -- Test

(Adopted from Sulthon, 1996 : 39)

IV. RESEARCH RESULTS AND DISCUSSION

This chapter presents the research results that cover the main data and the supporting data, the result of the data analysis and the interpretation, the hypothesis verification and the discussion.

4.1 The Results of Main Data

The research was conducted on 12th, 14th, 19th, 23th January 2004 and 5th February 2004. The result schedule was as follows:

The Schedule of the Research Activity

No	Activity	Date
1.	Vocabulary Pre-test	12th January 2004
2.	Treatments	14th, 19th, 23th January 2004
3.	Vocabulary Post-test	5th February 2004

4.1.1 Data Analysis of Vocabulary Test

The vocabulary pre test was given to the respondents before the treatments to know the students' vocabulary achievement before the treatments. Then, the vocabulary post test was given to respondents after the treatment. The post test items were the same as the pre test items. The result of pre test and post test were compared to find the mean difference of both pre test and post test. Further, the data were analyzed by using t – test to know whether there is a significant effect of teaching vocabulary through games on the fourth year students' vocabulary achievement at SDN Sempusari I jember in the 2003/2004 academic year. The test was constructed in the form of objective type. The number of the test items was 10 items for nouns, 10 items for verbs, 10 items for adverbs, and 10 items for adjectives. The correct answer was scored 2,5. So the total score was 100.

The recapitulation of the results of pre test and post test of vocabulary scores and data analysis are presented in the Table 1 below.

Table 1 . Recapitulation of Pre-test and Post-test Scores of Vocabulary and Data Analysis.

Number of Subject	Pre-test Score	Post-test Score	(d)=(Posttest – Pretest)	xd (d – Md)	x^2d
1.	60	70	10	1.818	0.033
2.	50	60	10	1.818	0.033
3.	40	50	10	1.818	0.033
4.	40	60	20	18.818	354.117
5.	50	50	0	-8.12	66.345
6.	50	50	0	-8.12	66.345
7.	70	90	20	18.818	354.117
8.	50	70	20	18.818	354.117
9.	50	70	20	18.818	354.117
10.	80	70	-10	-18.182	330.585
11.	40	80	40	31.818	1012.3851
12.	90	100	10	1.818	0.033
13.	50	80	30	21.818	476.025
14.	70	100	30	21.818	476.025
15.	80	70	-10	-18.182	330.585
16.	60	80	20	18.818	354.117
17.	60	70	10	1.818	0.033
18.	80	80	0	-8.12	66.945
19.	60	50	-10	-18.182	330.585
20.	50	70	20	18.818	354.117
21.	30	40	10	1.818	0.033
22.	40	50	10	1.818	0.033
23.	40	30	-10	-18.182	330.585
24.	50	60	10	1.818	0.033
25.	60	50	-10	-18.182	330.585
26.	60	50	-10	-18.182	330.585
27.	50	60	10	1.818	0.033
28.	40	30	-10	-18.182	330.585
29.	50	60	10	1.818	0.033
30.	60	50	-10	-18.182	330.585
31.	60	60	0	-8.12	66.345
32.	50	60	10	1.818	0.033
33.	60	50	-10	-18.182	330.585
34.	60	60	0	-8.12	66.345
35.	60	80	20	18.818	354.117
36.	40	60	20	18.818	354.117
37.	50	40	-10	-18.182	330.585

38.	60	90	30	21.818	476.025
39.	40	30	-10	-18.182	330.585
40.	30	50	20	18.818	354.117
41.	30	40	10	1.818	0.033
42.	40	30	-10	-18.182	330.585
43.	30	50	20	18.818	354.117
44.	50	40	-10	-18.182	330.585
45.	50	60	10	1.818	0.033
46.	40	60	20	18.818	354.117
47.	80	90	10	1.818	0.033
48.	80	90	10	1.818	0.033
49.	30	50	20	18.818	354.117
50.	60	60	0	-8.12	66.345
51.	50	60	10	1.818	0.033
52.	40	60	20	18.818	354.117
53.	50	60	10	1.818	0.033
54.	80	90	10	1.818	0.033
55.	70	80	10	1.818	0.033
$\Sigma N=55$	2950 $X_1=53.636$	3400 $X_2=61.818$	$\Sigma d = 450$		$\Sigma x^2 d =$ 11743.883

$$Md = \frac{\sum d}{N} = \frac{450}{55} = 8.182$$

From Table 1 above, the statistical computation of the t – value can be presented as follows:

$$t = \frac{Md}{\sqrt{\dfrac{\sum x2d}{N(N-1)}}}$$

$$= \frac{8.182}{\sqrt{\dfrac{11743.883}{55(55-1)}}}$$

$$= \frac{8.182}{\sqrt{\dfrac{11743.883}{2970}}}$$

$$= \frac{8.182}{\sqrt{3.95417}} = \frac{8.182}{1.9885} = 4.11466$$

28

t = 4.11

The degree of freedom was:

d.b. = N −1 = 55 −1 = 54

Specifically, the indicators of vocabulary achievement of the students were analyzed one by one in the following Tables. In this research, the vocabulary indicators to be measured covered nouns (10 items), verbs (10 items), adverbs (10 items), and adjectives (items). Each correct item was scored 2.5. So the total score of nouns was 25, verbs 25, adjectives 25, and adverbs 25.

Table 2 . Recapitulation of Pre-test and Post-test Scores of Nouns

Number of Subject	Pre-test Score	Post-test Score	(d)=(Posttest – Pretest)	xd (d – Md)	X^2d
1.	60	70	10	1.64	2.69
2.	30	30	0	-8.36	69.89
3.	50	30	-20	-28.36	804.29
4.	40	50	10	1.64	2.69
5.	50	40	-10	-18.36	337.09
6.	70	70	0	-8.36	69.89
7.	70	100	30	21.64	468.29
8.	30	70	40	31.64	1001.1
9.	50	70	20	11.64	135.49
10.	50	60	10	1.64	2.69
11.	40	80	40	31.64	1001.1
12.	100	100	0	-8.36	69.89
13.	50	80	30	21.64	468.29
14.	70	100	30	21.64	468.29
15.	80	70	-10	-18.36	337.09
16.	60	80	20	11.64	135.49
17.	70	80	10	1.64	2.69
18.	70	90	20	11.64	135.49
19.	40	50	10	1.64	2.69
20.	60	80	20	11.64	135.49
21.	40	50	10	1.64	2.69
22.	40	70	30	21.64	468.29
23.	50	40	-10	-18.36	337.09
24.	60	70	10	1.64	2.69
25.	30	40	10	1.64	2.69
26.	60	30	-30	-38.36	1471.49

29

27.	80	80	0	-8.36	69.89
28.	30	40	10	1.64	2.69
29.	50	60	10	1.64	2.69
30.	70	50	-20	-28.36	804.29
31.	70	50	-20	-28.36	804.29
32.	80	70	-10	-18.36	337.09
33.	70	80	10	1.64	2.69
34.	80	70	-10	-18.36	337.09
35.	50	70	20	11.64	135.49
36.	30	50	20	11.64	135.49
37.	80	70	-10	-18.36	337.09
38.	70	100	30	21.64	468.29
39.	40	90	50	41.64	1733.89
40.	30	40	10	1.64	2.69
41.	60	50	-10	-18.36	337.09
42.	40	30	-10	-18.36	337.09
43.	40	30	-10	-18.36	337.09
44.	50	30	-20	-28.36	804.29
45.	60	70	10	1.64	2.69
46.	40	60	20	11.64	135.49
47.	70	80	10	1.64	2.69
48.	90	90	0	-8.36	69.89
49.	30	40	10	1.64	2.69
50.	60	70	10	1.64	2.69
51.	60	70	10	1.64	2.69
52.	60	80	20	11.64	135.49
53.	50	60	10	1.64	2.69
54.	70	100	30	21.64	468.29
55.	80	90	10	1.64	2.69
$\Sigma N=55$	3110	3570	$\Sigma d= 460$		$\Sigma x^2d =$ 15752.79
	$X_1=56.55$	$X_2=64.91$			

$$Md = \frac{\sum d}{N} = \frac{460}{55} = 8.36$$

From Table 2 above the statistical computation of the t – value can be presented as follows:

$$t= \frac{Md}{\sqrt{\dfrac{\sum x2d}{N(N-1)}}}$$

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$$t = \frac{8.36}{\sqrt{\frac{15752.79}{55(55-1)}}}$$

$$t = \frac{8.36}{\sqrt{\frac{15752.79}{2970}}}$$

$$t = \frac{8.36}{\sqrt{5.30}}$$

$$t = \frac{8.36}{2.30}$$

$$t = 3.635$$

Table 3 . Recapitulation of Pre-test and Post-test Scores of Verbs

Number of Subject	Pre-test Score	Post-test Score	(d)=(Posttest – Pretest)	xd (d – Md)	X^2d
1.	60	70	10	-0.18	0.0324
2.	50	80	30	19.82	392.832
3.	40	70	30	19.82	392.832
4.	40	60	20	9.82	96.432
5.	60	60	0	-10.18	103.632
6.	50	60	10	-0.18	0.0324
7.	70	90	20	9.82	96.432
8.	50	70	20	9.82	96.432
9.	30	70	40	29.82	889.232
10.	70	80	10	-0.18	0.0324
11.	40	80	40	29.82	889.232
12.	90	100	10	-0.18	0.0324
13.	60	80	20	9.82	96.432
14.	70	100	30	19.82	392.832
15.	80	70	-10	-20.18	407.232
16.	60	80	20	9.82	96.432
17.	50	70	20	9.82	96.432
18.	80	80	0	-10.18	103.632
19.	70	60	-10	-20.18	407.232
20.	60	70	10	-0.18	0.0324
21.	30	30	0	-10.18	103.632

31

22.	40	30	-i0	-20.18	407.232
23.	50	30	-20	30.18	910.832
24.	60	70	10	-0.18	0.0324
25.	60	70	10	-0.18	0.0324
26.	50	60	10	-0.18	0.0324
27.	40	60	20	9.82	96.432
28.	50	30	-20	30.18	910.832
29.	30	40	10	-0.18	0.0324
30.	50	40	-10	-20.18	407.232
31.	50	70	20	9.82	96.432
32.	40	50	10	-0.18	0.0324
33.	50	40	-10	-20.18	407.232
34.	50	60	10	-0.18	0.0324
35.	60	80	20	9.82	96.432
36.	50	70	20	9.82	96.432
37.	40	40	0	-10.18	103.632
38.	50	90	40	29.82	889.232
39.	50	30	-20	30.18	910.832
40.	30	40	10	-0.18	0.0324
41.	30	30	0	-10.18	103.632
42.	50	40	-10	-20.18	407.232
43.	30	60	30	19.82	392.832
44.	40	30	-10	-20.18	407.232
45.	60	70	10	-0.18	0.0324
46.	40	60	20	9.82	96.432
47.	80	90	10	-0.18	0.0324
48.	80	80	0	-10.18	103.632
49.	30	40	10	-0.18	0.0324
50.	50	60	10	-0.18	0.0324
51.	50	60	10	-0.18	0.0324
52.	40	60	20	9.82	96.432
53.	40	60	20	9.82	96.432
54.	80	90	10	-0.18	0.0324
55.	70	80	10	-0.18	0.0324
$\sum N=55$	3090	3440	$\sum d = 560$		$\sum Xd =$ 11703.722
	$X_1=56.18$	$X_2=62.55$			

$\sum d = 560$

$$Md = \frac{560}{55}$$

$$Md = 10.18$$

From Table 3 above the statistical computation of the t – value can be presented as follows:

$$t = \frac{Md}{\sqrt{\dfrac{x2d}{N(N-1)}}}$$

$$t = \frac{10.18}{\sqrt{\dfrac{11703.722}{55(55-1)}}}$$

$$t = \frac{10.18}{\sqrt{3.941}}$$

$$t = \frac{10.18}{1.985}$$

$$t = 5.128$$

Table 4 . Recapitulation of Pre-test and Post-test Scores of Adverbs

Number of Subject	Pre-test Score	Post-test Score	(d)=(Posttest – Pretest)	xd (d – Md)	X^2d
1.	50	60	10	0.18	0.0324
2.	50	60	10	0.18	0.0324
3.	30	40	10	0.18	0.0324
4.	30	40	10	0.18	0.0324
5.	50	50	0	-9.82	96.432
6.	50	30	-20	-29.82	889.232
7.	60	80	20	10.18	103.632
8.	50	60	10	0.18	0.0324
9.	70	80	10	0.18	0.0324
10.	30	70	40	31.18	910.832
11.	50	100	50	40.18	1614.432
12.	40	60	20	10.18	103.632
13.	50	70	20	10.18	103.632
14.	60	100	40	31.18	910.832
15.	90	60	-30	-39.82	1585.632
16.	50	90	40	31.18	910.832
17.	60	60	0	-9.82	96.432
18.	90	70	-20	-29.82	889.232
19.	70	50	-20	-29.82	889.232

33

20.	50	60	10	0.18	0.0324
21.	60	80	20	10.18	103.632
22.	20	50	30	20.18	407.232
23.	40	20	-20	-29.82	889.232
24.	50	60	10	0.18	0.0324
25.	50	60	10	0.18	0.0324
26.	50	50	0	-9.82	96.432
27.	50	60	10	0.18	0.0324
28.	40	20	-20	-29.82	889.232
29.	70	70	0	-9.82	96.432
30.	60	.50	-10	-19.82	392.832
31.	60	70	10	0.18	0.0324
32.	50	50	0	-9.82	96.432
33.	60	50	-10	-19.82	392.832
34.	50	70	20	10.18	103.632
35.	70	90	20	10.18	103.632
36.	40	70	30	20.18	407.232
37.	50	70	20	10.18	103.632
38.	60	80	20	10.18	103.632
39.	40	20	-20	-29.82	889.232
40.	20	50	30	20.18	407.232
41.	20	40	20	10.18	103.632
42.	30	40	10	0.18	0.0324
43.	20	50	30	20.18	407.232
44.	70	60	-10	-19.82	392.832
45.	30	40	10	0.18	0.0324
46.	40	50	10	0.18	0.0324
47.	80	100	20	10.18	103.632
48.	70	100	30	20.18	407.232
49.	20	60	40	31.18	910.832
50.	70	60	-10	-19.82	392.832
51.	40	50	10	0.18	0.0324
52.	20	40	20	10.18	103.632
53.	70	80	10	0.18	0.0324
54.	90	70	-20	-29.82	889.232
55.	70	80	10	0.18	0.0324
$\sum N=55$	2810 X1= 51.09	3350 X2=60.91	$\sum d=540$		$\sum X^2 d=$ 18298.178

$$\sum d = 540$$

$$Md = \frac{540}{55}$$

$$Md = 9.82$$

From Table 4 above the statistical computation of the t – value can be presented as follows:

$$t = \frac{Md}{\sqrt{\dfrac{\sum x2d}{N(N-1)}}}$$

$$t = \frac{9.82}{\sqrt{\dfrac{18298.178}{55(55-1)}}}$$

$$t = \frac{9,82}{\sqrt{\dfrac{18298.172}{2970}}}$$

$$t = \frac{9.82}{2.482}$$

$$t = 3.956$$

Table 5 . Recapitulation of Pre-test and Post-test Scores of Adjectives

Number of Subject	Pre-test Score	Post-test Score	(d)=(Posttest – Pretest)	xd (d – Md)	X^2d
1.	70	80	10	9.36	0.13
2.	70	70	0	-9.64	92.93
3.	40	40	0	-9.64	92.93
4.	50	80	30	20.36	414.53
5.	40	50	10	9.36	0.13
6.	30	40	10	9.36	0.13
7.	80	90	10	9.36	0.13
8.	70	80	10	9.36	0.13
9.	50	60	10	9.36	0.13
10.	50	70	20	10.36	107.33
11.	30	80	50	40.36	1628.93
12.	90	100	10	9.36	0.13
13.	40	90	50	40.36	1628.93
14.	80	100	20	10.36	107.33
15.	70	80	10	9.36	0.13
16.	70	70	0	-9.64	92.93
17.	60	70	10	9.36	0.13
18.	80	80	0	-9.64	92.93

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19.	60	40	-20	-29.64	878.53
20.	30	70	40	30.36	921.73
21.	30	40	10	9.36	0.13
22.	50	50	0	-9.64	92.93
23.	40	50	10	9.36	0.13
24.	30	40	10	9.36	0.13
25.	60	70	10	9.36	0.13
26.	70	60	-10	-19.64	385.73
27.	30	40	10	9.36	0.13
28.	40	30	-10	-19.64	385.73
29.	50	60	10	9.36	0.13
30.	60	60	0	-9.64	92.93
31.	60	70	10	9.36	0.13
32.	30	50	20	10.36	107.33
33.	60	30	-30	-39.64	1571.33
34.	70	50	-20	-29.64	878.53
35.	50	80	30	20.36	414.53
36.	40	50	10	9.36	0.13
37.	30	50	20	10.36	107.33
38.	80	90	10	9.36	0.13
39.	30	40	10	9.36	0.13
40.	40	50	10	9.36	0.13
41.	30	40	10	9.36	0.13
42.	40	50	10	9.36	0.13
43.	30	60	30	20.36	414.53
44.	40	40	0	-9.64	92.93
45.	70	60	-10	-19.64	385.73
46.	60	70	10	9.36	0.13
47.	90	90	0	-9.64	92.93
48.	80	90	10	9.36	0.13
49.	40	50	10	9.36	0.13
50.	60	80	20	10.36	107.33
51.	50	60	10	9.36	0.13
52.	50	60	10	9.36	0.13
53.	40	40	0	-9.64	92.93
54.	80	100	20	10.36	107.33
55.	60	70	10	9.36	0.13
N=55	2910	3470	$\Sigma d = 530$		$\Sigma X^2 d=$ 11392.75
	$X_1 = 52.91$	$X_2 = 63.09$			

$$\sum d = 530$$

$$Md = \frac{530}{55}$$

$$Md = 9.64$$

From Table 5 above the statistical computation of the t – value can be presented as follows:

$$t = \frac{Md}{\sqrt{\dfrac{x2d}{N(N-1)}}}$$

$$t = \frac{9.64}{\sqrt{\dfrac{11392.75}{2970}}}$$

$$t = \frac{9.64}{1.959}$$

$$t = 4.920$$

Based on the results of the t- value computation of the vocabulary test, it was found the t value of each vocabulary indicator as follows:

No	Vocabulary indicators	The t - value
1.	nouns	3.635
2.	verbs	5.128
3.	adverbs	3.956
4.	adjectives	4.920
5.	vocabulary	4.115

4.2 The Results of Supporting Data

4.2.1 The Result of Interview

The interview was conducted on November 20th, 2003 at SDN Sempusari 1 Jember, and this was done in informal situation with the English teacher at the school.

The result of the interview showed that vocabulary was taught integratedly with the other skills, such as reading, writing, speaking, and listening. In class,

vocabulary was often taught with the reading skill. The activity of teaching vocabulary was done by asking the students to translate the words into Indonesian because the students' problem was lack of vocabulary. Beside that activity, there were also some other activities such as asking the students to complete the sentences based on the provided pictures, to find the synonym and antonym. In teaching vocabulary, the teacher never used games and the direct method and tutorial technique were applied in the English class.

Dealing with the English materials, the teacher informed that she took the materials from the book entitled On the way...! 4 Sekolah Dasar published by Intan Pariwara. The teacher also used the book for vocabulary teaching.

4.2.2 The Result of Documentation

The documentary study was held on November 22th, 2003, and the data got through documentary study were the list of respondents. It can be seen on Appendix 3.

4.3 Hypothesis Verification

The alternative hypothesis of the research was " There is a significant effect of teaching vocabulary through games on the vocabulary achievement of the fourth year students of SDN Sempusari I in the 2003/2004 academic year". The alternative hypothesis is accepted if the value of t-computation was higher than the value of t-table. However, the alternative hypothesis was rejected if the value of t-computation was lower than the value of t-table.

The result of t – computation showed that the value of t-computation was 4.115 and the value of t – table was 2.201. The degree of freedom (df/d.b) was 54 while the significance level used was 5%. It means that the alternative hypothesis (Ha) was accepted if the value of t-test was higher than the value of t-table, or (4.115 >2.021)and the null hypothesis was rejected. Thus, the fourth year students of SDN Sempusari I Jember in the 2003/2004 academic year got better vocabulary achievement in learning vocabulary after the treatment than before the treatment.

Further, the results of the hypothesis verification of each indicator of vocabulary achievement were as follows:

1. Nouns

The result of the data analysis showed that the statistical value of t-test of nouns was 3.842, while the critical value of t-table with the significance level of 5% and degree of freedom (d.b) 54 was 2.201. So, the statistical value of t -test was higher than the critical value of t-table (3.842>2.201). This means there was a significant effect of teaching vocabulary through games on the fourth year students' achievement of nouns at SDN Sempusari I Jember in the 2003/2004 academic year.

2. Verbs

The statistical value of t-test of verbs was 5.128, while the critical value of t-table with the significance level of 5% and degree of freedom (d.b) 54 was 2.201(5.128 >2.201). In sum, the statistical value of t-test was higher than the critical value of t-table. This means there was a significant effect of teaching vocabulary through games on the fourth year students' achievement of verbs at SDN Sempusari I Jember in the 2003/2004 academic year.

3.Adverbs

The statistical value of t-test of adverbs was 3.956, while the critical value of t-table with the significance level of 5% and degree of freedom (d.b) 54 was 2.201. So, the statistical value of t-test was higher than the critical value of t-table (3.956 >2.021).This means there was a significant effect of teaching vocabulary through games on the fourth year students' vocabulary achievement at SDN Sempusari I Jember in the 2003/2004 academic year.

4. Adjectives

The statistical value of t-test of adjectives was 4.920, while the critical value of t-table with the significance level of 5% and degree of freedom (d.b) 54 was 2.201. The statistical value of t-test was higher than the critical value of t-table (4.920 >2.201).This means there was a significant effect of teaching vocabulary through games on the fourth year students' achievement of adverbs at SDN Sempusari I Jember in the 2003/2004 academic year.

Based on the results of the data analysis, the degree of effectiveness of teaching vocabulary through games was shown by the results of post-test after the treatment and compared with the results of the test of vocabulary before the treatment. The formula used to know the Degree of Relative effectiveness is as follows:

$$DRE = \frac{Mx2 - Mx1}{Mx1} \times 100\%$$

Notes DRE= The Degree of Relative Effectiveness
$Mx1$= Mean of Pre-test
$Mx2$= Mean of Post-test (Adapted from Sulthon,1996:24)

The calculation of DRE in this research is as follows:

1. Vocabulary Achievement

$$DRE = \frac{61.818 - 53.636}{53.636} \times 100\%$$

$$= \frac{8.182}{53.636} \times 100\%$$

$$= 15.25\%$$

This means that teaching vocabulary through games was 15.25 % more effective than teaching vocabulary without using games. For example, if the student got vocabulary 60 for pre test vocabulary (before the treatment) and the student got 60 for post test vocabulary score, 60 + (15.25% x 60) = 69.15. Specifically, the calculation of the relative degree of effectiveness of each vocabulary indicator are as follows:

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2. Nouns

$$DRE = \frac{64.91 - 56.55}{56.55} \times 100\%$$

$$= \frac{8.36}{56.55} \times 100\%$$

$$= 14.70\%$$

This means that teaching nouns through games was 14.70 % more effective than teaching nouns without using games.

3. Verbs

$$DRE = \frac{62.55 - 56.18}{56.18} \times 100\%$$

$$= \frac{6.37}{56.18} \times 100\%$$

$$= 11.34\%$$

This means that teaching verbs through games was 11.34 % more effective than teaching verbs without using games.

4. Adverbs

$$DRE = \frac{60.91 - 51.09}{51.09} \times 100\%$$

$$= \frac{9.82}{51.09} \times 100\%$$

$$= 19.22\%$$

This means that teaching adverbs through games was 19.22 % more effective than teaching adverbs without using games.

5. Adjectives

$$DRE = \frac{63.09 - 52.91}{52.91} \times 100\%$$

$$= \frac{10.18}{52.91} \times 100\%$$

= 19.24%

This means that teaching adjectives through games was 19.24 % more effective than teaching adjectives without using games.

4.5 Discussion

Based on the results of the data analysis, it was known that the statistical computation of t-value was 4.116 for vocabulary achievement. The t value of vocabulary indicators were as follows: $t = 3.842$ for nouns, $t = 5.128$ for verbs, $t = 3.956$ for adverbs, and $t = 4.92$ for adjectives. The critical value of t-table with the significance level of 5% and degree of freedom (df) 54 was 2.021. So, the statistical computation value was higher than the critical value. It means that there was a significant effect of teaching vocabulary through games on the fourth year students' vocabulary achievement of SDN Sempusari 1 Jember in the 2003/2004 academic year.

In general, the degree of effectiveness of teaching vocabulary through games on the students' vocabulary achievement was 15.25% but in fact there were found that some students' got lower score after taught through games. It might be caused by the students were not focused during the teaching process and did not follow the lesson well. Specifically, the degree of effectiveness of teaching nouns through games on the students' vocabulary achievement was 14.70 %, 11.34 % for verbs, 19.22% for adverbs and 19.24 % for adjectives. It means that teaching vocabulary through games on the students' vocabulary achievement was 15.25% more effective than teaching vocabulary without games.

The results of the data analysis above pointed out that teaching vocabulary through games was very useful to be applied in vocabulary teaching. Games have proved to be successful in improving the students' vocabulary achievement.

V. CONCLUSIONS AND SUGGESTION

This chapter presents the research conclusions and suggestions. The conclusions cover general conclusions and specific conclusions.

5.1 General Conclusions

Based on the results of the data analysis and discussion, it could be concluded as follows:

1. In general, the results showed that there was a significant effect of teaching vocabulary through games on the fourth year students' vocabulary achievement at SDN Sempusari I Jember in the 2003/2004 academic year. It means that the students' vocabulary scores of post test (after the treatment) were better than those of pre test scores(before the treatment).

2. The result showed that teaching vocabulary through games was 15.25 % more effective than teaching vocabulary without using games.

5.2 Specific Conclusions

In particular, the results of data analysis of each indicator were as follows;

1) a. There is a significant effect of using games on the fourth year students' noun achievement at SDN Sempusari I Jember in 2003/2004 Academic Year.

   b. There is a significant effect of teaching verbs using games on the fourth year students' verb achievement at SDN Sempusari I Jember in 2003/2004 Academic Year.

   c. There is a significant effect of teaching adverbs using games on the fourth year students' adverb achievement at SDN Sempusari I Jember in 2003/2004 Academic Year.

   d. There is a significant effect of teaching adjectives using games on the fourth year students' adjective achievement at SDN Sempusari I Jember in 2003/2004 Academic Year.

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2) a. The relative effectiveness of using games on noun achievement was 14.70 % more effective than teaching nouns without using games.

b. The relative effectiveness of using games on verb achievement was 11.34% more effective than teaching verbs without using games.

c. The relative effectiveness of using games on adverb achievement was 19.22% more effective than teaching adverb without using games.

d. The relative effectiveness of using games on adjective achievement was 19.24% more effective than teaching adjectives without using games.

5.3 Suggestions

Based on the research results, some suggestions are proposed to the following people:

1. The English teacher, at SDN Sempusari I Jember and other English teachers at other elementary schools are suggested to use games in teaching vocabulary to increase the students' vocabulary achievement and to overcome the students' boredom in learning English by lecturing.

2. The other researchers who are interested in educational research are suggested to do the similar research with another design, such as a classroom research for improving the students' vocabulary achievement through games.

3. The students are suggested to always increase the vocabulary since it is essential to be used as a means of improving the language skills, namely reading, speaking, writing and listening.

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Appendix 1

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Recources	Research Methods	Alternative Hypothesis
The Effect of Teaching Vocabulary through Games on the Fourth Year Students' Vocabulary Achievement at SDN Sempusari 1 Jember in The 2003 - 2004 Academic Year	**General Problems:** 1. Is there any significant effect of teaching vocabulary through games on the fourth year students' vocabulary achievement at SDN Sempusari 1 Jember in the 2003 – 2004 academic year? 2. What is the percentage of the effectiveness of the using games on the fourth year students' vocabulary achievement of SDN Sempusari 1 Jember in the 2003/2004 academic year. **Specific Problems:** 1) Is there any significant effect of using games on the fourth year students' nouns achievement of SDN Sempusari 1 Jember in the 2003/2004 academic year? 2) Is there any significant effect of using games on the fourth year students' verbs achievement of SDN Sempusari 1 Jember in the 2003/2004 academic year? 3) Is there any significant effect of using games on the fourth year students' adverbs achievement of SDN Sempusari 1 Jember in the 2003/2004 academic year? 4) Is there any significant	1. Independent Teaching vocabulary through games. 2. Dependent The fourth year students' vocabulary achievement.	1. Games: a. Picture Games. b. Crossword Puzzle c. Jumble Letters 2. The students' scores of vocabulary test on : a. Nouns b. Verbs c. Adverbs d. Adjectives	1. Respondents The fourth year students of SDN Sempusari 1 Jember in The 2003 – 2004 Academic Year. 2. Informant The English teacher. 3. Documents	1. Research Design Quasy Experimental Pre-Test and Post-Test One Group Design 2. Research Area Purposive Method 3. Respondent Determination Population Method 4. Data Collection. - Primary Data: Vocabulary Test - Supporting Data: a. interview b. documentation 5. data Analysis : T-test Formula $$t = \dfrac{Md}{\sqrt{\dfrac{\sum x2d}{(N(N-1))}}}$$ Notes : Md = mean of deviation of pre test and post test (post test - pre test) xd = deviation of each subject (d-md) $\sum x2d$ = the sum of square deviation N = the number of subjects d.b = N-1 (Adopted from Arikunto,1998:300) 6. Degree of Relative Effectiveness; $DRE: \dfrac{Mx2 - Mx1}{Mx1} x100\%$ Notes : DRE =The Dergree of Relative effectiveness Mx1 = Mean of Pre Test Mx2 = Mean of Post Test (adopted from Sulthon,1996:14)	There is a significant effect of teaching vocabulary through games on the fourth year students' vocabulary achievement at SDN Sempusari 1 Jember in the 2003 - 2004 academic year

effect of using games on the fourth year students' adjectives achievement of SDN Sempusari 1 Jember in the 2003/2004 academic year?
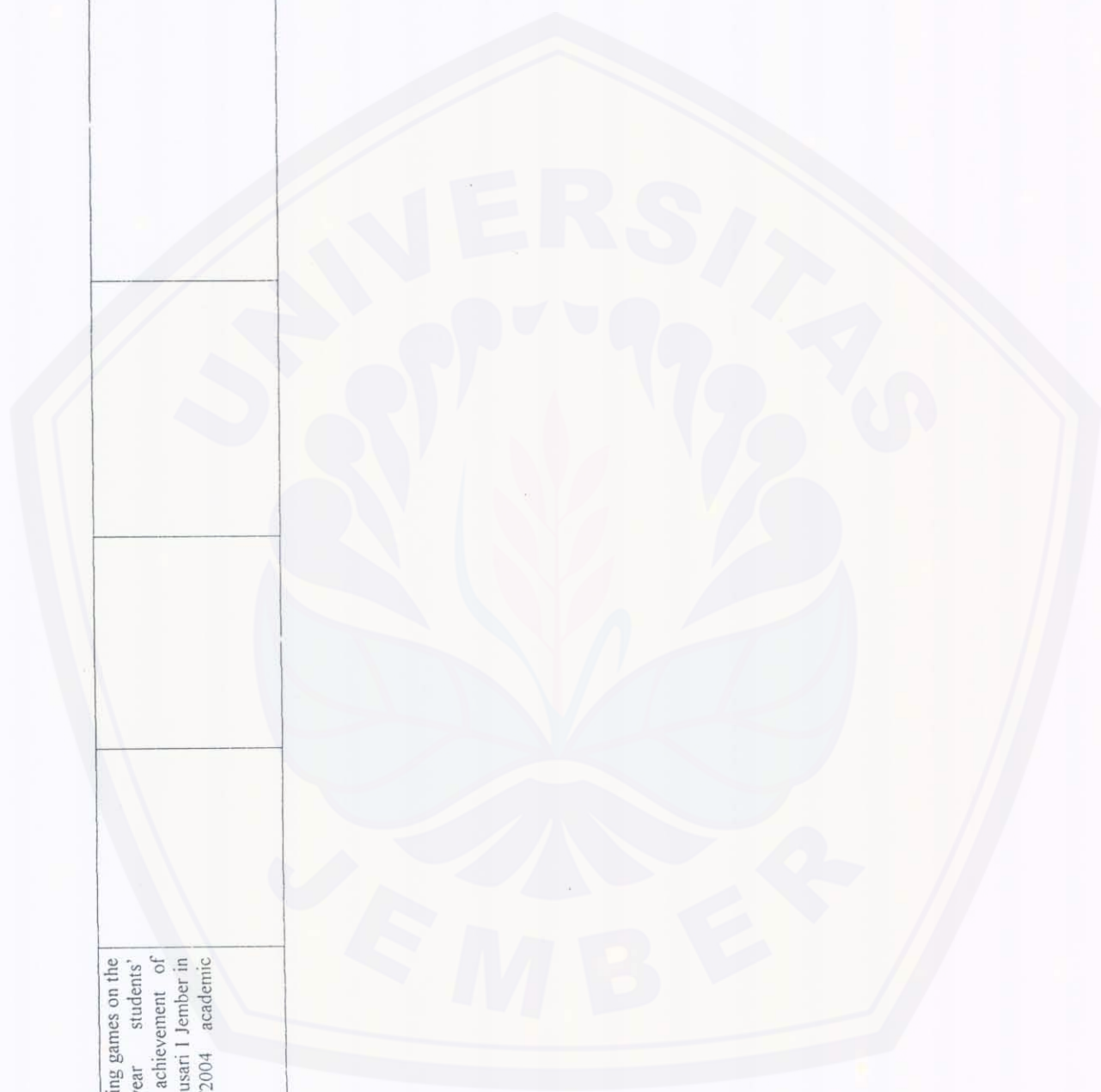
SUPPORTING DATA INSTRUMENTS

THE GUIDE OF INTERVIEW

No	Interview Questions	Informant
1.	What techniques do you apply in teaching vocabulary?	The English Teacher
2.	Could you explain to me about the students' problem in learning vocabulary?	
3.	Do you ever use games in vocabulary teaching?	
4.	What books do you use in vocabulary teaching?	

THE GUIDE OF DOCUMENT

No	Supporting Data Needed	The Data Resources
1.	The names of respondents	Document

Table 6   Appendix 3

THE LIST OF RESPONDENTS

No	Nama
1.	Hendrik Son Haji
2.	Siti Juwariyah
3.	M. Abdul Azis
4.	Nur Hari
5.	Saiful Rizal
6.	Soni Wahyu
7.	Abdul Wahid
8.	Abdul Himan
9.	Agil Yahya
10.	Andik Wijaya
11.	Cahya Prihardini
12.	Debby Oliza
13.	Durotul Mutarom
14.	Emilia Agustin
15.	Febriana Nuronia
16.	Vinda Viokta Vida
17.	Fitri Ananda Umi
18.	Fransiska Rona V.
19.	Hendrik Bagus
20.	Laili Nur Amalia
21.	Laili Nur Azizah
22.	Lailatul Hoiril L.
23.	Lutfatul M.
24.	Maryani
25.	Maulida F.
26.	Moch. Fadilah
27.	Moch. Mobtasim
28.	Moch. Rofi'I
29.	Moch. Rudiyanto
30.	Nadia Revi S.
31.	Novita Eka D.
32.	Nur Agung G.
33.	Nur Azizah
34.	Nurul Cahya
35.	Nur Jalilah
36.	Retno Fitrianti
37.	Rizki Hidayat
38.	Rosida Fatimatus
39.	Rudy Santoso
40.	Siska Wati

41.	Siti Holila
42.	Sultonul Anam
43.	Susi Wiranata
44.	Taufik Hidayah
45.	Ubaidah Hasan
46.	Vivi Novianti
47.	Yanuarti R.
48.	Yuni Safitri
49.	Riella Rizkillah
50.	Catur Rizki
51.	M. Ikbal Wahyu
52.	Edo Prasetyo
53.	Dwiyan Eva N.
54.	Rice Bianti
55.	Iwan Sugiono

Distribution of the Vocabulary Test Items

Indicators	Items Number	Amount			
		Nouns	Verbs	Adverbs	Adjectives
Nouns	1,2,5,6,8,18,27,29, 32, 36	10			
Verbs	10,11,15,16,17,19,2 0,25,35,39		10		
Adverbs	4,7,13,21,22,23,26, 28,33,40			10	
Adjectives	3,9,13,14,24,30,31, 34,37,38				10
		10	10	10	10

Appendix 5

VOCABULARY TEST
(Pre – Test and Post – Test)

Subject : English
Level / Semester : IV / I
Language Focus : Vocabulary
Academic Year : 2003/2004

Cross the correct answer among the options given!

1. We see something with our ....
   a. leg   c. hair
   b. eyes   d. hand

2. We hold something with our ....
   a. cheek   c. nose
   b. hair   d. hand

3. How is the taste of sugar? The of taste of sugar is ....
   a. salty   c. bitter
   b. sweet   d. tall

4. Where is the dog? The dog is ....
   a. in the kennel   b. in a cage
   c. in a nest   d. in a pond

5. Elephants, zebras, and tigers are in the zoo. They are ....
   a. wild animals   c. farms
   b. pets   d. fishes

6. Tina has a pet. It is a ....
   a. gorilla   c. giraffe
   b. crocodile   d. cat

7. Rudy wants to have a dog. Rudi buys a dog ....
   a. in the zoo   c. in a bookstore
   b. in a pet shop   d. in a market

8. It is cold. The .... is 0^0
   a. sun   c. wind
   b. temperature d. cloud

9. The fog is everywhere. It is............
   a. sunny   c. foggy
   b. rainy   d. cloudy

10. We .... with our legs.
    a. see   c. walk
    b. mouth   d. hear

11. Rita and Ani .... to the zoo.
    a. buy   c. sleep
    b. bring   d. go

12. Today is Monday. .... is Tuesday.
    a. last year   c. last month
    b. yesterday   d. tomorrow

13. The rain falls everyday. it is ....
    a. windy   c. foggy
    b. rainy   d. cloudy

14. . The boy is handsome and the girl is ....
    a. wide   c. thick
    b salty   d. beautiful

15. We .... with our mouth.
    a. listen   c. wear
    b. speak   d. smell

16. We .... something with our teeth..
    a. wear   c. put
    b. chew   d. walk

17. It is windy. The wind .... strongly.
    a. blows   c. goes
    b. falls   d. shines

18. It is .... We need an umbrella.
    a. fog   c. rain
    b. wind   d. cloud

19. The temperature .... 39^0. Father feels very hot.
    a. are   c. is
    b. am   d. were

20. Birds .... wings.
    a. have   c. go
    b. wear   d. bring

21. The bird is ......
    a. in the kennel   c. in the pet box
    b. in a bamboo cage   d. in a aquarium

22. Students go to school ....
    They study there from Monday to Saturday.
    a. someday   c. yesterday
    b. tomorrow   d. everyday

23. An elephant has a big body, but it moves ....
    a. smoothly   c. fast
    b. quickly   d. hard

24. They are .... to go to the zoo.
    a. sad   c. happy
    b. shy   d. bad

25. We are happy to .... the animals in the zoo.
    a. speak   c. see
    b. bring   d. have

26. I have a fish at home. It is ....
    a. in a cage   c. in an aquarium
    b. in a tin   d. in a basket

27. A ....sells fruits and vegetables. Mother asks Toni to buy
    eggplants there.
    a. a gardener   c. a greengrocer
    b. a barber   d. butcher

28. The cloud is ....
    a. in the moon   c. in the sky
    b. in the sun   d. in the stars

29. Gabby needs a mathematic book. She will buy it ....
    a. at a bakery   c. at a drugstore
    b. at a bookstore   d. at the market

30. Giraffe has .... neck.
    a. short   c. small
    b. big   d. long

31. Dina studies everyday. She is ....
    a. bad   c. diligent
    b. sad   d. lazy

32. Birds, cats, rabbits, and fishes are............
   a. pets   c. pet shop
   b. wild animal   d. zoo

33. The sun shines .... It is sunny.
   a. badly   c. softly
   b. strongly   d. clearly

34. She boils some water. The water is ....
   a. hot   c. cold
   b. cool   d. frozen

35. A fish can swim. A bird can ....
   a. run   c. fly
   b. scratch   d. walk

36. I hear the voice with my ....
   a. teeth   c. ears
   b. tongue   d. lip

37. Elephant is a .... animal.
   a. long   c. small
   b. big   d. short

38. The ice cream is ....
   a. hot   c. salty
   b. cool   d. warm

39. The sun .... clearly.
   a. blows   c. rains
   b. falls   d. shines

40. Catfish is ....
   a. in a bamboo cage   c. in a kennel
   b. in the pond   d. in a net

Answer Key

1. b. eyes
2. d. hand
3. b. sweet
4. a. in the kennel
5. a. wild animals
6. d. cat
7. b. in a pet shop
8. b. temperature
9. c. foggy
10. c. walk
11. d. go
12. d. tomorrow
13. b. rainy
14. d. beautifui
15. b. speak
16. b. chew
17. a. blows
18. c. rain
19. c. is
20. a. have
21. b. in a bamboo cage
22. d. everyday
23. a. smoothly
24. c. happy
25. c. are
26. a. at school
27. c. a greengrocer
28. c. in the sky
29. b. at a bookstore
30. d. long
31. c. diligent
32. a. pets
33. d. clearly
34. a. hot
35. c. fly
36. c. ears
37. b. big
38. b. cool
39. d. shines
40. b. in the pond

LESSON PLAN I

Subject	:	English
Level/Semester	:	IV/II
Theme	:	Weather
Skill	:	Reading
Language Focus	:	Vocabulary
Time	:	45'

I. General Instructional Objectives

By mastering 150 new vocabularies which are suitable with the theme and sub-theme that has been chosen, the students are able to read, to listen, to speak, and to write.

II. Specific Instructional Objectives

- After reading the text, the students are able to answer the questions.
- The students are able to fill in the puzzle related to the text.

III. Teaching Learning Process

Approach : Meaningfulness Approach

Procedures :

Teacher's Activities	Students' Activities	Time
I. Introduction		
1. Greeting	1. Giving response	1'
2. Asking the students about the weather.	2. Answering the teacher's questions	3'
3. Tell the students about the material that will be discussed.		1'
II. Main Activity		
1. ask the students to read the text loudly	1. reading the text	10'
2. ask the students to find the words related to weather	2. finding the words	5'
3. discuss the students' answers	3. Discussion	10'
4. ask the students to fill in the	4. Fill the puzzle	

puzzle 5. Discuss the students' answers	5. Discussion	10'
III. Closing		
1. Summarizing the material		3'
2. Parting		2'

IV. Teaching Material and Resources.

- Teaching Material : Enclosed
- Resources : Kurikulum Muatan Lokal Pendidikan Dasar GBPP 1994

  Sekolah Dasar, Mata Pelajaran Bahasa Inggis

  First Step 2 – An English Book for Elementary School

V. Evaluation

Procedure : conducted during the English teaching learning process of vocabulary through game namely cross words puzzle.

Indicators Observed

- The students' correctness to the vocabulary exercises through cross words puzzle.
- The students' activities in learning vocabulary through cross words puzzle.

Teaching Material

I. Read The Text!

Weather

There are some kinds of weather. It is sunny. It is foggy. There is much fog. It is raining. The rain falls very often. It is cloudy. The cloud is in the sky. It is windy. The wind blows very hard. It is cold. The temperature is almost 0^0 C. It is hot, when the temperature is about 39^0 C. It is cool. The temperature is about 26^0 C.

II. Fulfill the puzzle!
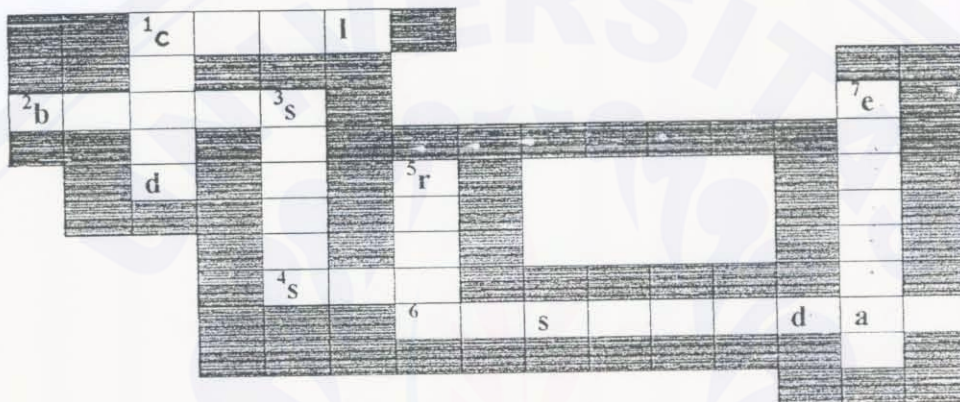
Cross:

1. The temperature is 26^0 C. It is _____
2. The wind _____ hard.
4. The _____ is in the sky.
6. It was rain _____ .

Down

1. The _____ is as white as snow.
3. The sun _____ clearly.
5. It is a _____ day. We need an umbrella.
7. The rain falls _____ during the wet season.

Appendix 7

LESSON PLAN II

Subject	:	English
Level/Semester	:	IV/II
Theme	:	Animals
Skill	:	Reading
Language Focus	:	Vocabulary
Time	:	45'

I. General Instructional Objectives

By mastering 150 new vocabularies which are suitable with the theme and sub-theme that has been chosen, the students are able to read, to listen, to speak, and to write.

II. Specific Instructional Objectives

- After reading the text, the students are able to mention kinds of animals.
- The students are able to arrange jumble letters into right words about animals.

III. Teaching Learning Process

Approach : Meaningfulness Approach

Procedures :

Teacher's Activities	Students' Activities	Time
I. Introduction 1. Greeting 2. Asking the students about animals. 3. Tell the students about the material that will be discussed.	1. Giving respond 2. Answering the teacher's questions	1' 3' 1'
II. Main Activity 1. Ask some students to read the text loudly 2. Ask the students to mention kinds of animal	1. reading the text 2. mentioning kinds of animal	10' 5'

3. ask the students to arrange the words in jumble into correct words	3. arranging the words in jumble into correct words	10'
4. Discuss the students' answers	4. Discussing the answers	10'
III. Closing		
1. Summarizing the material		3'
2. Parting		2'

IV. Teaching Material and Resources.

- Teaching Material : Enclosed

- Resources : Kurikulum Muatan Lokal Pendidikan Dasar GBPP 1994

    Sekolah Dasar, Mata Pelajaran Bahasa Inggis

    First Step 2 – An English Book for Elementary School

V. Evaluation

Procedure : conducted during the English teaching learning process of vocabulary through game namely words in jumble.

Indicators Observed

- The students' correctness to the vocabulary exercises through words in jumble.

- The students' activities in learning vocabulary through words in jumble.

Teaching Material

Wonokromo Zoo

There is a beautiful zoo in Wonokromo. It is Wonokromo zoo. In the zoo there are many kinds of animals. There are gorillas, camels, rhinoceros, zebras, giraffes, lions, tigers, crocodiles, bears, elephants, bulls, and many other animals.

There is also a playground in the zoo. The visitors can take a rest after walking around the zoo. They can sit down on the benches. The children may play on the seesaws, slides, or swings.

Arrange the underlined words below!

1. They went to the zoo y y s a d e r t e .
2. There is a u a b i t f u e l sightseeing.
3. The children may p a l y on the seesaws.
4. Giraffes a e t grass.
5. I am p a h p y to go there.
6. p h e e t l a n is a big animal.
7. Monkeys like b a n n a a .
8. The children have a holiday y o a d t .

LESSON PLAN III

Subject	:	English
Level/Semester	:	IV/II
Theme	:	Part of Body
Skill	:	Speaking
Language Focus	:	Vocabulary
Time	:	45'

I. General Instructional Objectives

By mastering 150 new vocabularies which are suitable with the themes and sub-themes that has been chosen, students are able to read, to listen, to speak, and to write.

II. Specific Instructional Objectives

- The students are able to mention parts of body.
- The students are able to tell the function of each part of body.
- The students are able to match the texts to the appropriate pictures dealing with parts of body.

III. Teaching Learning Process

Approach : Meaningfulness Approach

Procedure :

Teacher's Activities	Students' Activities	Time
I. Introduction		
1. Greeting	1. giving respond	1'
2. asking the students about animals.	2. answering the teacher's questions	3'
3. tell the students about the materials that will be discussed.	3. giving respond	1'
II. Main Activity		
4. ask the students to observe the picture of parts of body.	4. observing the picture	10'
5. ask the students to mention parts of body	5. mentioning parts of body	10'
6. ask the students to do the exercise	6. doing the picture/text	15'

about picture/text matching	matching	
III. Closing		
7. Summarizing the material	7. Giving responds	3'
8. Parting		2'

IV. Teaching Material and Resources.

- Teaching Material : Enclosed
- Resources : Kurikulum Muatan Lokal Pendidikan Dasar GBPP 1994

  Sekolah Dasar, Mata Pelajaran Bahasa Inggis

  Fokus 1 for Elementary School

V. Evaluation

Procedure : conducted during the English teaching learning process of vocabulary through game namely picture/text matching.

Indicators Observed

- The students' correctness to the vocabulary exercises through picture/text matching.
- The students' activities in learning vocabulary through picture/text matching.

Teaching Material

Listen and repeat!

1. This is my hand.
2. This is my eye.
3. This is my finger.
4. This is my arm.
5. This is my elbow.

6. This is my ear.
7. This is my knee.
8. This is my cheek.
9. This is my lip.
10. This is my thigh.
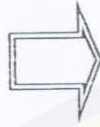
Those are my hands.
Those are my eyes.
Those are my fingers.
Those are my arms.
Those are my elbows.
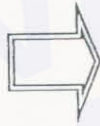
Those are your ears.
Those are your knees.
Those are your cheeks.
Those are your lips.
Those are your thighs.
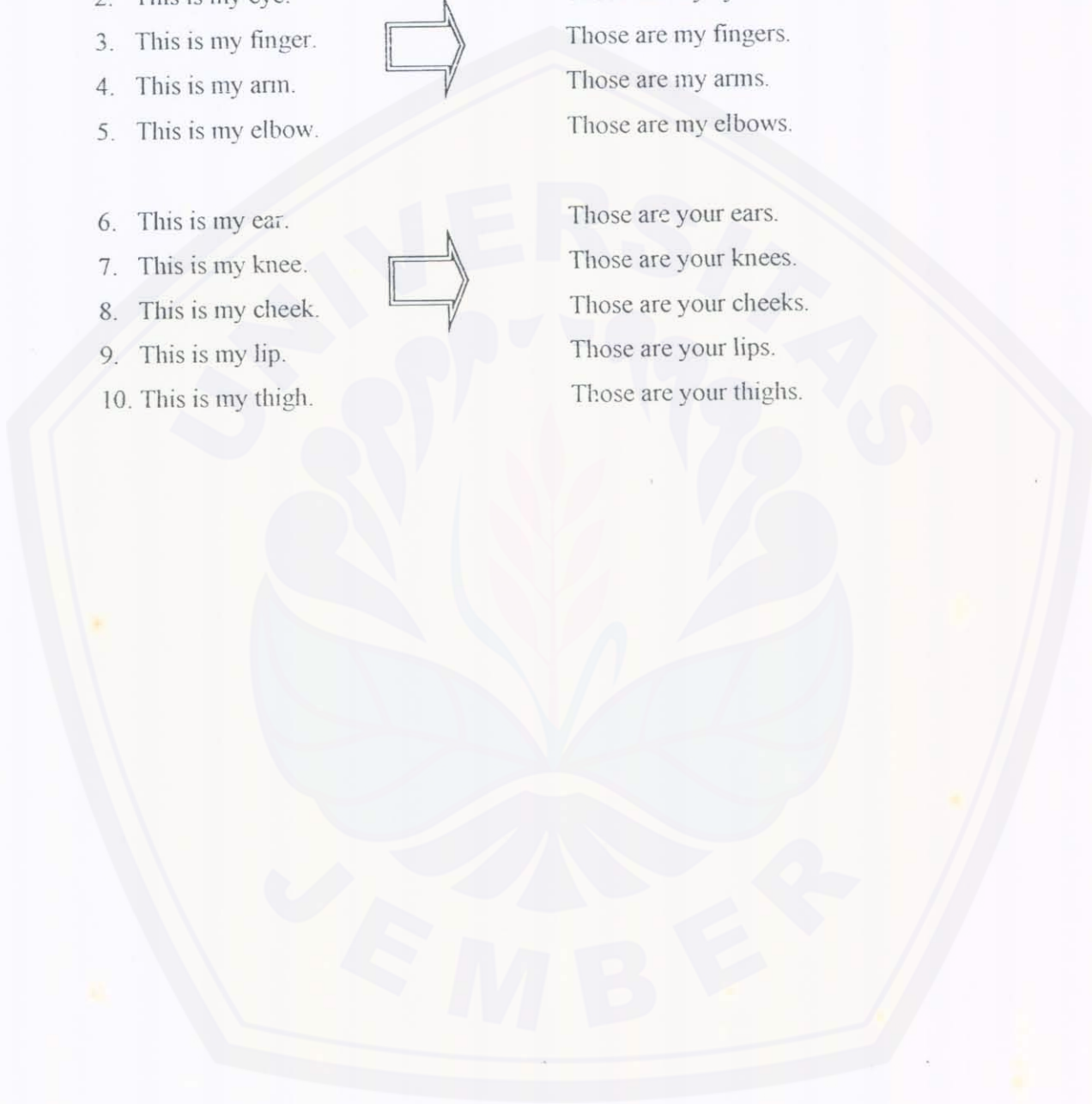
Match the text to the correct picture!

1. I walk with my <u>feet.</u>

2. We put our hat <u>on our head</u>.

3. The girl has <u>long hair</u>.

4. Our teeth are <u>in our mouth.</u>

5. They use their tongue to <u>taste</u> food.

6. We speak with our <u>mouth.</u>

7. I <u>hear</u> with my ears.

8. This man is <u>handsome.</u>

a

b

c

d

e

f

g

h

i

j

Table 8 The *t*-distribution

The table gives critical values of *t* for significance at various levels, in a two-tailed/non-directional or a one-tailed/directional test, for different numbers of degrees of freedom. These critical values are the values beyond which lies that proportion of the area under the curve which corresponds to the significance level.

Degrees of freedom	Significance level: two-tailed/non-directional				
	0.20	0.10	0.05	0.02	0.01
	Significance level: one-tailed/directional				
	0.10	0.05	0.025	0.01	0.005
1	3.078	6.314	12.71	31.82	63.66
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.060	2.518	2.831
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763
29	1.311	1.699	2.045	2.462	2.756
30	1.310	1.697	2.042	2.457	2.750
40	1.303	1.684	2.021	2.423	2.704
60	1.296	1.671	2.000	2.390	2.660
120	1.289	1.658	1.980	2.358	2.617
∞	1.282	1.645	1.960	2.326	2.576

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH DASAR
SDN SEMPUSARI I
JL. HAYAM WURUK NO. 125 Telp. (0331) 488112

SURAT KETERANGAN

Nomor : 0.9.1.4.36.-3.18./2.7./30./04.

Yang bertanda tangan di bawah ini :

Nama	: Dra. Suparti, Hs.
NIP	: 130 500 467
Jabatan	: Kepala SDN Sempusari I Jember
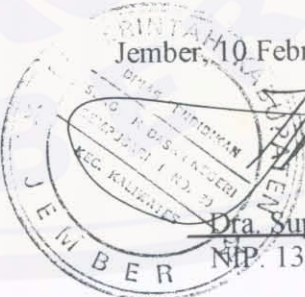
Menerangkan bahwa :

Nama	: Yenny Iria Rozanasari
NIM	: 980210401040
Jurusan/ Program	: Pendidikan Bahasa dan Seni/Bahasa Inggris
Perguruan Tinggi	: FKIP UNIVERSITAS JEMBER

Telah selesai melaksanakan penelitian di kelas 4 SDN Sempusari I Jember

Tahun Pelajaran 2003/2004 dengan judul:

THE EFFECT OF TEACHING VOCABULARY THROUGH GAMES ON THE FOURTH YEAR STUDENTS' VOCABULARY ACHIEVEMENT AT SDN SEMPUSARI I JEMBER IN THE 2003/2004 ACADEMIC YEAR.
Terhitung mulai tanggal 10 Januari 2004 sampai dengan 10 Februari.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan

sebagaimana mestinya.

Jember, 10 Februari 2004

Dra. Suparti, Hs.
NIP. 130 500 467

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 telp./Fax(0331) 334988 Jember 68121

Nomor   4 1 4 8 /J.25.I.5/PP.7/2003   03 OCT 2003

Lampiran   : 1 (satu) bendel

Perihal   : *SEMINAR PROPOSAL SKRIPSI*

Kepada   : Yth. ....

               Dosen FKIP Universitas Jember

               di-

                   J E M B E R

Bersama ini kami mengharap dengan hormat kehadiran Bapak/Ibu/besok pada:

Hari/Tanggal	:	Sabtu/ 11 Oktober 20003
J a m	:	11.30 WIB
Acara	:	Ujian Seminar Proposal Skripsi
		An. Yenny Iria Rozanasari
		NIM. 980210401040
Jurusan/Program	:	Bahasa dan Seni/ Bahasa Inggris
J u d u l	:	The Effect of Teaching Vocabulary through Games on The Fourth Year students' Vocabulary Achievement at SDN Sempusari I Jember in The 2003/2004 Academic Year
Tempat	:	Ruang Seminar Gedung III FKIP Universitas Jember

Demikian atas perhatian dan kehadirannya disampaikan terima kasih.

An. D E K A N
Pembantu Dekan I
Kabag Tata Usaha,

Maryono, SH
NIP. 131 967 674

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER Appendix 14
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162
telp. Fax(0331) 334988 Jember 68121

Nomor   57 6 8 /J.25.1.5/PP.7/2003   Jember, 24 NDesember 2003

Lampiran   : Proposal
Perihal   : Ijin Penelitian

Kepada   : Yth. Kepala SDN Sempusari I
                    Jember
                di -
                    J.E.M.B.E.R

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember

menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama   : Yenny Iria Rozanasari

Nim   : 980210401040

Jurusan / Program   : PBS / Bahasa Inggris

Berkenan dengan penyelesaian studinya, mahasiswa tersebut

bermaksud melaksanakan penelitian di lembaga saudara dengan Judul:

The Effect of Teaching Vocabulary Through Games on The Fourth

Year Students' Vocabulary Achievement at SDN Sempusari I Jember

in The 2003/2004 Academic Year.

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar

memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian aras perkenan dan kerjasamanya kami mengucapkan terima

kasih.

a.n Dekan
Pembantu Dekan I,

Drs. H. MISNO AL, M.Pd
NIP. 130 937 191

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama   : Yenny Iria Rozarasari
NIM/Angkatan   : 98.0210401040
Jurusan/Prog. Studi   : PBS / B. Inggris
Judul Skripsi   : The Effect of Teaching Vocabulary through Games on
                          the Fourth Year Students' Vocabulary Achievement at
                          SDN Sempusari I Jember in the 2003/2004 Academic
                          Year
Pembimbing I   : Dra. Siti Sundari, MA
Pembimbing II   : Dra. Made Adi Andayani T., MEd

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	8 Agst 2002	Matrix	
2	12 Agst 2002	Chapter I	
3	20 Sept 2002	Chapter I	
4	15 Okt 2002	Chapter II	
5	30 Nop 2002	Chapter III	
6	15 Des 2003	Chapter I II III	
7	17 Agst 2003	Appendices	
8	20 Okt 2004	Lesson Plan	
9	25 Okt 2004	Chapter I, II, III, IV, & V	
10			
11			
12			
13			
14			
15			

Catatan:
1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Yenny Iria Rosanasari

NIM/Angkatan : 98.0210401040

Jurusan/Prog. Studi : P53/B. Inggris

Judul Skripsi : The Effect of Teaching Vocabulary through Games on the Fourth Year Students' Vocabulary Achievement at SDN Sempusari I Jember in the 2003/2004 Academic Year

Pembimbing I : Dra. Siti Sundari, MA

Pembimbing II : Dra. Wiwie Ali Andayani T., MEd

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	20 Feb 2003	Chapter I, II, III	
2	15 Maret 2003	Appendices	
3	7 Apr 2003	Chapter I, II, &III	
4	16 Nov 2003	Chapter I, II, III	
5	27 Juni 200	Chapter IV & V	
6	22 Sept 2004	Chapter IV & V	
7	12 Okt 2004	Chapter I, II, III, IV, &V	
8			
9			
10			
11			
12			
13			
14			
15			

Catatan:
1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi