A DESCRIPTIVE STUDY ON THE USE OF GAMES TO VOCABULARY ACHIEVEMENT AT THE FIRST YEAR STUDENTS OF SLTP NEGERI 2 TANGGUL IN THE 1998-1999 ACADEMIC YEAR

REPORT WRITING

By

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A DESCRIPTIVE STUDY ON THE USE OF GAMES TO VOCABULARY ACHIEVEMENT OF THE FIRST YEARS STUDENTS OF SLTP NEGERI 2 TANGGUL IN 1998 – 1999

REPORT WRITING

Proposed for being defended to the examination committe for the requirement to finish the degree of S1 at the English Education Program of the Language and Art Education Departement of the Faculty of Teacher Training and Education, Jember University

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Motto :

— To live is to think

(cicero)

Dedicated To :

1. My beloved parents
2. My beloved wife and son
3. My beloved brothers and sister
4. My best friends, All the SLTP teachers.

This report writing is approved and received by the examination committe
of the Faculty of Teacher Training and Education Jember Univercity

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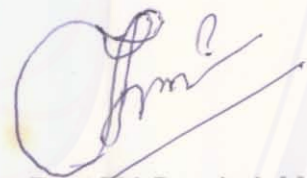   Jember University

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ABSTRACT

LATIF, JANUARY 2000 A DESCRIPTIVE STUDY ON THE USE OF GAMES TO VOCABULARY ACHIEVEMENT AT THE FIRST YEAR STUDENTS OF SLTP NEGERI 2 TANGGUL IN THE 1998-1999 ACADEMIC YEAR
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Games are very important in Learning English because they can help and encourage the learners to sustain their interest and work. Based on the statement above, the research problem was to what extent is the use of games to vocabulary achievement of the first year students of SLTP Negeri 2 Tanggul in the 1998-1999 academic year. The objective of this research was to describe the use of games in the teaching of vocabulary at the first year students of SLTP 2 Tanggul in the 1998-1999 academic year. The respondent determination method used in this research was sampling method with lottery. From the lottery results, class IA was determined as the respondents.
The data of this research were collected by applying an achievement test for gaining primary data. Observation, interview and documentation methods were used to collect the supporting data, Further, the primary data, test scores were analysed by using the percentage, then the results were analyzed descriptively. Based on the results of the data analysis, it was found that the use of games in the teaching learning vocabulary was 72,45 % or good. Therefore, it is suggested that the English teachers use games in the teaching of vocabulary to make the students enjoy learning vocabulary in order to get better achievement.

CHAPTER I
INTRODUCTION

1.1. The background of the research

Vocabulary is given to the students in the English teaching learning process as one of the components of the four language skills namely, listening, speaking, Reading, and writing (Dikbud, 1994 : 48 49). In fact, it is very common that the students find a lot of difficulties in learning vocabulary. So it can be said that vocabulary needs special attention in the english teaching learning process.

For overcoming the problem, the teacher should pay attention to the student's motivation in learning English, for instance by using games in teaching vocabulary the students will find different situation in the class. Michael et all (1983 : 1) say that games help the teacher create context in which the language is useful and meaningful. The students want to take part and in order to do so. They must understand what other are saying or have written and much speak or write in order to express their own point of view or give information.

In relation to this idea, games can be used in teaching vocabulary in order to attract the learners attention. Michael et all (1983 : 1) state that games help and encourage many learners to sustain their interest and work. In addition, Adenan (1983 :9) says that games are self motivating because they offer a challange that can commonly be met succesfully.

Since the time for learning is very limited compared to the material that must be thought, the time available should be used effectivelly and effeciently. Besides, the teacher should be creative to use games in teaching english mainly in reading vocabulary to increse the students motivation in learning English. That idea supported by Michael et al (1983 : 1) state games are useful not only to help the students improve the language skills but the vocabulary as well.

Regarding to the idea, Herlina (1996:50) conducted a research about The effect of games on vocabulary achivement, the resulth showed that there is a significant effect of the use of games on the students vocabulary achivement.

Based on the descriptions above, the research entitled A Descriptive study of the use of games to vocabulary achivement of the first year students of SLTP 2 Tanggul was conducted.

1.2. The Research Problem

Based on the research background, the research problem can be formulated as follows :

a. General Problem

   To what extent is the first year students' vocabulary achievement through the use of games at SLTP 2 Tanggul in the 1998/1999 academic year.

b. Specific Problem

   - To what extent is the use of the last letter games to vocabulary achivement ?.
   - To what extent is the use of the picture initials games to vocabulary achivement ?.
   - To what extent is the use of the nine = square mind = reading trick ?.

1.3. Operational Defition of the terms used in the titled

The operational Definitions are needed to avoid misinterpretation between the writer and the readers in transferring the concept. The terms that are necessary to be defined operationally on games and vocabulary achievement.

1.3.1. Games

According to T. Michael et all (1983 : 1) games are any form of playing that can be found to give practice, in all skills writing, reading, listening and speaking. Adenan (1984 :9) says that games are self motivating because they offer a challange that can commonly be met succesfully. In this research games refer to three indicators as follows :

1. The last letter game means the games that ask the students to make new words based on the last letter given. And the next word based on the last letter of the new word.
2. Picture initial game means, the game that ask the students to make the new words based on the first letter of the object that appear in the big crossword. So the students will have eight words, four down and four across.
3. Nine - square mind games, means the game that ask the students to guess the picture given and the next word based on the picture given and so on.

1.3.2. Vocabulary Achievement

Vocabulary achivement in this title refers to the test result of vocabulary teaching achieved by the students of SLTP 2 Tanggul in the 1998/1999 academic year. The result was demontrated by the test score.

1.4. The Objective of the Research

Based on the background and the research problems, the research objective are formulated as follows :

1.4.1. The General Objective

The general objective of this research is to describe the use of games in teaching learning English vocabulary at the first year students of SLTP 2 Tanggul Jember in the 1998/1999 academic year.

1.4.2. The Specific Objectives

There are three specific objectives in this research, they are :

a. To describe the use of games to vocabulary achivement of the first year students of SLTP 2 Tanggul by using 'The last letter game' in the 1998/1999 academic year.
b. To describe the use picture initial letter game to vocabulary achivement of the first year students of SLTP 2 Tanggul in the 1998/1999 academic year.
c. To describe the use of Nine square mind game to vocabulary achivementof the first year students of SLTP 2 Tanggul in the 1998/1999 academic year.

1.5. Research Significances

The Research significances are as follows :

a. For the Institution

The research result can give an input to the institution as the consideration to make the policy in the English teaching learning process especially, in the teaching of vocabulary.

b. <u>For</u> <u>the</u> <u>English</u> <u>Teacher</u>

The results of the research are useful for the English teacher to give information that games are useful and meaningful in English teaching, mainly in the vocabulary teaching because the students can learn vocabulary by playing games.

c. <u>For</u> <u>other</u> <u>Researchers</u>

The results are useful for other researcher as information or as reference to conduct other re-seach dealing with similar topics.
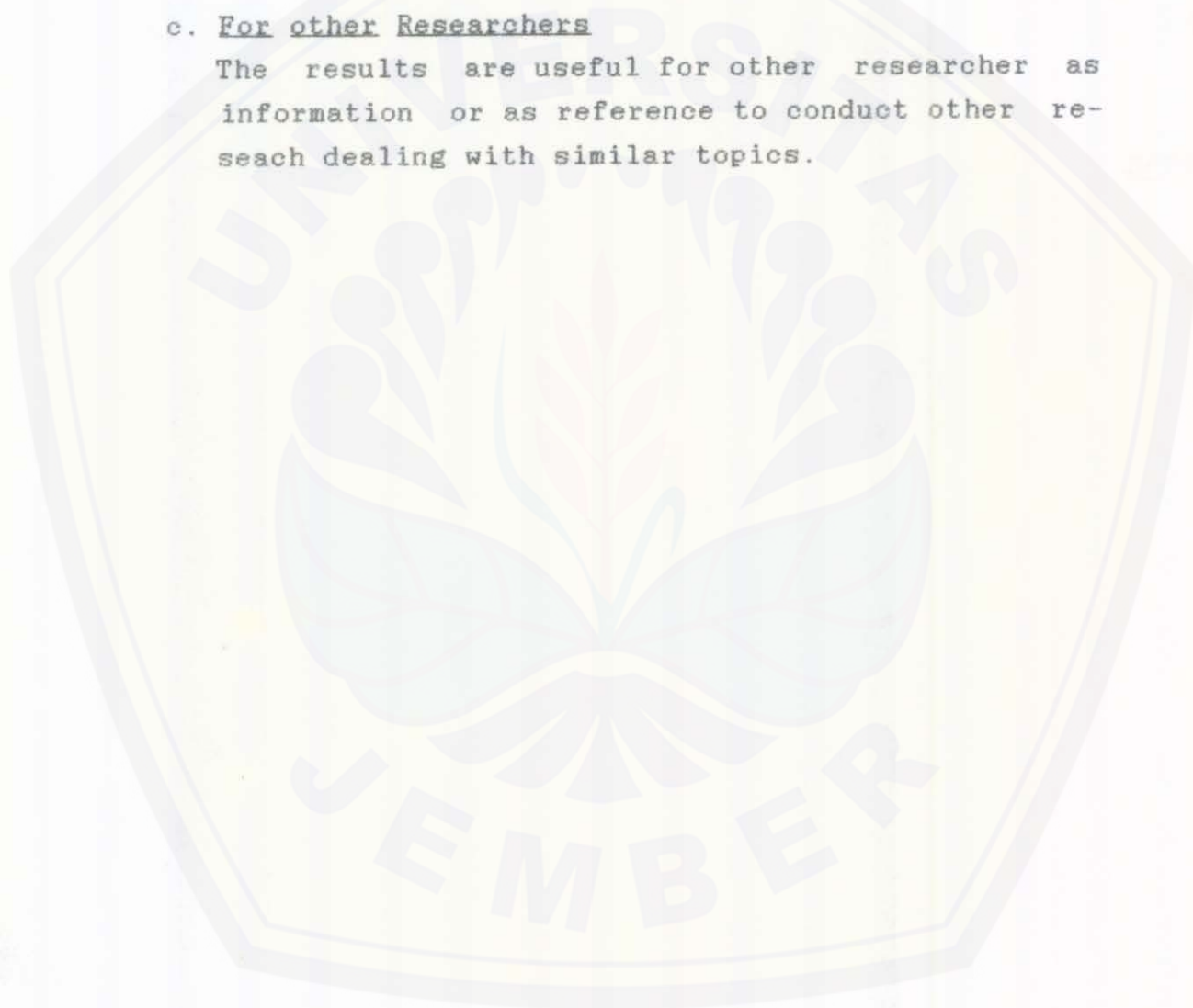
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents the review of related litera-
ture dealing with games, vocabuary and vocabulary achive-
ment.

2.1. Game
2.1.1. The definition of games and their functions

According to Michael et al (1983 : 1) Games are set
form of a play which can help and encourage many learners
to sustain their interest and work. The games are very
important in the vocabulary teaching learning process.
Further more, They State that games can be found to give
practice in all language skills with all stages of the
teaching leaning sequences and for many types of Communi-
cation. It is clear that games are very important in the
teaching learning process.

In addition, Michael et al (1983 : 2) note that
another function of game is to arouse information Gap and
opinion gap in the teaching learning process. The studens
find different opinion. For example a game which requires
the students to describe and draw a picture. In the game,
a person has a picture and doesn't show it to his/her
partner. Both of them will have different information. The
first learner tries to describe the picture so that the
second learner can draw it.

More over They say that games can be enjoyed by all
people and are not restricted by the age. They can be
individuals or in groups. They are generally accepted by
the young learners and adults to play the games (depends
of the socio cultural background). So it is clear that all

age have a chance to use games for learning new concepts.
And games can guide the students to think and speak more.

In relation to this idea Michael et al (1983 : 4)
state that the essential ingredient of games is challenge
and many of the games depends on cooperation in accepting
problems and searching for solution to them. It is clear
that games can attrack the students cooperation in accept-
ing and searching te problems.

2.1.2. The use of games in the teaching learning vocabu-
        lary

Referring to the previous, the function of games are
as follows :

- Games are important in the teaching learning
  process.
- Games are to arouse the information and opinion
  gap.
- All age have a chance to use game for learning a
  hnew consept.
- Games can guide the student to think and speak
  more.
- Games can attrack the students cooperation for
  accepting and seaching the problem.

Furthermore Michael et al (1983 : 1) say that games
also help the teacher to create context in which the
language is useful and meaningful. It means that
games can enable the teacher to explain the material
more clearly and understantble. Meanwhile Adenan
(1984 : 9) says that games are self motivating be-
cause they offer a challenge that commonly be met
succesfully. It means that the students are eager to
the new material by themselves. Following the idea

above, it is clear that games are very important in the vocabulary teaching learning process.

2.1.3. Kinds of Games

Many experts classify games into some categories. Adenan (1984 : 13-14) divides the games into mixed story, the last letter games, the picture initial games and picture to word etc. Meanwhile Michael et al (1983 : 14-57) categorize games into picture games, psychology games and magic tricks games etc. In this research, kinds of games will be focused on the last letter games, picture initial games and nine - square mind - reading trick. The following section will discuss them in detail :

2.1.3.1. The last letter games

It is a kind of game in which the students are required to find the second word based on the last letter of the first word. The third one begins with the last letter of the second one and so on. Sometimes the last letter games can be completed by picturs. Adenan (1984:23) give the example of the last letter game as follows :

Topic   : Word related to daily need.
Ability target : Pronouncing the words.
                       Write the words.
Activity   : playing the game (the last letter) with
                       this direction.
                       look at the sentences, then try to find
                       the words. The first word is done for
                       you. The second word begins with last
                       letter of the first word and the third
                       one begins with the last letter of the
                       second word and so on.

```
G r a m o p h o n e : It is an electric machine. we
                       use it to play music.
E  g  g                : It comes from hen.
G l a s s e s          : It is made of glass. It is
                         used to see something better
_  _  _  _  _          : When a knife is like this, it
                         cuts thing easily.
_  _  _  _  _          : We put the food in the car
                         and went into the country
                         to have ......
_  _  _  _  _  _  _    : He is a top man in a ship.
_  _  _  _  _          : The thief come at ... so it
                         was too dark to see him.
_    _    _    _       : Can you ... me the story of
                         Pangeran Diponegoro.
_    _    _    _       : The scholl begins at seven
                         o'clock but you arrived at nine
                         o'clock so he was ......
_    _    _    _       : The opposite of west.
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Key Answer : Gramophone, Egg, Glasses, Sharp, Picnic,
             Captain, Night, Tell, Late, East.
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2.1.3.2. Nine - Square Mind - Reading trick

It is a kind of game in which the students are guessing the names ofthe pictures are shown by the teacher. The students can answer the teachers' question by showing the

Topic   : Word related with daily activities.
Ability target : Guessing the picture.
                  Write the words.
Activity   : Playing the game (nine square mind read-
                  ing trisk). With this direction lead the
                  students to discuss it in the mother
                  tongue then ask the students to guess
                  what picture it is ?. The students should
                  come in front of the class and choose the
                  rectangles picture shown by the tacher.

Teacher : Is he running ?
Student : No,
Teacher : Is he reading ?
Student : No,
Teacher : Is he swimming ?
Student : yes, he is
If the students answer is true it can be continue in to
                  the next picture and so on.
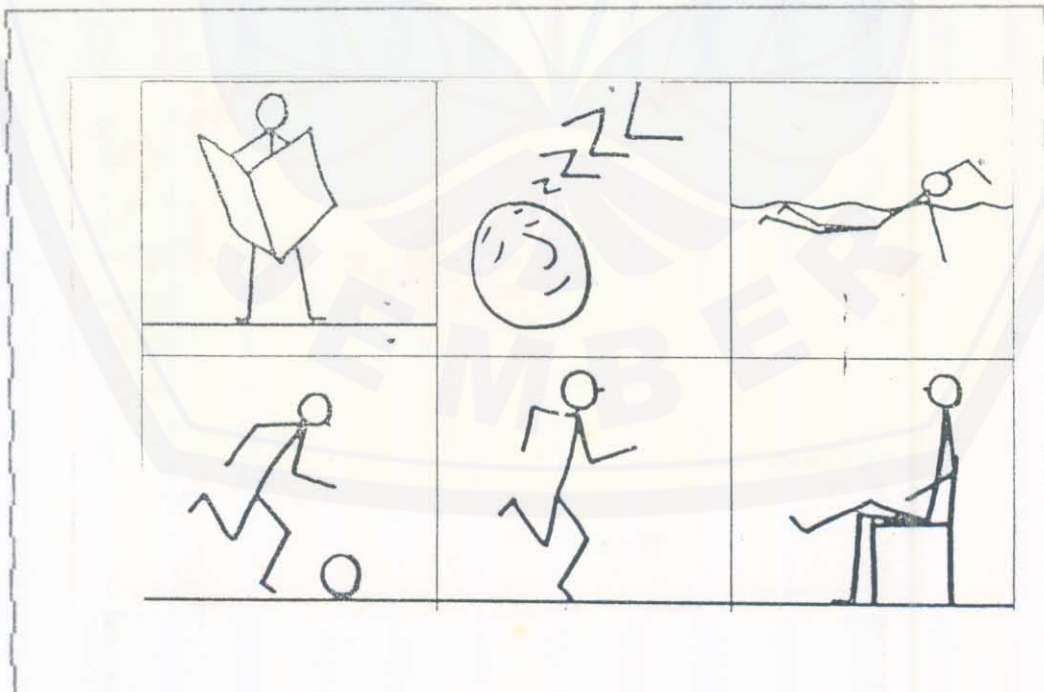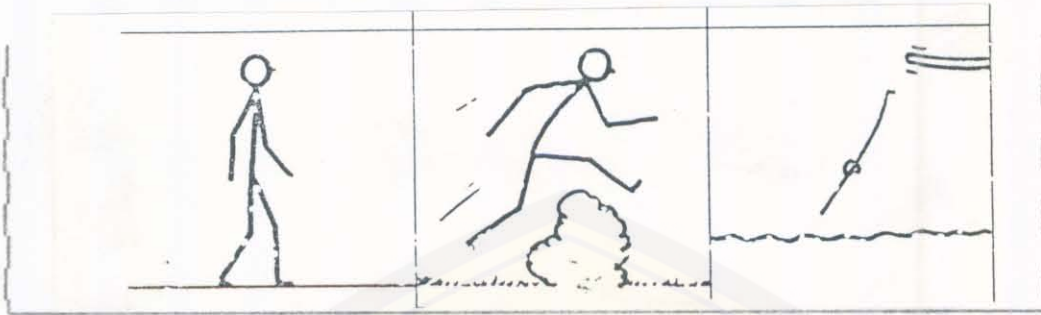
Key answer : Reading, Thingking, Swimming, Playing,
            Running, Sitting, Walking, Jumping,
            Diving.

2.1.3.3. Picture Initial Game

     It is a kind of game in which the students find the
first letter on the names of things based on the picture
itself. This game can be helped by using pictures (Adenan,
1984 : 24). Here is the example of the initial game :

Topic   : Word related with the picture itself.
Ability target : Forming the words.
                 Write the words.
Activity   : Playing the game (the picture initial
                   game) with this direction.
                   First : Look   and pay attention   the
                            pictures, then try to mention
                            the name of it.
                   Second : Ask the students to   write the
                            first letter of them, then   the
                            students know what the new word
                            it is.
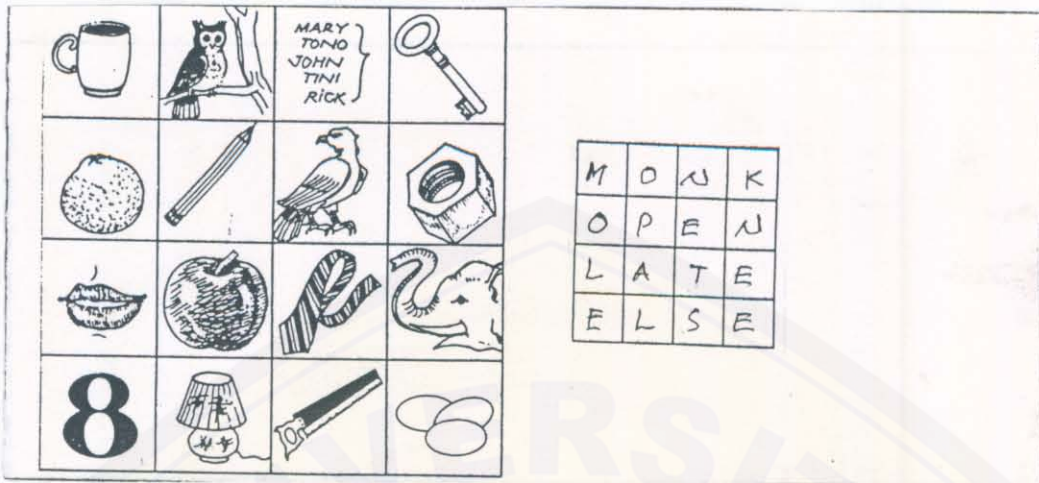
2.2. Vocabulary

2.2.1. Definition of Vocabulary

Many experts define, the term of vocabulary in many various ways. According to Oxford dictionary (1992 : 500) vocabulary is a total number of words in language. From this definition it can be concluded that vocabulary is the grasp of foreign words used by person for communication either in spoken or in written language.

2.2.1.1. Classification of Vocabulary

According to William (1970 : 470). Vocabulary can be classified into two groups. The first group is large vocabulary (Nouns, Adjectives, Verbs and Adverbs) and the other is small vocabulary (prepositions, pronouns, cunjuc- tions, interjections and articles).

2.2.1.2. Large Vocabulary

Quirk (1973 :307) saya that large vocabulary canbe defined as the group of speech in which the words that are included in this part are as follwos :
Nouns, Adjectives, Verbs and Adverbs.

1. Nouns

According to Oxford dictionary (1992 : 305) a noun is the name of a thing quality, person etc. and can be the subject or object of a verb.

A. The types of Nouns

According to the meaning and their forms, Nouns can classified into :

1. Proper Nouns

Meade and Hough (1962 : 201) say that, a proper noun names a particular person, place or things. Meanwhile Frank (1976 : 6) explains that a proper noun begins with a capital letter in writing. It includes personal names of nationalities and religions, name of time of units, word for person-ification a thing or abstraction as a person.

2. Common Nouns

Thomson and Martined (1980 : 8) say that common nouns are names of a class of a person, place or things.

3. Concrete and Abstract Nouns

According to Oxford (1992 :90) is a word that can be touch and smell. For examples : Tom, flow-er, car and so on. Meanwhile Thomson and Martined (1980 :8) say that an abstract noun is a word that cannot be touch and smelled. Such as beauty, fear, joy etc.

4. Collective Nouns

A Collective Noun is a word for a group of people, noun animals. For examples : swarm, team, crowd, group.

5. Countable and Uncountable Nouns

A Countable noun can usually be made by the addition e or es at the end of noun . It cannot be formed in plurals or in singulars.

Examples : Cars, two buses, four boxes etc.

An uncountable noun usually can't be made by the addition s or es at the end of noun. It cannot be formed in plurals out in singulars.

Examples : milk, water, sand, air etc.

B. Nouns According to the Form

1. Simple Nouns

The simple nouns include all primary nouns in the language. They cannot be formed by combaining two separate words.

2. Compound Nouns

The compound nouns are those which have been formed by combaining two are more words having individual meaning of the own when studying alone. Thomson and Martine (1980 : 9) say that compound nouns are formed with prepositions or adverbs make only the first word plural.

Examples : Armchair, armchairs, bookcase, bookcas-
es, suter-in-low, susters-in-low, looker-
on, lookers-on.

C. Adjective

An adjective is a word that describes a noun. Homer (1950 : 73) says that an adjective is a word used with a noun or other subtantive as a modifien to describe or define. Thomson and Martine (1980 : 15) divide the main kinds of adjectives are as follows :

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1. Of quality      : good, fat, dry, clever.
2. Demontrative    : this, these, that, those.
3. Distributive    : each, every, either, neither.
4. Quantitative    : some, any, one, many.
5. Interogative    : which, what, whose.
6. Prossesive      : my, your, his, her.
```

D. Verbs

A verb is a word or a phrase that shows what a person does or is. Meade and Hough (1961 : 207) said that a verb is the part of the speechword expresses action or states of being.

1. Predicating Verbs

Predicating verb is the chief word in the predicate that says something about the subject.

Example : 1. She takes a comb.

2. You write a letter.

2. Linking Verbs

A linking verb of in complete predication : it merely announces that the real predicate follows. The important word is the complement is usually an adjective, anoun. The most common linking verb are appear, seem, become and get.

E. Adverb

An adverb, as Hornby (1983 : 14) states as answer question with how, when, where and modifier. Adjective and another adverb eg, soon, here, well.

Thomson and Martine (1980 : 55) classified the adverbs into eight kinds. They are as follows :

1. Adverbs of manner   : quickly, happily, fast, well.
2. Adverbs of place   : here, there, near.
3. Adverbs of time   : today, now, tomorrow.
4. Adverbs of frequency   : often, never, always.
5. Adverbs of certain   : certainly, surely, abviously.
6. Adverbs of degree   : very, rather, quite, too.
7. Interrogative adverbs : when ?, where ?, why ?.
8. Relative adverbs   : when, where, why.

2.2.1.2. Small Vocabulary

The words that included in the small vocabulary are pronouns, prepositions, articles, conjuctions, interjections.

1. Pronouns

A pronoun is a word that use instead of a noun in addition, Thomson and Martined (1980 : 37-42) divided pronoun into three groups. The first group is called Personal Pronouns (I, you, we, they, me, you, us, them). The second group is called Possessive Pronouns (mine, yours, ours). And the third is called Reflexive and Emphasizing Pronouns (myself, yourself, yourselves, themselves).

2. Prepositions

Hornby (1983 : 657) defines a preposition as a word or a group of words such as for, out, to, on, that, often before the noun or pronouns to indicate place, direction, source, method.

Prepositions may be in form of words (at, by, in, on) or in the form of a phrase functions as a unit (in front of, by way of).

3. Article

There are two kinds of articles. The first

article is definite articleand the second is indifinite article. The indefinite article according to Thomson and Martine (1980 : 1-3) is article : "a" and "an". Article "a" is used before a word begining with a consonant, a singular, noun and a word that begins with a consonant sound. Furthermore, They (1980 : 3-5) said that definite article is "the". It can be used before nouns of which onlyone, before a noun which has become as aresult of being mentioned a second time, before a noun made definite by addition of phrase or before superlative form.

4. Conjuctions

A conjuction is a word which is used to connect words, phrases or clauses or which introduces a subordinate clause and joins it to the part of the sentence of which is related Meade(1961 : 210). Furthermore Thomson and Martine (1980 : 84-86) divided it as follows :

1. Though/although, nevertheles, yet, out.
2. Like and as.
3. For and because.
4. Both, either, neither, non and so.
5. As, when, while, it.

5. Interjections

An interjection is a word which is used to express emotion or strong feeling. Meade (1961 : 215) says that interjections are sounds or cries which express fear, anger, surprise or sorrow often emotionally toned slang word. Usually the exclamation mark follow the burst of emotion.

Examples :

    1. Oh ! /ah   : cry /exclamation of fear or
                 surprise.

    2. Help !   : scream of fear or pain.

    3. Marvelous : see something worder fue.

In this research the vocabulary focuses on the words level in relation to nouns, adjectives, adverbs and verbs based on the English curriculum for the first year students of SLTP 2 Tanggul.

There are three games have been given to the students

2.3. Vocabulary Achivement

According to Hornby (1983 : 959) vocabulary is a total number of words (with rules for combining them) makes up a language. It means that vocabulary is a total of words that can be used for making sentences.

The word achivement according to Longman (1983 : 8) is something successfully gained and finished through skill, effort and hard work. So the term of achivement refers to amount or level gained and finished successfully with effort, skill and hard work.

At last, vocabulary achivement is the amount of words that are gained and finished through effort, skill and hard work. The words that are learned at the first year students of SLTP 2 Tanggul 1998-1999 academic year.

2.4. The Significance of Language Games for Teaching Vocabulary

Language has many significances concerning with the teaching learning process. First, Dobson (1985 : 7) says that the language game is a wonderful way to break the routine of class activities. Moreover language games can stemulate or entertain. Meanwhile Haycatt says that monot-

ony produces sleepiness, because of it the teacher can use many different activities as possible. Sometimes teachers have to alternate intense work with relaxation, for example teaching material with games and song.

Moreover language games can be used to avoid boredom Adenan (1993 : 9) says that games are abvious selfmotivating material that will arouse the students' interest of language. It means that games not only motivate the students but also avoid the boredom in the teaching learning process. Karim and Hasbullah (1995 : 5.33) say "Permainan juga dapat digunakan dalam proses belajar-mengajar untuk mengembangkan motivasi siswa dalam belajar bahasa. Permaianan dapat membantu mengurangi kebosanan siswa, dalam hal ini untuk belajar bahasa".

It can be said that games can be used to arouse the students motivation, at the same time games can be used to avoid the beredom of the students in the teaching learning process.

Furthermore the games are very useful for teaching vocabulary because there are five effective steps of learning vocabulary : 1. encountering new words, 2.getting the word form, 3.getting the ward meaning, 4.consolidating ward form, 5. meaning memory and using the word (Hatch and Brown 1995 : 373-390). Those five steps of teaching vocabulary are very possible to be applied effectively by using the games.

CHAPTER III
RESEARCH METHODS

3.1. Area Determination Method.

Adji (1978:8) says that a Research area is the place or location where the research is conducted. In other words it refers to the place where the research activities are carried out from beginning to the end. Further, Adji (1978:82) says that in determining the research area, purposive method can be applied in order to gain a certain objective. Based on the statement above, SLTP 2 Tanggul was chosen as the area of this research, because the reseacher was familiar enough with that school.

3.2. Respondent Determination Method.

Respondents can be defined as the persons who answer the questions to get data. Arikunto (1991:102) says that Respondents are the persons who give responses or answers to the questions from the researcher either in oral or in the written form.

Respondents determination method can be population or sampling. Ali (1987:54) says that in doing a research, all the subjects or its sample as the research respondents. Population is all subjects of the research. Arikunto (1991:102). States that all the subjects can be taken as the number of them is less than 100. However if the number of the subjects is more than 100, they can be taken 10% - 15% or 20% - 25% of the whole subjects as the respondents.

Based on the explanations, sampling method was applied in this research since the total number of the first year students of SLTP 2 Tanggul was 240 persons. Further

cluster Random sampling by lottery was used to take the
samples.

3.3. Data Collection Methods.

In this research, four methods were used for collect-
ing the data. They were test, interview, observation and
documentation. Test was used for gaining the main data,
the students' vocabulary test scores. Interview, observa-
tion and documentation were applied for collecting the
supporting data.

3.3.1. Test.

According to Arikunto (1991:123), test is a set of
questions or exercises or other instruments that are used
to measure skills, kowledge, intellegence or attitude
owned by an individual or groups. Meanwhile Umar(1991:5)
says " Tes ialah himpunan pertanyaan yang harus di jawab
atau pertanyaan-pertanyaan yang harus di pilih / direaksi
atau tugas-tugas yang harus dilakukan oleh orang-orang
yang di tes". Test is a group ofquistions that must be
answered or quistions should be chosen or the task that
should be done by the tester. So test is a way that is
used to measure skill, knowledge,Intelligence or attitute
owned by students.

In this research, a teacher made test was used be-
cause it has the following benefits. Umar (1991:5)
stated that the benefits are as follows :

1. The teacher knows the materials appropriately.
2. the teacher can measure the students' skill-
   knowledge, intelligence and their attitude.
3. It is esier to conduct the test's materials-
   because it is based on the curriculum and GBPP.

Regarding the scoring system, the objective test with

fifteen test items were given to the respondents because the objective test has more chance to confirm its realia bility Houghes (1989 : 237).

There are many types of validity, in terms of the validity, this research applied content validity. Heaton (1975:154) notes that this validity depends on a partic- ular analysis of the language being tested, and the par- ticular course objective. Therefore constructing the test items was done based on the Instructional objectives of the first year students of SLTP 2 Tanggul.

In addition, Joni (1977:27) argues that a valid test is usually regarded as a reliable one. Therefore, the establisment of the test reliability in this research was not done. Furthermore, Heaton (1975:155) says reliabili- ty is necessary characteristic of any good test for it to be valid at all. A test must first be reliable as measur- ing the instrument. It can be concluded that reliability means the degree of consistency and accuracy of a certain test. In this case Heaton (1975:155) supports that reliability is denoted the extend to which the same marks will be awarde int he same examiner in different occasion.

3.3.2. Interview.

Interview according to Arikunto (1991:126) is a way of collecting data which is taken by the interviewer from the interviewee. Furthermore, Ali (1987:83) says that interview is a technigue to collect the data by giving questions either direct or indirect to the interviewee. It can be concluded that interview is a way to get data or information by giving question as to the respondents orraly or writtenly. To get the information about the con- dition of the school and the teaching of vocabulary to the first year of SLTP 2 Tanggul in the 1998 - 1999 acade-

mic year, an interview to the headmaster and the English teacher was conducted.

3.3.3. Observation.

Observation is the way to observe for getting the data. According to Ali (1987:91) observation is one of the techniques of collecting data which is done by observing the object. Meanwhile, Surachmad (1985:85) says that observation is a technique of collecting datawhere the researher observed the system of the subject being observed.

In this research observation was used to confirm the data gained by interview about the vocabulary teaching by using games was carried out in the classroom regularly.

3.3.4. Documentation Method.

A research can use documentation method to collect data. According to Arikunto (1991 :188), documentation method is to find out the data about the fact or variable in the form of notes, transcripts, books, newspapers etc. It can be concluded that documentation method is a method of collecting data that hase been written or documented.

In this study the writer usedthis method to get the data about the total number of the first year students of SLTP 2 Tanggul in the 1998 -1999 academic year, the names of the respondents, the names of the teachers, school administration staff and the map of the school.

3.4. Data Analysis Method.

The data analysis method used in this study was quantitative, because the data obtained were in the form of numbers. This method was used to analyse the quantitative data to calculate the scores taken from the test

given to the respondents.

Since the objective of the research is to describe the use of games for teaching vocabulary to the first year students of SLTP 2 Tanggul in the 1998/1999 academic year, the data analysis method used was percentage by using the following formula suggested by Ali (19987:184). The formula is as follows:

$$E = \frac{n}{N} \times 100\%$$

Notes :

E = the total score.

n = the right answers.

N = the total items.

After finding out the percentage of the scores, the results is consulted to the following classification level of the test scores:

Tabel : 1 The classification of the test scores

No.	Classification	%
1.	Exelent	90 - 100
2.	Very good	80 - 89
3.	Good	70 - 79
4.	Upper average	60 - 69
5.	Average	50 - 59
6.	Bellow average	40 - 49
7.	Poor	30 - 39
8.	Very poor	20 - 29
9.	Bad	10 - 19
10.	Very bad	0 - 9

(Adapted from : Etika.P. :1994)

CHAPTER IV
RESULTS AND DATA ANALYSIS

4.1 Research Results

4.1.1. The Result of Observation.

In this reseach observation, the observation was done during the English teaching learning process. From the class observation conducted, it was found that the teaching learning process can run well, maybe because the school situation is not crowded since it is far from public service, such as market, rail way station etc.

In addition, it was found that the English vocabulary teaching was provided with games.

4.1.2. The Result of Interview.

In this research, the principal, and another English teachers were interviewed concerning with the method of teaching English. From the interview, it was found that communicative approach was used in the teaching learning English process.

The compulsory English book used by the teacher in teaching English was Let's Learn English by Edumedia and the English Book was published by the Educational and Culture Department of Indonesian Republic. Beside that the English teachers used the supplementary books such as Belajar cepat bahasa Inggris by Dwi Hartono Magda et al.

4.1.3. The Result of Documentation.

From the documentation method the names of the respondents can be collected. In addition, the map of the school was gained as well. They can be seen in the Appen-

dix 1, 2, 3

4.1.4. The Results of Vocabulary Test.

The test was given to the respondents in the form of objective test. There were 15 items wich consist of 15 items of large vocabulary, noun, adjective, adverb and verb.

The following table presents the vocabulary test scores of the first year students of SLTP Negeri 2 Tanggul in the 1998 - 1999 academic year.

Tabel 1. The Vocabulary Test Scores of the First Year Students by Using Games.

Number of Respondent	Scores
01	73
02	80
03	73
04	73
05	67
06	67
07	73
08	73
09	73
10	80
11	67
12	73
13	73
14	73
15	80
16	87
17	67
18	73
19	73

Number of Respondent	Scores
21	73
22	60
23	80
24	87
25	73
26	73
27	73
28	73
29	67
30	67
31	73
32	60
33	67
34	60
35	93
36	87
37	73
38	67
39	67
40	60
Σ 40	Σ 2898
Average	$\dfrac{2898}{40} = 72.45$

4.2 Data Analysis Method

Since the primary data were the students vocabulary test scores and the data analysis method was percentage, the following tables present the data analysis of the primary data.

Tabel. 2 The Students' Scores of vocabulary test with the use of games in the teaching learning process.

NIT NR	\multicolumn{15}{c}{S C O R E S}	%
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	
01	v	v	v	v	-	v	-	v	v	-	v	v	v	-	v	73
02	v	v	v	v	-	v	v	-	v	v	v	v	v	-	v	80
03	v	v	v	v	-	v	-	v	v	v	-	v	-	v	v	73
04	v	v	v	v	-	v	-	v	-	v	v	-	v	v	v	73
05	v	v	-	v	-	v	v	-	-	v	-	v	v	v	v	67
06	-	v	v	v	v	-	-	v	v	v	v	-	-	v	v	67
07	v	v	v	v	-	v	-	v	v	-	v	v	v	-	v	73
08	v	v	v	-	-	v	v	v	v	-	-	v	v	v	v	73
09	v	v	v	-	-	v	v	-	v	v	v	v	-	v	v	73
10	v	v	v	v	-	v	v	v	v	v	v	-	-	v	v	80
11	v	v	v	v	-	-	v	v	v	v	v	-	-	-	v	67
12	v	v	v	-	v	-	v	v	-	-	v	v	v	v	v	73
13	-	v	v	v	v	-	v	v	-	v	v	v	-	v	v	73
14	v	-	v	v	v	v	-	v	v	v	v	v	v	-	-	73
15	v	v	-	v	v	-	v	-	v	v	v	v	v	v	v	80
16	v	v	v	v	-	v	-	v	v	v	v	v	v	v	v	87
17	-	v	v	-	v	v	v	-	v	-	v	-	v	v	v	67
18	v	v	-	v	-	v	v	-	v	-	v	v	v	v	v	73
19	v	v	-	v	v	v	v	-	-	v	v	v	v	-	v	73
20	-	v	v	-	v	v	v	-	-	v	-	v	v	v	v	67
21	v	v	-	v	v	-	v	v	v	v	-	v	v	v	-	73

22	–	–	v	v	v	v	–	v	–	–	v	v	–	v	v	60
23	v	v	–	v	v	v	–	v	v	v	–	v	v	v	v	80
24	–	v	v	v	v	–	v	v	v	v	v	v	v	v	v	87
25	v	v	–	–	v	v	v	–	v	v	v	v	–	v	v	73
26	v	v	–	–	v	v	v	–	v	v	v	v	–	v	v	73
27	v	v	–	v	v	–	v	v	v	–	v	v	–	v	v	73
28	v	v	–	v	v	v	–	v	v	v	–	v	–	v	v	73
29	v	v	–	–	–	v	v	v	–	v	v	v	v	v	v	67
30	v	v	–	v	v	v	–	–	v	v	–	v	v	v	–	67
31	v	v	v	–	–	v	v	v	v	–	–	v	v	v	v	73
32	v	v	v	–	v	v	–	–	v	v	–	–	v	–	v	60
33	v	v	v	–	–	v	v	v	v	–	v	v	–	v	–	67
34	v	v	–	–	–	v	v	v	v	–	v	v	–	–	v	60
35	v	v	–	v	v	v	v	v	v	v	v	v	v	v	v	93
36	v	v	v	–	–	v	v	v	v	v	v	v	v	v	v	87
37	v	–	v	v	v	v	–	v	v	v	–	v	v	–	v	73
38	v	–	v	v	–	v	v	–	v	v	v	v	–	v	–	67
39	v	–	v	v	–	–	v	v	v	v	–	v	v	v	–	67
40	v	–	v	v	–	–	v	v	v	v	–	–	v	v	v	60
%	85	85	65	67	50	75	67	67	80	70	67	82	65	77	85	Σ2898

from the table above, on the average the students   scores
of vocabulary test can be calculated as follows :

$$\frac{2898}{40} \times 100\ \% = 72,45\ \%$$

Table 3 : The Students' Scores of vocabulary test with the
use of the last letter game in the teaching
learning process

NIT NR	SCORES					%
	01	02	03	04	05	
01	v	v	v	v	–	80
02	v	v	v	v	–	80
03	v	v	v	v	–	80
04	v	v	v	v	–	80
05	v	v	–	v	–	60
06	–	v	v	v	v	80
07	v	v	v	v	–	80
08	v	v	v	–	–	60
09	v	v	v	–	–	60
10	v	v	v	v	–	80
11	v	v	v	v	–	80
12	v	v	v	–	v	80
13	–	v	v	v	v	80
14	v	–	v	v	v	80
15	v	v	–	v	v	80
16	v	v	v	v	–	80
17	–	v	v	–	v	60
18	v	v	–	v	–	60
19	v	v	–	v	v	80
20	–	v	v	–	v	60
21	v	v	–	v	v	80
22	–	–	v	v	v	60
23	v	v	–	v	v	80
24	–	v	v	v	v	80
25	v	v	–	–	v	60
26	v	v	–	–	v	60
27	v	v	–	v	v	80
28	v	v	–	v	v	80

NIT NR	S C O R E S					%
	01	02	03	04	05	
29	v	v	–	–	–	40
30	v	v	–	v	v	80
31	v	v	v	–	–	60
32	v	v	v	–	v	80
33	v	v	v	–	–	60
34	v	v	–	–	–	40
35	v	v	–	v	v	80
36	v	v	v	–	–	60
37	v	–	v	v	v	80
38	v	–	v	v	–	60
39	v	–	v	v	–	60
40	v	–	v	v	–	60
%	85	85	65	67	50	Σ2850

From the table above, on the average the students scores
of vocabulary test can be calculated as follows :

$$\frac{2850}{40} \times 100 \% = 71,25 \%$$

Table 4 : The Students' Scores of vocabulary test with the
use of the picture initial game in the teaching
learning process

NIT NR	SCORES					%
	06	07	08	09	10	
01	v	–	v	v	–	60
02	v	v	–	v	v	80
03	v	–	v	v	v	80
04	v	–	v	–	v	60
05	v	v	–	–	v	60
06	–	–	v	v	v	60
07	v	–	v	v	–	60
08	v	v	v	v	–	80
09	v	v	–	v	v	80
10	v	v	v	v	v	100
11	–	v	v	v	v	80
12	–	v	v	–	–	40
13	–	v	v	–	v	60
14	v	–	v	v	v	80
15	–	v	–	v	v	60
16	v	–	v	v	v	80
17	v	v	–	v	–	60
18	v	v	–	v	–	60
19	v	v	–	–	v	60
20	v	v	–	–	v	60
21	–	v	v	v	v	80
22	v	–	v	–	–	40
23	v	–	v	v	v	80
24	–	v	v	v	v	80
25	v	v	–	v	v	80
26	v	v	–	v	v	80
27	–	v	v	v	–	60
28	v	–	v	v	v	80

NIT N N N NR	S C O R E S					%
	01	02	03	04	05	
29	v	v	v	–	–	60
30	v	–	–	v	v	60
31	v	v	v	v	–	80
32	v	–	–	v	v	60
33	v	v	v	v	–	80
34	v	v	v	v	–	80
35	v	v	v	v	v	100
36	v	v	v	v	v	100
37	v	–	v	v	v	80
38	v	v	–	v	v	80
39	–	v	v	v	v	80
40	–	v	v	v	v	80
%	75	67	67	80	70	Σ2860

From the table above, on the average the students scores
of vocabulary test can be calculated as follows :

$$\frac{2860}{40} \times 100 \ \% = 71,50 \ \%$$

Table 5 : The Students´ Scores of vocabulary test with the
use of the nine = nine square mind = reading
trick in the teaching learning process

NIT NR	SCORES					%
	11	12	13	14	15	
01	v	v	v	–	v	80
02	v	v	v	–	v	80
03	–	v	–	v	v	60
04	v	–	v	v	v	80
05	–	v	v	v	v	80
06	v	–	–	v	v	60
07	v	v	v	–	v	80
08	–	v	v	v	v	80
09	v	v	–	v	v	80
10	v	–	–	v	v	60
11	v	–	–	–	v	40
12	v	v	v	v	v	100
13	v	v	–	v	v	80
14	v	v	v	–	–	60
15	v	v	v	v	v	100
16	v	v	v	v	v	100
17	v	–	v	v	v	80
18	v	v	v	v	v	73
19	v	v	v	–	v	80
20	–	v	v	v	v	80
21	–	v	v	v	–	60
22	v	v	–	v	v	80
23	–	v	v	v	v	80
24	v	v	v	v	v	100
25	v	v	–	v	v	80
26	v	v	–	v	v	80
27	v	v	–	v	v	80
28	–	v	–	v	v	60

N̄NIT NR	SCORES					%
	01	02	03	04	05	
29	v	v	v	v	v	100
30	-	v	v	v	-	60
31	-	v	v	v	v	80
32	-	-	v	-	v	40
33	v	v	-	v	-	60
34	v	v	-	-	v	60
35	v	v	v	v	v	100
36	v	v	v	v	v	100
37	-	v	v	-	v	60
38	v	v	-	v	-	60
39	-	v	v	v	-	60
40	-	-	v	v	v	60
%	67	82	65	77	85	Σ2980

From the table above, on the average the students scores of vocabulary test can be calculated as follows :

$$\frac{2980}{40} \times 100 \% = 74,60 \%$$

4.3 Data Interpretation

Based on the analysis of the data above, it can be seen that the results of the vocabulary tests with games was good. This finding was supported by the data that the avarage score of the vocabulary test was 72,45 % which lied between 70 - 79 % (see chp. III page 24).

In additon, it can be seen that the results of the vocabulary tests with the last letter game was good. This finding was supported by the data that the avarage score of the vocabulary test was 71,25 % which lied between 70 - 79 % (see chp. III page 24).

Furthermore, it can be seen that the results of the vocabulary tests with the picture initial game was good. This finding was supported by the data that the avarage score of the vocabulary test was 71,50 % which lied bet- ween 70 - 79 % (see chp. III page 24).

Moreover, it can be seen that the results of the vocabulary tests with the nine = square mind = reading trick game was good. This finding was supported by the data that the avarage score of the vocabulary test was 74,60 % which lied between 70 - 79 % (see chp. III page 24).

Finally, the table above can give information that the students large vocabulary achievement is good. it can be seen from the percentage of the items number 1 up to 15

The avarage percentage of large vocabulary is as follows :

$$\frac{1051}{15} \times 100\% = 70,06\%$$

4.4 Discussion

Based on the results of the data analysis, it was found that the result of the English vocabulary test done by the students who are taught by using games was good. This finding was supported by the score average of the students 72,45%.

More clearly, the students' acheievement of large vocabulary by providing games was good. It could be seen from the percentage of large vocabulary which had the figure of 70,06%.

Following the finding, it is clear that using games are useful and meaningful in teaching vocabulary because it can arouse the students' interest in learning English specially vocabulary. (Adenan, 1993:9).

CHAPTER V
CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the data analysis, data interpretation and discussion above, it can be drawn the following conclusions :

a. General conclusion :

The first year students' vocabulary achievement through the use of games at SLTP 2 Tanggul in the 1998/1999 academic year was good.

b. Specific conclusion :

1. The first year students' vocabulary achievement through the use of the last letter game at SLTP 2 Tanggul in the 1998/1999 academic year was good.

2. The first year students' vocabulary achievement through the use of the picture initial game at SLTP 2 Tanggul in the 1998/1999 academic year was good.

3. The first year students' vocabulary achievement through the use of the nine = square mind = reading trick game at SLTP 2 Tanggul in the 1998/1999 academic year was good.

5.2 Suggestions

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

1. The institution

   As an input for the consideration to make a policy in the teaching learning process especially for the teaching of vocabulary.

2. The teacher

   As the information to the English teachers that games is useful/meaningful in vocabulary teaching because the students can learn vocabulary by playing games.

3. The researcher

   As an input for other researchers who want to conduct other reseach in the semilar topic.

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	SUB VARIABLES	INDICATOR	DATA RESOURSES	RESEARCH METH...
A. Descriptive study on the use of games to vocabulary achievement of the first year students of SLTP 2 Tanggul in the 1998/1999 academic year	General Problem — To what extent is the use of games in the teaching learning vocabulary achievement of the first year students of SLTP 2 Tanggul in the 1998/1999 academic year. Specific Problem — To what extent is the use of the last letter games ? — To what extent is the use of the picture initial game ? — To what extent is the use of nine square mind = reading trick ?	— The use of games	— The use of the last letter games — The use of picture initial games — The use of Nine = Square mind = reading trick	— last letter games — picture initial year. 2. Informants a. The principal b. The English Teacher	1. Respondents The first year students of SLTP 2 Tanggul in the 1998/1999 academic year. 3. Data Collection Methods a. Primary Data 1. Test b. Supporting Data 1. Interview 2. Observation 4. Data Analysis — Using percentage with	1. Area Determination — Purposive Area 2. Responders Determination — Population Research 3. D... Notes : E = The total score n = The right answer N = The total items (Adopted from Ali, 1997)

$$E = \frac{n}{N} \times 100\%$$

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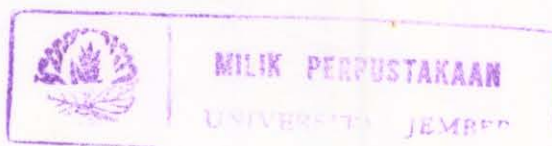
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appendix : I

Respondents of the first year Students of
SLTP Negeri 2 Tanggul in the 1998 – 1999 Academic Year

Number	N a m e s	Male	Female
01	Abdul Hadi	x	–
02	Abu Bakar	x	–
03	Adi Hermansyah	x	–
04	Alex Widodo	x	–
05	Ali Husnan	x	–
06	Aliyah	–	x
07	Andi Purwanto	x	–
08	Budi Santoso	x	–
09	David Mega S	x	–
10	Dewi Rahmawati	–	x
11	Didit Suryono	x	–
12	Dwi Lina Munarsih	–	x
13	Eko Prastowo	x	–
14	Elis Ratnawati	–	x
15	Eliya Fitriyanti	–	x
16	Emi Setyaningsih	–	x
17	Erna Wahyuni	–	x
18	Fathullah	x	–
19	Herul Ahmadi	x	–
20	Ihwan Wahyudi	x	–
21	Ike Santi	–	x
22	Karyadi Eka	x	–
23	Mohammad Fauzi	x	–
24	Muhammad Ali Usman	–	x
25	Muhammad Safaad	x	–
26	Novi Riawati	–	x

appendix : I

Number	N a m e s	Male	Female
27	Ribut Hariyadi	x	-
28	Rina Rosalinde	-	x
29	Riza Sri Wahyuni	-	x
30	Siti Rohima	-	x
31	Siti Salmawati	-	x
32	Slamet Riyadi	x	-
33	Sofiatun	-	x
34	Sugiatiningsih	-	x
35	Suhar Candra K	x	-
36	Sulfan Ardiansyah	x	-
37	Susilowati	-	x
38	Wiji Iswanti	-	x
39	Zaenal abidin	x	-
40	Zaenal Arifin	x	-

appendix : 2

The personnel of SLTP Negeri 2 Tanggul

Number	N a m e s	Position/Subject
01	Drs. Roestamadji, MM	Headmaster
02	Dra. Harnik Purwati	Vice-Headmaster Guidence and conc.
03	Maimunah	History teacher
04	Drs. S. Karman Hadi	Moslem teacher
05	Bambang Dwi Hartono	Local language teacher
06	Drs. Urifan	Economic teacher
07	Dra. Lilik Indriyati	Mathematic teacher
08	Abdul Ghofur	Geography teacher
09	Drs. Kusaini	Guidence and conse ling coord
10	Rudy Widiyanto SPd	Biology teacher
11	Solichin AMPd	Indonesian teacher
12	Sunanik SPd	Mathematic teacher
13	Drs. Sulardi P	Guidence an conce
14	Gufron SPd	physics teacher
15	Latif AMPd	English teacher
16	Nur Rochmad AMPd	physics teacher
17	Hermansyah AMPd	Indonesia teacher
18	Nunik W. R	Pancasila teacher
19	Sapto Hariyono SPd	Mathematic teacher
20	S u b a r i	Economic teacher
21	Catur Gegalang	English teacher
22	S a i n i AMPd	Indonesian teacher
23	Giri Pramudya AMPd	Mathematic teacher
24	Andik Susanto SPd	Javanesse teacher

appendix : 2

Number	N a m e s	Position/Subject
25	Heny W SPd	Biology teacher
26	M. Sulaji SPd	English teacher
27	Rakhman Toyib	English teacher
28	Dra. Siti Eko S	Biology teacher
29	Dra. Yuni K	History teacher
30	Dra. Eny K	Economic teacher
31	Drs. Asyik	Moslem teacher
32	Drs. Yudi K	physic teacher
33	Lilis Suryani	Art teacher
34	K o n i	Art teacher
35	L i n d a	English teacher

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
KANTOR WILAYAH PROPINSI JAWA TIMUR
SLTP NEGERI 2 TANGGUL
Jalan Urip Sumohardjo No. 65 Telp. (0336) 441363 Tanggul
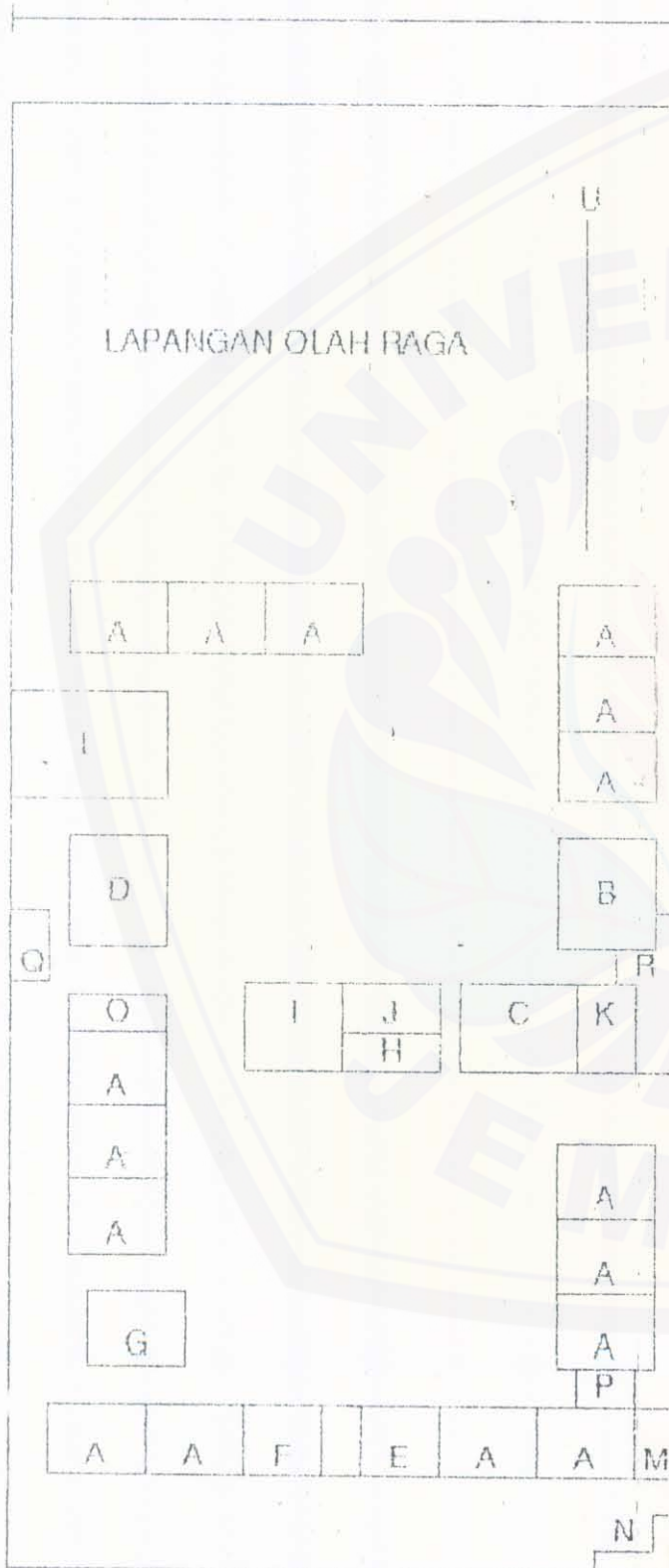
DENAH LOKASI
SLTP NEGERI 2 TANGGUL

SKALA : 1:500

KETERANGAN :

A. Ruang Teori/kelas	=	16
B. Ruang Perpustakaan	=	1
C. Ruang Ketrampilan	=	1
D. Ruang Lab. IPA	=	1
E. Ruang kep. Sek	=	1
F. Ruang Tata Usaha	=	1
G. Ruang Guru	=	1
H. Ruang UKS	=	1
I. Ruang Lab. BIG	=	1
J. Ruang BP/BK	=	1
K. Ruang KOPSIS	=	1
L. Ruang Ibadah	=	1
M. Rumah Penjaga	=	1
N. Tempat Sepeda Guru	=	1
O. Kamar Mandi/WC	=	1
P. Gudang	=	1
Q. Orincir	=	1
R. Kantin Siswa	=	1

LAPANGAN OLAH RAGA

U

A   A   A   A

A

A

I   B

D   R

Q

O   I   J   C   K
     H

A

A   A

A

A
G
P

A   A   F   E   A   A   M

N

JALAN URIP SUMOHARDJO 65 TANGGUL

Appendix : 4

The texts of the test.

J e n i s	: T e s t
K e l a s	: I (satu)
C a w u	: 3 (Tiga)
W a k t u	: 45 Menit

I, Find the words based on the explanation below. The first is done for you and the second word begins with the last letter of the first letter.

(E G G , : It come from a hen)

1. G - - - - - - - -   , It is an electrick mechine. We use it to play music.

2. - - - -   , The tests are not so difficult, because They are very ....

3. - - - - - - - -   ; When did you go ....?

4. - - - - - -   : What colour is your clothe ? It is ....

5. - - - - -   : Tono ...... a letter before going to the post office.

6. - - - - - - -   : Susi is studying....... because She will go to England.

II. Complete the sentences based on the first letter of the pictures. The example is given for you.

Orange Pencil Eagle Nut

: Don't OPEN the window, the weather is very hot.

7.   : You can ...... him in the class.

8.   : The girl has a .... hair.

9.   : Boby wants to see a ..... on TV.

10.   : The bird has been .... on the air.

III. Finds the words to complete the sentences based on the pictures below!

Example :
You go to this person when you have toothacche.
She is a .dentist..

11. Nancy is .... panoramas of Animals and Plants.

12. Mr. Smith's hobby is ....

13. Her dancing is very ....

14. This person delivers letters in the ....

15. The people in the picture below are playing ....

Appendix : 4

Key Answer of the test.

I. 1. Gramaphone
   2. Easy
   3. Yesterday
   4. Yellow
   5. Write
   6. English

II. 7. Meet
    8. Lank
    9. Polo
   10. Seen

III.
    11. Painting
    12. Fishing
    13. Beautiful
    14. Post Office
    15. Chess.