

USING GOT IT GAME TO IMPROVE THE SEVENTH GRADERS' VOCABULARY MASTERY AT MTS AL-AZHAR MALANG

Muhammad Luthfi Abdillah
Institut Keislaman Abdullah Faqih Gresik, Indonesia
E-mail: Alfaqirminrohmatillah07@gmail.com

Abstrak: Artikel ini bertujuan untuk menggambarkan cara "mendapatkannya" dalam meningkatkan penguasaan kosakata siswa kelas tujuh di MTs Al-Azhar Malang. Desain penelitian dalam penelitian ini adalah desain penelitian tindakan kelas (PTK) di mana peneliti bertindak sebagai guru yang memimpin kegiatan mengajar. Data diperlukan dari dua sumber utama: yang kualitatif dan yang kuantitatif. Kualitatif diambil dari daftar observasi dan catatan lapangan sedangkan kualitatif diambil dari hasil studi pendahuluan dan tes yang diberikan pada akhir siklus. Subjek penelitian ini adalah 20 siswa siswa kelas tujuh MTs Al-Azhar Malang tahun akademik 2017-2018. Siklus penelitian ini terdiri dari empat langkah utama: perencanaan, implementasi, pengamatan, dan refleksi. Temuan penelitian ini menunjukkan bahwa penggunaan "*Got It Game*" dengan topik kosakata komunikasi bahasa Inggris sehari-hari, pekerjaan orang, dan perawatan dan penampilan pribadi dapat meningkatkan prestasi penguasaan kosakata siswa.

Kata Kunci: Game, Penguasaan Kosakata.

Introduction

Teaching English vocabulary is an important area worthy of effort and investigation. Recently methodologists and linguists emphasize on and recommend in teaching vocabulary because of its importance in language teaching¹. Teaching vocabulary is a major part of the teachers' art. In learning a foreign language, vocabulary plays an

¹ Nova Pravita Rus Diana, "The Advantages And Disadvantages of Using Games in Teaching Vocabulary to The Third Graders of Top School Elementary School English Diploma Program Faculty of Letters and Fine Arts" (Sebelas Maret University, 2010).

important role. It is one element that links the four skills of speaking, listening, reading and writing all together.² In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Learning vocabulary is an important instructional aim for teachers in all content areas in middle grades schools.

Vocabulary learning is a continual process of encountering new words in meaningful and comprehensible contexts. Vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses. in learning a foreign language, vocabulary plays an important role³. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Besides that, vocabulary is an important part to master English well⁴.

From the explanations above, it can be known that there are many experts explained their theory about the importance of mastering vocabulary for language learner. So, there is no denying for every student to master vocabulary if he or she wants to master a language. Unfortunately, the importance of vocabulary does not make students have good spirit and motivation in learning it.

These kinds of problem happen to many students. For example, this problem happened in Vietnam as stated in the Huyen and Nga's research in 2003. They stated that eventhough students realize the importance of vocabulary when learning language, most students considered as boring, as they have to memorize unfamiliar words and spelling.⁵ "learning vocabulary has been considered as boring subject for a long time and the traditional way of learning vocabulary by more copying and remembering has shown to be less than effective"⁶.

² Pisut Tunchalearnpanih, "Using Games on P . 6 Students ' Vocabulary Learning," 2012, 816–25.

³ William P Bintz, "Teaching Vocabulary Across the Curriculum," no. March (2011): 44–54.

⁴ Ali Sorayaie Azar, "The Effect of Games on EFL Learners ' Vocabulary Learning Strategies," 2012, 252–56.

⁵ Nguyen Thi Thanh Huyen, "Learning Vocabulary through Games," *ASEAN EFL JOURNAL*, n.d., 15.

⁶ Azar, "The Effect of Games on EFL Learners ' Vocabulary Learning Strategies."

This problem also happened to the seventh grade students in MTs Al-Azhar especially class VIIA. Based on the preliminary study, the researcher found that the students get difficulty in understanding the questions and also difficult to deliver their answer because they didn't have enough vocabulary to express their idea. Besides that, there are only some of them that can translate and comprehend the text. There are several reasons why the students do not master the vocabulary. First, they feel bored when they should memorize vocabulary which is given by the teacher. Second, they feel bored when they look for vocabulary in the dictionary. The last, they often forget the vocabulary that they have memorized because it is not contextual. It means that the vocabulary on the textbook do not represent the words which they should deliver when they communicate in English.

Based on the problems which are stated above, researcher needs to find the solution to the problems. After reading some previous studies, he found that teaching English for junior high school, especially for the seventh grade is the same as teaching English for elementary school. As stated by Dodson (1972:28) (in Widayati, 2009:1), "The students of junior high school are generally regarded to be at an elementary level, so elementary level dialog are appropriate to them". Besides that, Venon (2006) (in Widayati 2009:2) also said that "Making your classes fun so that the children want to come and not bored". Teaching English for junior high school especially for seventh grade is different from teaching English for adult, because they have specific characteristic such as prefer learning by doing, playing game, role play, etc. Therefore, it should be found the effective way in teaching vocabulary in order that the students enjoy learning vocabulary.

In solving the students' problem in learning vocabulary, the researcher proposed the use of games as a problem solving. First reason is learning through game could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation, and spontaneity, reinforcing learning, improving intonation and building confidence⁷. Vocabulary mastery is very important for language learner. Therefore, it is important to know the definition of vocabulary. There are some experts who define vocabulary. "vocabulary is an area that is quite

⁷ Huyen, "Learning Vocabulary through Games." Huyen.

heavily researched and discussed, especially by applied linguists and language teachers. Anyone interested in the field should consult the established books on the topic”⁸.

In addition, The American Heritage Dictionary defines vocabulary as “the sum of words used by, understood by, or at the command of a particular person or group”⁹. Uberman (1998) affirms the helpful role of games in vocabulary teaching after quoting and analyzing different opinions of expert¹⁰. From her own teaching experiences, she observed the enthusiasm of her students in learning through games. She considers games as a way to help students not only enjoy and entertain with the language they learn, but also practice it incidentally.

Besides that, in teaching vocabulary the teacher should be able to create some various fun activities. The aim of that way is to make the student easier in understanding the materials and easier in memorizing the new word. Through experiences with situations in which a language is used by the students, they will be easy to learn and used the language¹¹. “Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming”¹². The game that are used in this study is “got it”. This game is appropriate to be used with collections of vocabulary items. The game is the kind of guessing which often include in vocabulary games¹³. The researcher needs to do the research because mastering vocabulary easily and fun is needed by students and teachers. So, teaching vocabulary through game is intended to be a solution because learning through game Is a good way for students. “Games also help the teacher to create contexts in

⁸ David Y W Lee, “Defining Core Vocabulary and Tracking Its Distribution Across” 29, no. 3 (2001): 250–78.

⁹ “Teaching and Developing Vocabulary: Key to Long-Term Reading Success,” n.d.

¹⁰ Josephine Rama et al., “Using Games in English Language Learning,” 2007.

¹¹ Diana, “The Advantages And Disadvantages of Using Games in Teaching Vocabulary to The Third Graders of Top School Elementary School English Diploma Program Faculty of Letters and Fine Arts.”

¹² Rama et al., “Using Games in English Language Learning.”

¹³ Diana, “The Advantages And Disadvantages of Using Games in Teaching Vocabulary to The Third Graders of Top School Elementary School English Diploma Program Faculty of Letters and Fine Arts.”

which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information”.¹⁴

Besides that, “Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication”¹⁵. Besides that, the result of the research can be implemented in the classroom. The result of the study can be a reference for teachers in teaching vocabulary mastery to their students. When teacher implement the result of this research in their teaching and learning process, the classroom atmosphere is hoped to be more interesting and attractive. Besides that, the students are expected to be more active, confident, and have more chance to learn by physical activity. Therefore, the researcher wants to conduct a research to know how the use of game can improve vocabulary mastery of seventh grade students of MTs AL-AZHAR Malang. Based on the research problem, the purpose of this study is to describe the process of improving students’ vocabulary mastery of seventh grade students of MTs AL-AZHAR Malang.

Review of Related Literature

There are two kinds of vocabulary. They are: receptive vocabulary and productive vocabulary. *Receptive* vocabulary refers to the words that native speakers and foreign learners recognize and understand. It is used passively in either listening or reading. *Productive* vocabulary is the term for speaking and writing. Therefore, it can be concluded that vocabulary can be presented in four units. They are reading vocabulary, listening vocabulary, speaking vocabulary and writing vocabulary.

- Reading vocabulary consists of the word found by people when they are reading.
- Listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television.
- Speaking vocabulary includes the words people used in their daily life and conversation.

¹⁴ Huyen, “Learning Vocabulary through Games.”

¹⁵ Rama et al., “Using Games in English Language Learning.”

- Writing vocabulary that consist of the word people use in writing essay, reports, letter, etc¹⁶.

Vocabulary is defined into several types. Listening vocabulary, the word we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore babies are listening during all their waking hours-and we continue to learn new words this way all of our lives. Speaking vocabulary, the word use when we speak. Our speaking vocabulary is relatively limited: most adults use a mere 5000 to 10000 words for all their conversation and instruction. Reading vocabulary, the words we understand when read text, we can understand many words that we do not use in our speaking vocabulary. Writing vocabulary, the words we can retrieve when we read to express our selves¹⁷. Vocabulary is categorized in several levels based on the difficulty level. Vocabulary intervention involves three tiers:

- Tier 1 – basic words (happy, clean, fast)
- Tier 2 – high frequency words; mature language users; multiple meaning; used in many settings (cluster, sympathy, estimate)
- Tier 3 – low frequency, specific to classes such as: science/math/social studies (lathe, chasm, warp)

There are approximately 7000 words in tier 2. Teach 400 per year or 10 per week. Research shows this will have an impact. For students who are on intervention or IEPs and need a reduced set of words and frequent repetition, 3 words a week should be chosen and reinforced in reading and writing.

Researcher need to determine a comprehensive approach in teaching and developing vocabulary. Therefore, it is stated some theories related with vocabulary. A comprehensive approach to teach and develop vocabulary. They said that the amount of vocabulary that students need to acquire each year was staggering in scope, estimated to be about 3000 word a year. Therefore, a comprehensive approach consisting of the following components needs to be in place.

1. Use “instructional” read-aloud events.
2. Provide direct instruction in meanings of cluster of words and individual word.

¹⁶ Paul Nation, “Teaching Vocabulary,” *ASEAN EFL JOURNAL*, 2001.

¹⁷ Jeanne Mccarten, *Lessons from the Corpus , Lessons for the Classroom*, n.d.

3. Systematically teach students the meaning prefixes, suffixes, and root words.
4. Link spelling instruction to read and vocabulary instruction.
5. Teach the effective, efficient, realistic use of dictionaries, thesauruses, and other reference works.
6. Teach, model, and encourage the application of a word-learning strategy.
7. Encourage wide reading.
8. Create a keen awareness of and a deep interest in language and words¹⁸.

It's almost impossible to say exactly how many words there are in English. The Global Language Monitor, which tracks language trends, especially in the media, has counted up to almost a million at 988,968. Webster's Third New International Dictionary, Unabridged, together with its 1993 addendum, includes around 470,000 entries.¹⁹

Despite such difficulties, researchers have tried to estimate how many words native speakers know in order to assess the number of words learners need to learn. Estimates for native speakers vary between 12,000 and 20,000 depending on their level of education. One estimate is that a native speaker university graduate knows about 20,000 word families, not including phrases and expressions. Current learners' dictionaries such as the Cambridge Dictionary of American English include "more than 40,000 frequently used words and phrases." This huge number of items presents a challenge that would be impossible for most English learners, and even for many native speakers.²⁰

In this research, the researcher chooses game as a way in teaching vocabulary. This way is chosen because game is considered as one of the best ways in teaching vocabulary in the beginner of language learner. "children learn and develop the fastest when they are at play. Games add an element of fun and help to stimulate thinking as well as to motivate learning. Language games can provide challenges to young minds and provide a competitive element that

¹⁸ "Teaching and Developing Vocabulary : Key to Long-Term Reading Success."

¹⁹ Mccarten, *Lessons from the Corpus , Lessons for the Classroom*.

²⁰ Mccarten.

enhances effective learning. Language games can be used to engage students in cooperative and team learning”.²¹

Games can be designed to stimulate the different social contexts in the real world. Within artificially defined limits, games can provide an opportunity for real communication and bridge the gap between the classroom and real world²². In addition, Language games thus allow the use of meaningful and useful language which is used in real contexts and are able to provide a chance for pupils to use the language that they have learn.²³

Learning vocabulary has been considered a boring subject for a long time and the traditional way of learning vocabulary by mere copying and remembering has shown to be less than effective. Many experts of language teaching methodology also agree that playing games is a good way to learn vocabulary. Games associated with a feeling of happiness. For this reason, most learners appreciate games and enjoy to participate them even if they are not familiar with their rules.²⁴

In learning a foreign language, Vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together²⁵. According to Ghada sari “students learning a foreign language – most of the time – tend to forget or misuse new words”. This (forgetting and misusing) is due to many factors the most important of which are: 1) words are not properly stored in students’ minds; 2) they are not practiced enough; 3) they are not related to students own experiences and interests.

Thus, games play a very important role in learning vocabulary. The discussion above shows that vocabulary is one of the components of language. There are no languages that exist without words. It is not easy to teach vocabulary, especially the new vocabulary to junior high school students because teaching is needs explanation for each part. Teaching vocabulary to children is different from teaching adult. We must have extra power to teach them,

²¹ Rama et al., “Using Games in English Language Learning.”

²² “ Mrs Cheong Choy Ying Jurong Mrs Koh Row Lee Ms Au Yong Luei Luei Jurongl.”

²³ Huyen, “Learning Vocabulary through Games.”

²⁴ Mahmud Malissa Maria and Ismail Othman, “Fostering Vocabulary Enhancement through Language Games in the Context of Blended Learning Environment,” 2013, 13–26.

²⁵ Huyen, “Learning Vocabulary through Games.”

because the children have certain characteristics and need treatment. So we must give the basic vocabulary to them to make them understand in English. Teaching vocabulary to junior high school must be easy and enjoyable for the students. It is intended the students easy to keep the new words in their mind.

Mastering vocabulary is very important for students who learn English or a certain language. Similarly holds that knowledge of vocabulary is the most important factor in showing a learner's abilities in listening and speaking. It means that The mastery of vocabulary can support them in speaking and listening when they are communicating with other people. They are not only used vocabulary in school, but also outside.²⁶

It can be concluded that vocabulary is central language and central of learning a foreign language. Because in speaking, reading, listening, writing, it is used vocabulary, without a sufficient vocabulary students cannot communicate well, so vocabulary is very important to learn.

Teaching vocabulary is not easy to do. Some people think that teaching vocabulary wasted time, because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than another aspect of language, such as grammar, speaking, reading, and writing. If students know more vocabulary, it will be easy for them to learn another aspect of the English language.

Teaching vocabulary in the primary school is very essential. The teacher should give certain attention in teaching vocabulary. The teachers should teach the words that related to the students' life by using the appropriate strategy, media, technique, etc. The teacher should adjust them based on the level of students and they can use the words which they want to use. If the teachers want students to remember new vocabulary, it needs to be learnt in context, practiced, and then revised to prevent students from forgetting. As the teacher must make sure that the students have understood with new word.

Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels. In learning the four language skills (listening, speaking, reading, and writing), vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge

²⁶ Maria and Othman, "Fostering Vocabulary Enhancement through Language Games in the Context of Blended Learning Environment."

of words because they will get nothing without vocabulary. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills. The researcher chooses vocabulary as the topic of the research because it is regarded as the key in learning a language especially English. People who have enough vocabularies will be easy to express their ideas.

All aforementioned information point out that “the most important advantage of using games in teaching English is to vividly learn English based on real life situation without anxiety or stress. Therefore, the use of game is considered as the good way in teaching vocabulary mastery.²⁷

There are numerous benefits that come with using games to help pupils improve in their communicative ability. The step in teaching vocabulary by using game :

1. Asking students to answer the question based on the explanations
2. Doing simulation about the games
3. Implementing of game
4. Asking students whether they have understood or not
5. Clarifying the result of students' answer.²⁸

Research has shown that children learn and develop the fastest when they are at play. Games are also highly motivating and help pupils to make and sustain the effort of learning. Another advantage of using games for the language class is that they encourage pupils to interact and communicate.²⁹ In addition, language games can provide challenges to young minds can be used to engage children in cooperative and team learning.³⁰ Finally, games also provide a cooperative element that enhances effective learning as they keep learners interested³¹.

Research Method

The research design of this study is classroom action research (CAR). In this research, the researcher is trying to improve students'

²⁷ Amonrat Chirandon et al., “The Effects of Teaching English through Games,” n.d., 1–8.

²⁸ Azar, “The Effect of Games on EFL Learners’ Vocabulary Learning Strategies.”

²⁹ Tunchalearnpanih, “Using Games on P . 6 Students’ Vocabulary L Earning.”

³⁰ Chirandon et al., “The Effects of Teaching English through Games.”

³¹ Tunchalearnpanih, “Using Games on P . 6 Students’ Vocabulary L Earning.”

vocabulary through games. Principally the researcher examined the teaching and learning to improve students' learning, observing what happen in the class, managing the class, and controlling the students' vocabulary achievement in each sequence. "Action research is the systematic collection of information that is designed to bring about social change. Action research is a type of applied research in which the research is actively involved in the cause for which the research is conducted. Both qualitative and quantitative methods can be used in action research".³²

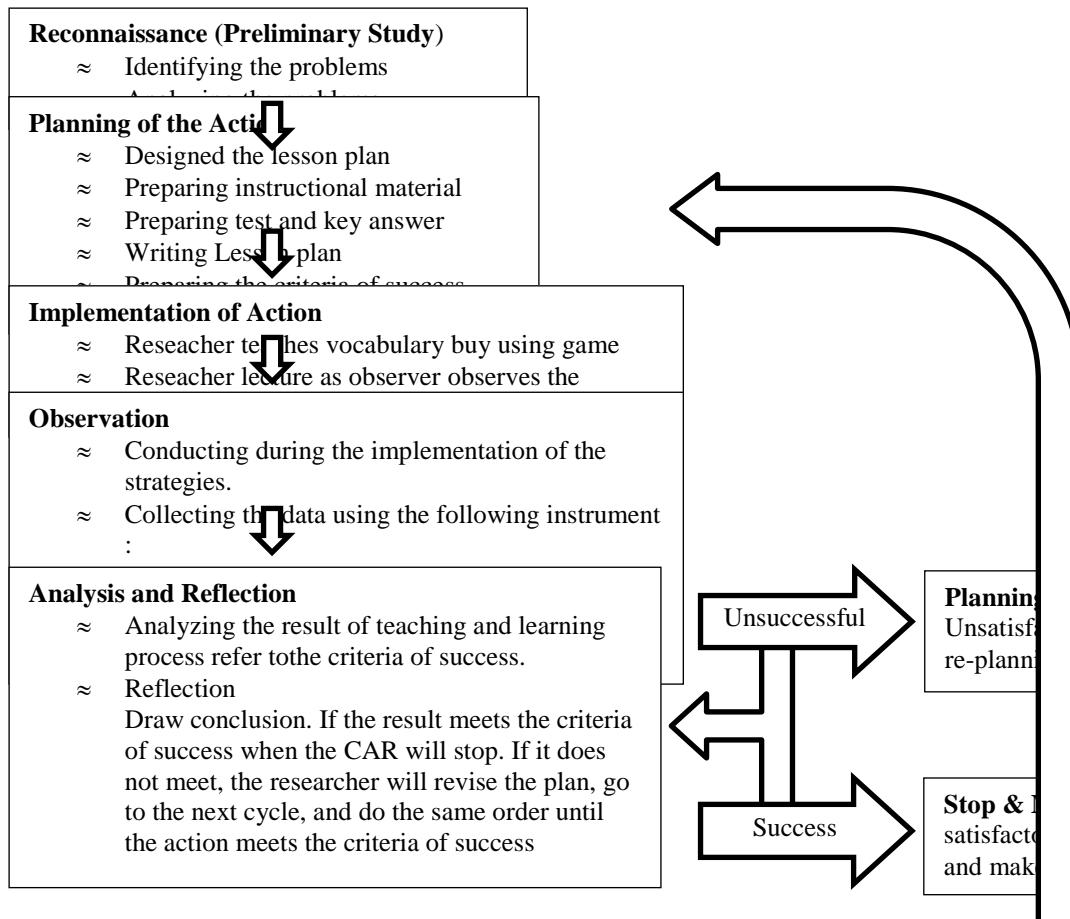
The researcher was English teacher in extra class of MTs Al-Azhar Malang. This research conducted at MTs Al-Azhar Malang on KH Maling Street Buring Kedungkandang Malang. The researcher used all population in the class and the population was 20 Students of second grade of VIIA of MTs Al-Azhar Malang. In this study, the researcher only takes one class as subject of study because he have limitation in time allocation because the researcher intends to conduct eight meetings in a cycle. Besides that, he can't do the research in several classes because he has limitation in school system, energy, and finance. Based on the problems that had been around to the subject of the research, it indicated that students had low ability in the vocabulary mastery.

In this classroom action research, the researcher needed to play a number of roles during teaching and learning activities in the classroom. The researcher explained the research procedure start from research preparation including preliminary study. Next was research implementation which includes planning, implementation, observation and reflection. The researcher would possibly conduct this research in one cycle. The preparation of the research in this field was necessary. The researcher analyzed the problems in the class. In this case, he found the problems of students were some difficulties in learning English especially in learning vocabulary mastery.

Based on that problem, the researcher proposed a technique to solve this problem. The technique that was used to improve students' vocabulary mastery was games. The researcher knew the students' problem based on observation and data. The following is the class action research procedure used.³³

³² Tunchalearnpanih.

³³ David Hopkins, "A Teacher ' s Guide to," n.d.



Before implementing the action, he did preliminary study at the classroom to find urgent issues in selecting the subject of study. After that he decided the criteria of success to measure the improvement of students' vocabulary and to measure the success of the study. In the preliminary study, the researcher checked the students' vocabulary by spoken and written test. He checked the students' vocabulary by interviewing the students using English and the result of previous test. The questions that given by the researcher based on the textbook that was used in English lesson. From the result of the tests, the researcher found that the students had some problems in mastering vocabulary.

Based on the preliminary study, the researcher found that the students got difficulty in understanding the questions and also difficult to deliver their answers because they didn't have enough vocabulary to express their ideas. Besides that, the teacher also test the students by asking them to explain the meaning of some vocabulary but only some often who can answered. Based on these finding, the researcher's decided to improve students' vocabulary mastery. As a measurement to know the target which must be achieved in this study, it was needed to decide the criterion of success. The criteria of success were based on the researcher observation during teaching and learning activities and also from mean score of students' vocabulary test. In this case, the researcher found the mean score of the students was 70 whereas the standard of this school was 75. From 20 Students, the students that reach minimum standard mastery in the class were 10 students. He intended to increase the students' mean score from 70 to 75 after implementing the games which would be used in his action research.

After knowing preliminary study and the criterion of success, the researcher implemented the techniques in the classroom, the researcher prepared everything to support the action in applying the teaching and learning of teaching vocabulary through games, such as:

1. Designing teaching scenario
2. Preparing the instructional material.
3. Preparing test and key answer
4. Writing lesson plan.
5. Preparing the criteria of success

The implementation of cycle I was conducted in four meetings. The researcher intended to use one meeting for simulation of game in the class, two meetings were for treatment, one meeting was for review and test in the form of game competition. Cycle I was conducted from Monday, 7 May 2017 to Tuesday, 15 May 2018 and it was conducted in four meetings. Two meetings were for treatment then one meeting was for review and test. The researcher had created lesson plans for each meeting. In order to be able to evaluate this activity, the researcher used same instruments. These are observation checklist, field note, and test.

Observation checklist was used to know the development of students during teaching and learning process. Each development of students should be taken to monitor students' progress. Next is field

note. Field note was an instrument to record any information during activities. In this field note, the researcher took notes regularly while teaching students. The aim of fieldnote was to know the progress and record activities, or events in the teaching and learning process. Besides that, the reasearcher gave a test to the students to get their score to measure their achievement in the mastery of vocabulary. The test consisted of forty questions, it was written test. The test would carry out in the last of research. The tests consisted of forty questions. It was divided into three types of questions. First was multiple choices, the next was translating, and the last was matching the word. Multiple choices and matching the words consisted fifteen questions for each while the translating the words consisted ten questions.

The data is analyzed as quantitative and qualitative data. The result of analysis to know the whether the implementation of action is success or not. So, the decision whether to stop or continue the next cycle can be taken. The quantitative data is obtained from the result of the percentage of the students' involvement in vocabulary test while the data which is obtained from the result of field not and observation check list are categorized as qualitative data.

FINDINGS AND DISCUSSIONS

The data is analyzed as quantitative and qualitative data. Based on The test of this cycle was conducted on Tuesday 15 May 2018. The test was used to measure the students' vocabulary mastery after implementing games in teaching vocabulary for seven meetings. As stated in the criteria of success, the minimum score of the students was 75. Therefore, he wanted the mean score students achieved 75. The previous mean score of the students was 70. After checking the students answered from the test, he got the students' score. It showed that the students' average score was 83.35. It showed that the students' average score was higher than the minimum standard of students' average score.

Based on the report of field note, the researcher found that the students were highly motivated and enthusiastic in learning vocabulary through games. In addition, they looked enjoy the teaching and learning process. It was showed by the large numbers of students who tried to answer the question. Besides that, the students had improvements in their activeness when the researcher implemented games in teaching vocabulary mastery. They were not nervous and confident in saying English sentences. These statements

were based on the students' braveness in answering questions and giving clues to their friends. In addition, teaching vocabulary mastery created the students interest in learning English because they felt fun in doing these activities. The activity also made a competitive atmosphere which made students have motivation to do the activity during teaching and learning process.

In addition, by implementing this game they learnt about the importance of the teamwork in a group.

Table 1 : The students' vocabulary test result in using technique.

NO	NAME	CLASS	SCORE
1	R H	VII A	78
2	R W	VII A	80
3	M I F	VII A	78
4	S P R	VII A	83
5	R	VII A	85
6	M J	VII A	90
7	N P	VII A	90
8	R A	VII A	78
9	M S	VII A	85
10	A A	VII A	80
11	M F	VII A	80
12	I F	VII A	78
13	A A	VII A	90
14	H	VII A	85
15	K H	VII A	85
16	A	VII A	80
17	D U H	VII A	87
18	Z Q	VII A	85
19	F Z	VII A	85
20	A A	VII A	85

Table 2 : The analysis of students' vocabulary test result in cycle I

NO	<i>X</i>	<i>f</i>	<i>Fx</i>
1	78	4	312
2	80	4	320
3	85	7	595
4	83	1	83
5	90	3	270

6	87	1	87
	$\Sigma x = 503$	$\Sigma f = 20$	$\Sigma fx = 1667$

$$N = 20$$

$$M = \frac{\Sigma fx}{N}$$

$$= \frac{1667}{20}$$

$$= 83,35$$

Based on the data which was gotten after analyzing the students' test result, the researcher did the reflection to know the progress during teaching and learning process. It was known that the average score of the students were 83.35. Based on this result, it was concluded that the implementations of games in teaching vocabulary mastery were significantly increased the ability of students in mastering vocabulary. The result of test was higher than the minimum criteria of success in this study. It showed that this study was successful. Based on the improvement of the students' ability in mastering vocabulary by implementing games during teaching and learning process, it could be concluded that the use of games in teaching vocabulary mastery was effective. "there are numerous benefits that come with using games to help pupils improve in their communicative ability³⁴.

Research has shown that children learn and develop the fastest when they are at play. Games are also highly motivating and help pupils to make and sustain the effort of learning". Besides that, the students also motivated and challenged when they learnt through games. They also have high spirit when one team compete with other. Games automatically create the sense of competition of students. "games also provide a competitive element that enhances effective learning as they keep learners interested in". Therefore, the students could learn English more enthusiastic³⁵. In addition, the use of game could create relaxation in learning and fun situation in the classroom during process of teaching and learning process. This situation helped students to learn English without anxiety and stress. "The most

³⁴ Azar, "The Effect of Games on EFL Learners ' Vocabulary Learning Strategies."

³⁵ Tunchalearnpanih, "Using Games on P . 6 Students ' Vocabulary L Earning."

important advantage of using games in teaching English is to vividly learn English based on real life situation without anxiety or stress”³⁶. The result of the first cycle was success in improving the seventh graders’ vocabulary at MTs AL-AZHAR Malang. So, the researcher finished the research in one cycle. the treatments which were implemented during the research have been successfully increased the students’ average score in that class. The average score of students before implementation of the treatments was 70 and increased into 83.35. So, it increased 13.35 from the students score before treatment.

Based on the improvement of the students’ ability in mastering vocabulary by implementing games during teaching and learning process, it could be concluded that the use of games in teaching vocabulary mastery was effective. It was supported by Überman (1998). They argued that “there are numerous benefits that come with using games to help pupils improve in their communicative ability. Research has shown that the children learn and develop the fastest when they are at play. Games are also highly motivating and help pupils to make and sustain the effort of learning”³⁷

Besides that, the students also motivated and challenged when they learnt through games. They also have high spirit when one team competes with other. Games automatically create the sense of competition of students. “games also provide a competitive element that enhances effective learning as they keep learners interested”. Therefore, the students could learn English more enthusiastic.

In addition, the use of game managed to create relaxation learning and fun situation in the classroom during process of teaching and learning process. This situation helped students to learn English without anxiety and stress. “the most important advantage of using games in teaching English is to vividly learn English based on real life situation without anxiety or stress”³⁸.

Finally, the use of games was success in improving students’ vocabulary mastery because the result after treatment was higher than the minimum standard score in the criteria of success. In addition, the students not only increased their academic score but also increased their spirit, motivation, and enthusiastic in learning English. They also

³⁶ Chirandon et al., “The Effects of Teaching English through Games.”

³⁷ Azar, “The Effect of Games on EFL Learners’ Vocabulary Learning Strategies.”

³⁸ Chirandon et al., “The Effects of Teaching English through Games.”

felt relax, free from anxiety and stress because they did not need to memorize the vocabulary to master and memorized it. The use of games in learning vocabulary automatically made them memorize or even master the vocabulary.

CONCLUSIONS AND SUGGESTIONS

Based on the result of this research that conducted in one cycle, the researcher had some conclusions for this specific case which would be presented as follow. Some strategies were needed by English teachers in teaching English especially in teaching vocabulary mastery because it was a foundation of learning a language. Those strategies were needed to overcome the students' problem in understanding the lessons. The treatments which were implemented in this study had been proven as a good technique to improve students' vocabulary mastery. It showed in the result of the test after implementation of the research. The use of games in teaching vocabulary was needed to be viewed as one of techniques which should be used to help teacher and the students to achieve learning goals.

This technique helped the students to be fun, enjoy, and be confident during the class. It also made students to be more relaxes and helped them to reduce their stress and anxiety in understanding the lesson. Furthermore, by implementing games during teaching and learning process, the students were motivated and enthusiastic. Moreover, in the competition session, the students were highly motivated and showed the best to be the winner. In addition, by implementing this technique students also learnt how to make a good team work, how to be a good member in a group, and were trained to manage the role and strategies to win the game. It helped them to solve their problems in real life. The implementation of the language in the classroom, teacher should be more flexible in making some modifications. It should be appropriate with the students' condition and did everything as well as the procedure of teaching and learning process. In this study, the researcher used games in teaching vocabulary as a technique to improve vocabulary mastery of the students.

The researcher opened the class by greeting, praying, and checking the students' attendance list. After that, the procedures of the teaching and learning activities as follow; the researcher explained how to work with the games which would be used during the class.

Then, he divided students into some groups. Next, he implemented the games in the classroom. During the game, the researcher chose the best team and the best student in that game. After that, he gave feedback and ended the class by praying and greeting. The implementation of games based on the procedures above had improved students' vocabulary mastery of seventh grade of MTs AL-AZHAR Malang. It could be studied from the improvement score achievement from the students' score before implementation of the treatments and the students' score after getting treatments. The students' average score was significantly increased from 70 to 83.35. So, the improvement was 13.35. It was higher than the minimum standard score which expected by the researcher because the students' average score which was expected was only 75. So, he successfully achieved the target.

Suggestion to Teacher, based on the findings, the use of games as a technique in teaching English vocabulary mastery had improved the students' ability in mastering vocabulary. Therefore, the teachers were recommended to use games in teaching English especially in teaching vocabulary to their students. The teachers were suggested to use the games based on the procedures in this research but they were suggested to be more creative and realistic in implementing the games in their class in order to get better result and achievement. Besides that, they were also suggested to match the games with the classroom atmosphere and the students' characteristic. They were also suggested to divide the students into appropriate group in order that the students felt enjoy and did the best based on the role. Besides that, they should manage the group by mixing the students based on their ability in order that the game could be more attractive.

In addition, they were also suggested to give brainstorming in the beginning of the lessons by asking the previous lesson and also asking about the related topic that would be taught in that day. In the end of the class, they were suggested to give feedback to the students. Suggestions to the future researcher, the implementation of games in teaching vocabulary which was implemented in seventh grade of MTs AL-AZHAR Malang has showed the positive result. Therefore, the next researcher might conduct the same research by improving the techniques and conducted the research in different subjects or location to get a valid result.

Furthermore, next researchers were also suggested to implement the techniques and the procedures of the result into English skills such as improving speaking skill through games because speaking skill need the students' activeness. I taught that the technique and also the procedures in this study would be appropriate if the next researcher implemented in teaching speaking skill. If they would have more time, chances, and finance, they were suggested to have deeper research to get better findings of study.

REFERENCES

Azar, Ali Sorayaie. 2012. The Effect of Games on EFL Learners' Vocabulary Learning Strategies. *International Journal of Basic and Applied Science of Insan Akademika Publications*. Vol. 01, No. 02. Oct 2012.

Bintz, William P. 2011. *Teaching Vocabulary Across the Curriculum. Middle School Journal on March*.

Chirandon, A., Laohawiriyanon, C., Rakthong, A. 2010. *The Effect of Teaching English through Games*. Prince of Songkhla University.

Cohen, B. 2010. Vocabulary Games For Middle School. *eHow Contributor*. updated: May 27, 2010

Diana, Nova Pravita Rus. 2010. *The Advantages and Disadvantages of Using Games in Teaching Vocabulary to the Third Graders of Top School Elementary School. Final Project Report*. Surakarta: Sebelas Maret University

Ersoz, Aydan. 2000. 'Six Games For The EFL/ESL Classroom'. *The Internet TESL Journal*, Vol. VI, No. 6.

Ghada Sari, as cited in Rohani & Pourgharib. 2013. The Effect of Game on Learning Vocabulary. *Department of English Language Teaching, Science and Research Branch, Islamic azad University, Gorgan, Iran*.

Huyen N, NgaK. 2003. *Learning Vocabulary through Games*. Cambridge: Cambridge University Press.

Harmer, Jeremy. 2007. *Practice English Language Teaching*. England: Pearson Longman.

Hopkins, D. 1985. *The Teacher's Guide to Classroom Action Research*. London: Open University.

Huyen, Nguyen Thi Thanh & Nga, Khuat Thi Thu (2003). *Learning Vocabulary through Games, the Effectiveness of Learning Vocabulary through games*. Asean EFL Journal. Retrieved From Http://Www.Asian-Efl-Journal.com/dec_03_sub.Vn.php.

Lee, David Y. W. 2001. *Defining Core Vocabulary and Tracking Its Distribution Across Spoken and Written Genres*. London: Sage Publication.

McCarter, Jeanne. 2007. *Teaching Vocabulary lessons from the Corpus, Lessons for the Classroom*. USA: Cambridge University Press 2007.

Montgomery, K. Judy. 2007. *The Bridge Of Vocabulary: Evidence Based Activities For Academic Success*. (NCS Pearson INC).

Pikulski, J. J., Templeton, S. 2004. *Teaching and Developing Vocabulary: Key to Long-Term Reading Success*. U.S.A: Houghton Mifflin Company.

Rama, J., Ying, C., Lee, K., Luei, A. 2008. *Using Games in English Language Learning*. Jurong.

Sukamto. 2009. *Improving the First Year Students' Vocabulary by Using Games At MTsN Banyuwangi II in Academic Year of 2009/2010*. Thesis. Malang: Islamic University Of Malang.

Uberman, Agnieszka. 1998. The Use of Games For Vocabulary Presentation And Revision. *Forum*' Vol. 36 No 1, January-March.

Vossoughi H, Zargar M. 2009. *Using Word-Search-puzzle Games for Improving Vocabulary Knowledge of Iranian EFL Learners*. Journal of Teaching English as a Foreign Language and Literature of Islamic Azad University of Iran, 1 (1): 79-85.

Widiyati, Uuk. 2009. *Using Games Through Role Play to Improve Vocabulary Mastery at the First Grade of SMP 1 Banyuanyar Probolinggo*. Skripsi. Malang: Islamic University Of Malang.