

**IMPROVING VOCABULARY MASTERY OF VII GRADE STUDENTS IN
SMP 2 GRABAG THROUGH GAMES
IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

Presented as a partial fulfilment of the requirements for the attainment of the
Sarjana Pendidikan Degree on the English Education Department



By:

Retnaningtyas Wulandari Wisnu Putri

08202241016

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

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APPROVAL SHEET

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Sarjana Pendidikan Degree in English Education**



First Supervisor

Prof. Suwarsih Madya, Ph.D
NIP 19520715 197703 2 002

Second Supervisor

Dwiyan Pratiwi, M.Hum
NIP 19770118 200112 2 001

RATIFICATION

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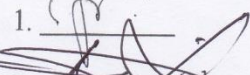
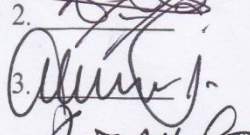
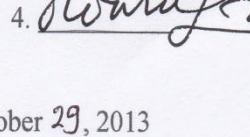
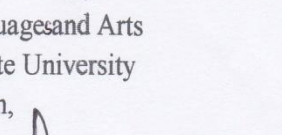
Retnaningtyas Wulandari Wisnu Putri

08202241016

Accepted by the Board Examiners of Faculty of Languages and Arts,
Yogyakarta State University on October 23, 2013 and Declared to Have
Fulfilled the Requirements for the Attainment of the Degree of *Sarjana*
Pendidikan in English Education

BOARDS OF EXAMINERS

Chairperson : Dra. Jamilah, M.Pd
Secretary : Dwiyani Pratiwi, M.Hum
First Examiner : Dr. Margana, M.Hum., M.A
Second Examiner : Prof. Suwarsih Madya, Ph.D

1. 
2. 
3. 
4. 

Yogyakarta, October 29, 2013
Faculty of Languages and Arts
Yogyakarta State University
Dean,


Prof. Dr. Zamzani, M.Pd.
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertandatangan di bawah ini, saya:

Nama : Retnaningtyas Wulandari Wisnu Putri

NIM : 08202241016

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni, Universitas Negeri Yogyakarta

menyatakan bahwa karya ilmiah yang berjudul *Improving Vocabulary Mastery of VII Grade Students in SMP 2 Grabag through Games in the Academic Year of 2012/2013* ini adalah hasil pekerjaan saya sendiri.

Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya hal itu menjadi tanggung jawab saya.

Yogyakarta, October 2013

Penulis,



Retnaningtyas Wulandari W.P



MOTTOS

*Verily, those who believe
(in the Oneness of Allah),
and in His Messenger Muhammad
(Peace be upon him)
including all obligations ordered by Islam
and do righteous good deeds,
they are the best of creatures.
[Al-Bayyinah 98: 7]*

*"Life is not about the person who is true to your face. But about the one
who is true behind your back."*

-Anonym-

*"If you aren't making any mistakes, it's sure sign you're playing it
too safe."*

-John Maxwell-

*"If you have a dream, go to it. If you cannot go, crawl to it. If you cannot crawl,
face the direction of that dream!"*

-Anonym-



DEDICATIONS

This piece of writing is most respectfully dedicated to:

*Mama, Papa ...
For all that you've been to me,
For all you've done for me,
For all that you are.....*

I love you ♥



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Alhamdulillahirobbil'alamin. This thesis will not be finished without contributions of many people, in different ways, of course. I would like to express my appreciation since I did not do this project alone and they made this possible especially to the following.

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As a final point, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticisms, comments and suggestions for the improvement of this thesis. However, I wish this thesis would give precious contribution to the improvement of the English teaching and learning.

Yogyakarta, October 2013

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ABSTRACT

This study was aimed at improving the vocabulary mastery through the use of games among grade VII students of SMP 2 Grabag in the academic year of 2012/ 2013. Based on the identification of the problems, the students had some problems in mastering vocabulary.

This action research study was conducted in grade VII of SMP 2 Grabag. It consisted of two cycles with three meetings for each one. The data were qualitative in nature. They were obtained from observations during the teaching and learning process, interviews with the students and the English teacher, and from the photographs. The data were in the forms of vignettes, interview transcripts, and photographs. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Time triangulation and investigator triangulation were also applied to check the trustworthiness of the data.

The results of this study showed that there were improvements of students' vocabulary mastery. It could be seen from the results of classroom observation toward students' achievement during the lesson. The students' involvement during the implementation of the games was improved. It showed the better results instead of before the actions. In addition, the implementation of the games and the complementary actions were successful to help the students in memorizing and understanding new words easily. Finally, they could implement those vocabulary in the written tasks given correctly. In conclusion, the students' vocabulary mastery was improved through the implementation of games.

CHAPTER I

INTRODUCTION

The objective of this study was to improve students' vocabulary mastery through games. In this part, some subchapters are presented. The subchapters are the background to the study, the identification of the problems, the limitation of the problem, the formulation of the problem, the objectives of the study, and the significances of the study.

A. Background to the Study

As stated in the 2006 curriculum, the school based curriculum, English is a means to communicate both in oral and written forms. To communicate means to understand and to convey information, thoughts, feelings, and to develop science, technology, and culture. Communication in its entire understanding refers to the discourse competence. It is related to the ability to understand and to produce oral or written texts.

Now that language is a means of communication, it follows that the goal of language instruction is to equip the learners with the ability to use the language for communication, namely, communicative competence. Communicative competence are comprises of four competence areas: (1) linguistics competence that consists of vocabulary, grammar, punctuation, intonation, etc., (2) discourse competence means the way to understand the context, (3) socio-cultural competence means the way to communicate such as language style, politeness, etc., and (4) strategic competence means the competence to overcome problems or difficulties in communication.

Vocabulary is a part of linguistics competence. According to Canale and Swain, “linguistics competence is concerned with mastery of the linguistic code (verbal or non-verbal) which includes vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, and phonetic rules.”

Vocabulary is then an essential component learned in language learning. In relation to this, the linguist David Wilkins in Thornbury (2002: 13) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The most important point of the statement above is that mastering vocabulary for students is the main component in order to learn a language successfully. In listening, students’ vocabulary influences their understanding towards teacher’s speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In reading, students’ vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students’ vocabulary also influences how clear they convey their thought to the reader. In short, vocabulary takes an important role in equipping the students to be able to communicate in English. And finally for some junior high school students, including the grade VII students of SMP 2 Grabag, mastering vocabulary is a must.

In addition, one of the scopes of English teaching and learning in junior high schools is the ability to comprehend and produce short functional texts in the form of procedure, descriptive, narrative, and recount texts (Permendiknas, 2006). So that vocabulary becomes one of the important aspects in English teaching

learning. It means that the students have to master vocabulary well in order to make them understand and produce those kinds of texts easily.

Since vocabulary becomes one of the important aspects in teaching and learning of English, so the teaching of vocabulary in the classroom should be appropriate in order to avoid problems related to the students' vocabulary mastery. But, in fact, some students in grade VII of SMP 2 Grabag still faced many problems dealing with vocabulary. Those problems are: first, students were lazy to memorize all the unfamiliar words that they heard or read in the text. Second, students had difficulties in understanding or comprehending the meanings of unfamiliar words. Third, students were bored and unmotivated to learn. The conventional technology which is applied by the teacher seemed to force them to memorize new vocabularies without the help of media. It made the students tend to show low attention in acquiring new vocabularies.

In relation to the vocabulary teaching, the use of instructional media could be used as a tool to attract the students' attention, interest, and motivation to learn. The common media that are used in the teaching junior high school students are the whiteboards, pictures, slide projectors, and games.

Based on the observation conducted on 27th August 2012, the vocabulary teaching in SMP 2 Grabag focused on drilling. Moreover, the media which that support the vocabulary teaching such as handouts and dictionaries were not sufficient. As a result, the students tend to find difficulties in learning vocabularies. It seemed that they did not interest in the lesson. When the teacher asked questions, no students answered. They answered the questions if only the teacher called their

name and forced them to answer. In general, the students were passive in the classroom. (*see the vignette on page 109 for full information on the process*)

Through an interview, the teacher said that drilling was the best technique to teach vocabulary. She forced the students to memorize new vocabulary by giving them handouts consisting of 166 words and their meanings. Then the students had to drill 20 words for every meeting. She said that other media, such as, pictures and slide projectors were rarely used in the teaching of vocabulary.

Meanwhile, the students said that English was difficult to learn because they did not know the meanings of the words they read, wrote, or heard. They confessed that they were passive in the class because they were afraid of making mistakes. They also said that the teacher rarely used games to teach in the classroom and most activities were spent by doing exercises on a course book or an LKS.

On the interview conducted on 1st September 2012 the collaborator and I was talking about how to improve students' ability in memorizing the words. We had to find media which is appropriate and interesting to teach vocabulary in the classroom so that the students were not be bored. At first I asked the teacher to use pictures and the teacher said that sometimes she uses pictures but she still found her students that are not interested in the lesson. Then I asked the teacher that one way to make the students develop their vocabulary mastery is by making them actively involved in the vocabulary class. So that they can enjoy the class in order to enhance the vocabulary mastery. Therefore, the teacher needs an interesting activity and it should be students-centered. Then I asked the teacher to use games. Some reasons I explain to the teacher why I choose games.

Games can be used as one of the interesting activities during the lesson. The use of games in the classroom as a learning activity can attract the students' attention and their involvement in the teaching and learning process. Besides interesting and fun, games also have some advantages: first, games can increase students' involvement in the teaching and learning process. Second, students can learn how to work together as a group and learn how to appreciate each other. Third, playing games in the classroom develops the ability to cooperate. Fourth, games can create an enjoyable environment. Related to vocabulary learning, according to Allen, "games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved". Moreover, according to Rixon, "games help students revise vocabulary and recalling something that happened in a game may help a student remember the language connected with it".

Finally the teacher agreed that games are one of the media that can be used to teach vocabulary. Besides fun, games also have a value where the students can learn through it. Based on those facts, we are interested in doing the classroom action research and try to overcome the students' of SMP 2 Grabag problems dealing with vocabulary. We are choosing games to teach vocabulary. It supposes to help the students in mastering vocabulary.

B. Identification of the Problem

Based on preliminary observation students at SMP 2 Grabag faced some difficulties in mastering vocabulary and some problems in the field were identified. Those problems are as follows.

1. Teacher

The teacher said that she found problems related to motivate the students. She did not know how to make the students interested in the lesson. She applied some strategies such as translating the words, drilling, and repeating the instruction to help the students understand the lesson, but they still did not work well. However, she was afraid of making students get bored by this technique.

2. Students

Observing the students' behaviors in the teaching learning process, it seemed that most of them faced some difficulties dealing with vocabulary. Only a few students who were active in the classroom and the rest tend to be passive. The students preferred to use Bahasa Indonesia during the teaching-learning process than English. They said that they felt difficult to understand what the teacher said when she uses English in giving instructions. Instead of making mistakes in answering the teacher's questions, they tend to be silent.

3. Learning Material and Media

The teacher said that she used course book and LKS to teach her students in the classroom. The book she uses is 'English in Focus' by Artono and an LKS 'Pakar'. Sometimes she made handouts for the students and got some materials from the internet. But, unfortunately, there were only few ready-to-use teaching media supporting the teaching learning process. The teacher said that sometimes

she used pictures as learning media. In addition, the teacher said that she could not spend much time in preparing media, such as realia and a slide projector.

4. The Facilities

The facilities that support the teaching and learning process such as dictionaries are not sufficient. Only some *Inggris-Indonesia* and *Indonesia-Inggris* dictionaries available and the students cannot borrow them to be brought into the classroom. Many students do not have dictionary and it is hard to ask them to buy the good one, since they come from middle-to-low economic families.

5. Time Management

The time management of the English teaching learning process was not designed well. In the English class, the teacher started the lesson approximately 10 minutes late. It happened because some students were still outside the classroom and some of them were in the canteen. Meanwhile, in doing the task, the time used was unlimited. The teacher did not determine the time limit to finish the task. This, in turn, caused some other activities to be cancelled because there was not enough time. In addition, the teacher and students was difficult to reach the goal of the teaching learning process.

C. Limitation of the Problem

Based on the indentification of the problems above, there are some problems related to the teaching-learning process. It is impossible for me to solve all those problems. So, this research is only limited on improving second grade students' vocabulary mastery in SMP N 2 Grabag. The collaborator and I decided to overcome this problem by using games because games are rarely used to teach

vocabulary. The teacher seemed to use monotonous technique so that it is influence the students' interest on the lesson. It can also be one of the factors that influences the low level of students' vocabulary mastery. Therefore, in order to make the vocabulary learning more interesting and fun, we decided to use games to improve students' vocabulary mastery in SMP 2 Grabag.

There are some reasons why the collaborator and I are choosing games to improve the students' vocabulary mastery: (1) games can be used in any part of the lesson as an effective way of language teaching; (2) games can support the students to work in pairs or in groups. So it provides the opportunity for the students to recognize and appreciate the contributions of others and use team-building skills; (3) games can increase students' motivation to learn. Since games are interesting and fun, the students were not be bored to follow the lesson; (4) games are not only fun but also give a chance to face challenge and to solve problems. Finally, the students could also learn to concentrate and to think carefully in order to win the games.

D. Formulation of the Problem

In reference to the background of the study above, the identification of the problem, and the problem limitation, the research problems are formulated as: how could games be implemented to improve students' vocabulary mastery?

E. Objective of the Study

Based on the formulation of the problem above, this study is aimed at improving the vocabulary mastery of the grade VIIF students of SMP N 2 Grabag through games.

F. Significance of the Study

It is expected that this research contributes some significant progresses in teaching vocabulary for several sides, they are:

1. Teachers

It is expected that the teacher get more information about one of the appropriate activities, in this case is games. So the teacher hoped to create an interesting teaching-learning process by using games. Hopefully the data of the research could also useful for the teacher.

2. Students

It is expected that the result increase students' motivation to be better in vocabulary. Through games, students are expected to have good enrichment in vocabulary and also the changes of behavior during the teaching-learning process.

3. School

It is expected that the information of the result is useful for getting success in the teaching-learning process, so the quality of the teaching-learning process could be increased. The result of the research is also hoped to improve students' achievement in English lesson standard.

4. Researcher

It is expected that this study can be used as an experience on how to conduct research.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Review

1. Vocabulary

a. The Nature of Vocabulary

There are some definitions of vocabulary proposed by linguist experts, Hornby (2000: 1447) defines vocabulary as: (1) all the words that a person knows or uses; (2) all the words in particular language; (3) the words that people use when they are talking about a particular subject; (4) a list of words with their meaning. It means that a language that people used to talk a certain topic consists of a number of words.

Vocabulary is part of a language that underlies the understanding of the language itself as stated by Nunan (1991: 101) that vocabulary is more than list of target language words. Vocabulary is part of the language system. In addition, the quality of learners' vocabulary influences the four language skills. Moreover Renadya (2002: 255) proposed that vocabulary is an important part of language proficiency and grant much of the basis for how well learners listen, speak, read, and write. He said that learners can achieve less than their potential without an extensive vocabulary and strategies for acquiring new words.

Furthermore, Thornbury (2002: 14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. In line with Thornbury, Stahl (2005) defines vocabulary as knowledge; the knowledge of a word not only implies a

definition, but also how that word fits into the world. Vocabulary knowledge is not something that can over the course of a lifetime.

From these definitions, vocabulary is part of language system that people used to communicate which consists of a large collection of items. Vocabulary is knowledge of how the words fit into the world.

b. Kinds of Vocabulary

According to Madya (1980: 13-14), there are two types of vocabulary. They are productive and unproductive vocabulary. The active vocabulary is the vocabulary made up of words that one uses in speaking and writing. On the other hand, the unproductive vocabulary is composed of words which one understands when one hears or reads them, and does not ordinarily use in one's speaking and writing or in one's daily life.

In addition, Nation (2001: 24) also divides vocabulary into two types. They are receptive vocabulary and productive vocabulary. Receptive vocabulary uses distinguishing the form of a word while listening or reading and retrieving meaning. Then productive vocabulary is used to express a meaning through speaking or writing and producing the appropriate spoken or written word form.

According to Tarigan (1986: 3-4), there are seven classifications of basic vocabulary. Basic vocabulary deals with words which have small possibility adopt from other languages. They are:

- 1) Kinship: father, mother, son, daughter, brother, sister, etc.
- 2) Parts of the body: hand, hair, nose, hand, etc.
- 3) Pronouns: I, you, we, they, she, etc.

- 4) Numbers: 1, 2, 3, 4, 5, etc.
- 5) Verbs: walk, eat, drink, sleep, etc.
- 6) Adjective: sad, happy, sleepy, angry, etc.
- 7) Universal matters: water, land, sun, moon, animals, etc.

Furthermore, the National Reading Panel (NICHD, 2000) identified four types of vocabulary – listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. Listening vocabulary is all the words people can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice. Speaking vocabulary is all the words people can use in [speech](#). Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand [gestures](#). Reading vocabulary is a list of words or vocabularies that people use when they are reading. And the last is writing vocabulary, that is, all the words used by people to express their ideas in written form. In another word, vocabularies which are developed in each skill functions in different usage.

c. Roles of Vocabulary

Vocabulary has an important role in the language learning. As a linguist David Wilkins in Thornbury (2002: 13) stated that “without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed”. Thus, vocabulary is the flesh of a language while grammar is the skeleton (Jumariati, 2010). It means that learning vocabulary is very important. One should know a certain amount of

vocabulary in order to be able to use the language productively. It is not only for communicating orally, but also in written form.

In addition, The Report of the National Reading Panel (2000) in John and Shane (2004) concluded, “The importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading power rely on continuous growth in word knowledge” (pp. 4–15). It means that to master the language skills someone needs to master the vocabulary first.

To show how important vocabulary is, Bromley (2004) states that vocabulary holds some important roles in teaching-learning process. They are as follows:

1) Promoting fluency.

Students who are understand many words read more quickly and easily than those who are not.

2) Boosting comprehension.

3) Improving achievement.

Students with large vocabularies score higher an achievement tests than those with small vocabularies.

4) Enhancing thinking and communication.

A large vocabulary allows for communicating in ways that are precise, powerful, persuasive, and interesting.

In conclusion, learners have to pay a greater attention to the vocabulary teaching because the knowledge of vocabulary is very important. The teacher must

have an effective and efficient method in order to make the goal of teaching of vocabulary successful. Someone will be able to improve achievement and enhance communication if he/ she can master vocabulary well.

d. Vocabulary Mastery

Vocabulary is needed by people to understand the meaning of words and it helps them to express precisely (Burton, 1982: 98). Limited vocabulary mastery can give bad influences in the teaching-learning process of a language. Furthermore, mastering vocabulary well is important for the language learners.

Vocabulary mastery is a gradual process. To reach out the good vocabulary mastery someone needs to follow the process. It can be defined as through knowledge of the words of a language. The learners' vocabulary mastery is indicated by their ability in producing and understanding the words in their daily life.

Further Krashen and Terrell (1983) stated that vocabulary mastery is also very important for the acquisition process. Acquisition depends significantly on the comprehensible input. The comprehensibility is dependent directly on the ability to recognize the meaning of key elements in the utterance.

Cameron (2001: 74) says that learning word is not something that is done and finished yet. To master vocabulary is to learn new words, meaning to increase vocabulary. The learning includes the pronunciation, the meaning, the spelling, the usage, and the part of speech of the words. She also adds that learning words is a cycle process of meeting new words and initial learning, followed by meeting those words repeatedly, each time extending knowledge of what the words mean and how

they are used in the foreign language. This means that every time learners meet those familiar words again, they in directly improve their knowledge about the words.

Vocabulary mastery of course relates to what kinds of words learners have to master. According to Nation (2008: 7), the most important group of words is the high frequency words of the language. These words occur very frequently in all kinds of uses of the language. They are needed in formal and informal uses of the language.

He also adds that the high frequency words have the following characteristics: (1) each high frequency words occur very often; (2) the high frequency words are useful. They are also important for both receptive and productive use, for both oral and written, and for both formal and informal use; (3) the high frequency words make up a very large proportion of the running words in all kinds of texts and language use; (4) they are a relatively small group of words (2,000) that could be covered in a school teaching program over three to five years.

Mastering vocabulary is one of the learners' needs in order to understand the language. In English teaching-learning process, mastering vocabulary well can help the students to understand the lesson.

For junior high school students, they are expected to master at least the first 1,000 of high frequency words. In addition, according to Nation (2001: 13) the high frequency words is very important because these words cover a very large proportion of the running words in both spoken and written texts. Furthermore, by

mastering at least the high frequency words can help the students in understanding the target language.

e. The Learning of Vocabulary

Learning a language means learning its vocabularies. Vocabulary is used for communication both in spoken and written while the language is used to share information and ideas, and also deliver messages. It shows that the language and vocabulary is complete each other. Furthermore there will no language acquisition or language learning without understanding its vocabulary, either in the first or second language (Kweldju, 2004).

Further, Wilkins (in Thornbury 2002: 13) emphasized that vocabulary learning is very important. He says without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Students may communicate using English productively if they master certain amount of words.

Nevertheless, learning words is not something that is done and finished yet (Cameron, 2001: 74). Learning vocabulary is learning new words together with the pronunciation, the spelling, the part of speech, the meaning, and also the use of those words. She also said that learning vocabulary is a cyclical process of meeting new words and initial learning, followed by meeting those words repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language. It means that every time the students meet those words they are indirectly improve their knowledge about the words.

Nation (2008) states that “vocabulary learning cannot be left to itself”. This should be well prepared. He describes how to maximize vocabulary learning from communicative task as presented below.

- 1) Make sure that the target vocabulary is in the written input to the task and occurs in the best place in the written input.
- 2) Design the task so that the written input needs to be used.
- 3) Get each learner in the group actively involved.
- 4) Ensure that the vocabulary is used in ways that encourage learning.
- 5) Make an observation checklist for monitoring the activity, and if possible, use it.

Meanwhile, Brown (in Cameron, 2001) describes five essential steps in vocabulary learning based on research into learners’ strategies. The five essential steps are having sources for encountering new words, getting a clear image whether visual or auditory or both, for the forms of new words, learning the meaning of the words, making a strong memory connection between the forms and meanings of the words and using the words.

As mentioned earlier that learning vocabulary includes the understanding of the forms of new words. Related to this, learners are expected to know how a word is pronounced and how it is written. These are key parts of the words knowledge. Several ways can be done by the teacher to attend to word forms. First, students listen and repeat what the teacher says. Second, the students observe the written form such as word spelling, the first and last letters, etc. Third, the students notice grammatical information such as giving attention to the article used in plural

or singular nouns. Fourth, students copy and organize the new words in language activities (Cameron, 2001: 86; Brewster and Ellis, 2003: 88).

In learning a foreign language, ‘learners are not only expected to know many new words but they are also expected to remember the new words and their meanings’ (Thornbury, 2002: 23). In fact, learning is remembering. Without remembering, what they have learned is wasteful. Learners can remember new vocabulary if they can memorize the new words in the long term memory. This can help them to recall the new words when needed (Brewster, Ellis, and Girard, 2003: 23; Cameron, 2001: 87).

f. The Teaching of Vocabulary

Teaching vocabulary is not easy. The teacher needs a good preparation before teaching vocabulary in the classroom. Depending on the teaching goal, a teacher is required to have knowledge about what words to be taught. The teacher may refer to the levels of vocabulary described by Beck et al. (2002) when deciding which words to teach.

1) Level I Words

These are words that are used over and over in everyday speech. Since they are used in a variety of contexts, virtually all students learn them. Level I words are sometimes referred to as ‘conversational speech’.

2) Level II Words

These are likely to be learned only through reading or through instruction. They have been referred to as the vocabulary of educated persons, as ‘academic vocabulary’, and as ‘instructional vocabulary’.

3) Level III Words

These are words associated with a particular field of study or profession. These words make up the technical vocabulary or jargon of a field.

4) Level IV Words

These are words that are interesting but so rare and esoteric. They are probably not useful even in most educational environments.

In line with Beck et al., Nation (2008:13-14) states that there are some principles for teachers in the teaching of vocabulary.

- 1) High frequency words should be taught to the students because they are important enough to deserve time in class.
- 2) Academic words should be taught to the learners with academic purpose.
- 3) Technical words are only learnt while the students are studying the content matter of the certain subjects.
- 4) Low frequency words may be taught after the students have a good control of the high frequency, academic and technical words. The teacher should not spend much time to teach low frequency words because it is wasting-time. But the teacher may give the students strategy to learn it.
 - a) Guessing meaning from context
 - b) Learning from word cards
 - c) Using word parts
 - d) Using dictionary

Thornbury (2002: 30) suggests some implications in teaching vocabulary.

They are:

- 1) By building networks of association the learners need tasks and strategies to help them organize their mental lexicon.
- 2) The learning of new words involves a period of ‘initial fuzziness’ and the teacher needs to accept it.
- 3) Learners need to wean themselves off a reliance on direct translation from their mother tongue.
- 4) Words should be presented in their typical context so that learners can get a feel for the meaning, register, collocations, and syntactic environments of those words.
- 5) Teaching should direct attention to the sound of new words, particularly the stress.
- 6) Learners should aim to build vocabulary range as quickly as possible.
- 7) The learning of words should involve the learners.
- 8) Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
- 9) Multiple decisions about words should be made by the learners.
- 10) If new words are used to express personally relevant meaning, they may be reinforced.

Often a teacher needs to give attention to a word without too much interruption to an activity that is going on. Nation (2008: 98) suggests several ways of quickly giving attention to a word.

- 1) Use an L1 translation.
- 2) Use a known L2 synonym or a simple definition in the L2.
- 3) Show an object or picture.
- 4) Give a quick demonstration.

- 5) Draw a simple picture or diagram.
- 6) Break the word into parts and give the meaning of the parts and the whole word (the word part strategy).
- 7) Give several example sentences with the word in context to show the meaning.
- 8) Comment on the underlying meaning of the word and other referents.

Life is short but vocabulary is long, and acquiring it takes time, even in one's own language (Wakely: 2003). This means that vocabulary of any language is huge and its acquisition takes time, even for native speaker. So there should be efforts to improve students' vocabulary.

g. Vocabulary Teaching in School-based Curriculum

The school-based curriculum is an operational curriculum that is arranged, developed, and implemented by each school that is able to develop it based on law number 23 year 2003 about national education system in Indonesia (Mulyasa, 2006: 12). The implementation school-based curriculum in English teaching-learning process means the implementation of school-based curriculum principles into the English teaching-learning process.

The aim of English teaching-learning process based on school-based curriculum is to achieve students' communicative competencies. To achieve this aim, the students are expected to be able to master four competencies. They are linguistics competence (vocabulary, grammar, punctuation, intonation, etc.), socio-cultural competence (the way to communicate such as language style, politeness, etc.), discourse competence (context), strategic competence (the competence to overcome problems or difficulties in communication), and functional competence (listening, speaking, reading, and writing).

Moreover, English is taught to develop language skills: oral and written. There are three aspects that should be considered based on the school-based curriculum. The first aspect is cognitive. It is an aspect that is related to the learners' knowledge about language system, vocabulary, and structure of language. The second aspect is psychomotor. It is an aspect related to the students' competence in using the language. Here, the students need to produce the sound of language. Based on this aspect, they should pronounce the language. The third aspect is affective. It is an aspect that is related to the students' attitude in learning language. They need to understand the culture of language.

On the other hand, Romiszowski (1981) presents a schema that combine a four-domain clasification of skills with the reproductive-productive continuum. Whereas the domains may influence certain aspects of the extent to which "deep processing" discussions are an essential part of the teaching method.

MAIN SKILL CATEGORY	TYPE OF 'KNOWLEDGE CONTENT'	
	REPRODUCTIVE SKILLS	PRODUCTIVE SKILLS
COGNITIVE SKILLS Decision-making, problem-solving, logical thinking, etc.	Applying a known procedure to a known category of 'problem', eg dividing numbers, writing a grammatically correct sentence.	Solving 'new' problems; 'inventing' a new procedure, eg proving a theorem, writing creatively.
PSYCHOMOTOR SKILLS Physical action, perceptual acuity, etc	Sensori-motor skills; repetitive or automated action, eg typewriting, changing gear, running fast.	'Strategy' skills or 'planning' skills; arts and crafts, eg page layout design, 'road sense', playing football.
REACTIVE SKILLS Dealing with oneself; attitudes, feelings, habits, self-control.	Conditioned habits and attitudes, eg 'attending, responding and valuing' (Bloom taxonomy), 'approach/avoid behaviours' (Mager).	'Personal control' skills, developing a 'mental set' or a value system (Bloom) 'self-actualization' (Rogers).
INTERACTIVE SKILLS Dealing with others.	Social habits; conditioned responses, eg good manners, pleasant tone, verbal habits.	'Interpersonal control' skills, eg leadership, supervision, persuasion, discussion, salesmanship.

Figure 1. The skills schema (Romiszowski, 1981)

Another point illustrated by Figure 1 as edited by Reigeluth and Carr-Chellman is the potential of redefinition of the universe of learning objectives into more than the three traditionally accepted domains, adding the fourth domain related to the interpersonal skills area. This gives a model with four content related domains, which refers essentially to the skills of managing the students' thinking, managing their body, managing their emotions, and managing social situations and other people reactions.

Meanwhile according to Brown (2001), interactive language, for example, group work activities, provide the students for face-to-face give and take, practice in negotiating meaning, extended conversational exchanges, and students adoption of roles that would otherwise be possible.

In reference to the above explanation, vocabulary is a part of linguistics competence that should be mastered by the students in order to achieve the communicative competence and to master the language skill. That is why the teacher needs to teach vocabulary as a part of English teaching-learning processes.

h. Teaching Vocabulary in Junior High School

According to Permendiknas No. 22 and 23 year 2006, the aim of English teaching and learning is to make students able to communicate both in oral and written in order to face the development of science and technology in the global era. The students are expected to master five competencies. They are linguistics competence (vocabulary, grammar, punctuation, intonation, etc.), socio-cultural competence (the way to communicate such as language style, politeness, etc.), discourse competence (context), strategic competence (the competence to

overcome problems or difficulties in communication), and functional competence (listening, speaking, reading, and writing).

As one of the linguists mentioned in the School Based Curriculum (KTSP) that vocabulary is an essential element of English so it should be placed as one of the aspects which have to be concerned well in the teaching learning process. Beside that, vocabulary also has an important role to support the ability of four language skills, i.e. listening, speaking, reading, and writing.

It is important to teach vocabulary in the English teaching learning process, especially in the communicative language teaching method. In this method, vocabulary is the main part to support the communicative goals because if the students do not master vocabulary well the goals cannot be reached. Therefore, the teaching of vocabulary should be in accordance with the text types but the use of translation should be minimized.

While according to Nation (2008: 7), learners need to take responsibility for their own learning, that is, they have to become autonomous learners. This will be difficult for the learners. The learners need to be serious because they have to think about what words they should learn, for what they learn those words, and how they learn it, when they need to use the words and keep motivated to learn and using the language. Become autonomous learners also include searching for information on their own to develop their knowledge. Therefore, the teacher's role is very important to help the learners.

2. Games

a. Definitions of Games

Language games are not activities mainly aimed to kill time. Paul (2003: 30) states that games are any fun activities which give young learners opportunities to practice the foreign language in a relaxed and enjoyable way. So, games should be fun. They are not just an entertainment but a way of getting the students to use the language in the course of the game.

In line with Paul, Hadfield (2001) defines game as an activity with rules, a goal and an element of fun. The element of fun in games provides the students more life situation with more chance to express their ideas in their own ways but under the rule. So, games are not only fun and enjoyable, but also can provide excellent practice for improving grammar, vocabulary, pronunciation, and the four language skills.

In addition, according to Wright, Betteridge and Bucky (1994) the word 'game' means, an activity which is entertaining and engaging, often challenging and an activity in which learners play and usually interact. Therefore the game does not only help to learn new vocabulary or grammar but also develop learners' social and communicative skills, their sense of fair play and encourage and increase cooperation.

Harmer (1991:101) states that games are a vital part of a teacher's equipment, not only for language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and

challenging respite from other classroom activity and are especially useful at the end of a long day to send students away feeling cheerful about their English class.

From the definitions above, it can be concluded that what differentiates language games from other activities in EFL classroom is because games coincide principally in three aspects: goal, rules, and enjoyment. While performing games, there is always a goal to reach, rules to follow, and enjoyment to experience.

b. Kinds of Games

Different writers have different classification of games. Lee (2000) classifies games into ten kinds: structure games, vocabulary games, spelling games, pronunciation games, number games, listen-and-do games, read-and-do games, games and writing, miming and role-play, and discussion game. While Lewis and Bedson (1999) classify games into ten different types: movement games, card games, board games, dice games, drawing games, guessing games, role-play games, singing and chanting games, team games, and word games.

Hadfield (1990, p. 8) as quoted by Luu Trong Tuan (2012) said that games can take one of the following forms:

1) Information gap.

Students ask their partners to get missing information to complete the task or card they have or together solve a problem.

2) Guessing games.

The player with the information deliberately withholds it, while others guess what it may be.

3) Search games.

Players must obtain all or a large amount of the information available to fill in a questionnaire or to solve a problem.

4) Matching games.

These games involve matching pairs of cards or pictures. Everyone must find a partner with a corresponding card or a picture.

5) Matching-up games.

Each player in a group has a list of opinions, preferences, wants or possibilities. Through discussion and compromise, the group must reach an agreement.

6) Exchanging games.

Players have certain articles, or ideas which they wish to exchange for others. The aim of the game is to make an exchange that is satisfactory to both sides.

7) Collecting games.

Players need to collect cards in order to complete a set. Combining activities. Players must act on certain information in order to arrange themselves in groups.

8) Arranging games.

Players must acquire information and act on it in order to arrange items in a specific order.

The second taxonomy that Hadfield (1999, pp. 102 -104) in Luu Trong Tuan (2012) uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games contain elements of more than one type.

1) Sorting, ordering, or arranging games.

The examples are the students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

2) Information gap games.

In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.

3) Guessing games.

These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

4) Search games.

These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a

vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.

5) Matching games.

As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory.

6) Labeling games.

These are a form of matching, in that participants match labels and pictures.

7) Exchanging games.

In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game.

Go Fish: <http://www.pagat.com/quartet/gofish.html>.

8) Board games.

Scrabble is one of the most popular board games that specifically highlight language.

9) Role-play games.

Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays

and simulations, students come up with their own words, although preparation is often useful.

These above games can be played in pairs, groups, or with the whole class. They can be card games, board games, puzzles, and role-play according to the size of the class or the excitement of the games. Games are diverse and techniques used to carry them are various. They can be used at any stages of a class (Harmer, 1991, p. 101).

c. Advantages of Games

Everybody knows that games are fun, but some people think that they are only fun. In fact, games are not only fun and enjoyable teaching techniques for the students to follow. Games make the students actively involved in the teaching learning process. Games can be used to review the material at the end of the lesson. Beside that, games can also increase the students' interest and motivation to follow the lesson. As Lewis and Bedson (1999) says, games add variation to a lesson and increase motivation by providing a reasonable incentive to use the target language. It means that games are not only for time-filling activities when there are no more activities to do in the classroom but it can be used to help the teacher in the teaching learning process.

According to Ghada Sari, games have proven to have advantages and effectiveness in various ways as presented below.

- 1) Games bring in relaxation and fun for students, thus help them learn and retain new materials more easily.
- 2) Games usually involve friendly competition and they keep learners interested.

- 3) Games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way.
- 4) Games are highly motivating and they give students more opportunity to express their opinions and feelings.
- 5) Games add diversion to the regular classroom activities, “break the ice” but they are also used to introduce new ideas.

d. The Teacher’s Task in Implementing Games

Things that need to be considered while using games in the teaching-learning process is whether the students can enjoy the games or not so the teacher has to be creative. The teacher should control the activities happen in the classroom in order to avoid the students to play too much or even do nothing. The teacher should also ensure that the students learn as much as possible. Paul (2003) mentions seven aspects which the teacher should do. Those are as follows:

1) Designing game

The teacher assesses what the students should learn from a certain lesson. The teacher should also design students-centered games where the targets can be reached. While the students may modify the games as long as the teaching goals can be achieved.

2) Getting the pace right

The teacher needs to consider the language sequence carefully in order to fit the students’ need and ability. The students’ curiosity also influences their attitude toward a certain lesson. So the teacher should also introduce what are rarely learned by the students to catch their attention to follow the lesson. If the game is too

difficult, the teacher can give clues and if the game is too easy the teacher can give something which is more difficult. The teacher should also ensure that the students understand the target language and help them if they find difficulties.

3) Answering questions

Games can be used to introduce new words and patterns to the students so there will be some questions from who do not understand or find difficulties. Therefore the teacher should prepare herself in order to answer those questions in a good and understandable way.

4) Extending the students' ability

The teacher should step in the situation where she can feel what the students feel and ensure that they feel the challenge when they play the games.

5) Cheating creatively

When we are playing competitive games, some team can be stronger than others, and we need to cheat in a playful way in order to ensure that all students have a good chance of doing well in the games. Here are some ways that can be done:

- a) Help the team that is not winning.
- b) Giving more difficult language targets to a team that is doing well.
- c) Having more points for games later in a lesson.
- d) Being slow to answer questions from a strong team and quick to answer questions from weaker team.

6) Giving all students a chance

The teacher should ensure that all students get a chance to participate in the games. Looking around individual can do by the teacher to make sure that in a team, individual can enjoy themselves and get a chance to speak.

7) Taking a part

The teacher may join the game but make sure that the students do not depending on the teacher.

e. Points to Consider in Implementing Games

According to Lewis and Gordon (2008), there are some points to consider in implementing games. Those are as follows:

1) A game must be more than just fun

All language games should be fun, but the teacher should always keep the language component at the forefront of the planning. The teacher should also try and keep the focus on some clearly recognizable objectives rather than jumping from theme to theme in order to introduce popular games.

2) Play different games from lesson to lesson

The teacher should vary the collection of games. The students may ask for their old favorites, but the teacher should not give in. They were familiar with a certain game so that they call for it. Therefore, the teacher should not overdo a game, especially since many of the games can be adapted for use with various themes and differing levels of ability. It can be difficult to motivate the students to try a game in another way if it is over-used on one level.

3) Vary the order in which you play games

The teacher has to avoid playing the same games over and over again because it makes the students feel bored. Beside that the teacher should also avoid the repetitive trap of song-drill-game-craft, song-drill-game-craft. She needs to mix things up a bit. The students need to be surprised from time to time to increase their curiosity. Sketching out lessons as mind maps instead of linear progressions can help the teacher move away from static lesson plans while keeping the focus of the lesson clearly in sight. In this way, the teacher can insert the game when energy and understanding are at their best.

4) Always end an activity when the fun is still at its peak

It is very important not to play a game for too long. The students will begin to lose interest and wander off.

Finding the right moment to switch activities is not easy. Each student has a different attention span. Therefore, it is important that the teacher has extra material for the students who finish an activity quickly or do not seem interested in continuing to play. So decide for each individual class and the student is important.

5) Think ahead

The teacher needs a good preparation before using a certain game in the classroom. Even the best-designed game will backfire if the teacher is not fully sure about all aspects of the activity. The students are relentlessly honest critics who expect the teacher to know everything. If the teacher gets flustered, the students will rebel and the class will be uncontrolled. To avoid such problems, the teacher needs to test-play the games before introducing them into her English lesson.

The teacher also needs to check everything she need. If the teacher asked the students to bring material, she also needs to be sure to have a lot of extras herself because the students may forget. In addition, the teacher may choose a table to one side and lay out everything she need before starting the class.

Considering the room whether the space fits enough or not is also important. If the teacher has the opportunity to re-arrange the room, dividing it into a sitting area and an empty space is a good idea. This way, the teacher can move between activities without having to interrupt the flow of the lesson.

6) Making games into part of the syllabus

One of the best ways to get the students interested in the game is to have them participate actively in its creation. Creating games is also an interesting craft activity and can involve a lot of language use. The students can make their own dice, crate cards, and, of course, design a game board based on rules they have already agreed upon. It excites the students.

3. Action Research

a. Definitions of Action Research

According to Eileen (2000) action research is a process which participants examine their own educational practice systematically and carefully, using the techniques of research. However, it is different to the professional development practice by the teachers. It is in order to come to some decisions about what the future practice should be.

Furthermore, Carr and Kemmis (1986, p. 29) in Burns (2010) states that action research is a 'self-reflective enquiry' undertaken by participants in order to

improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out.

Burns (1999) writes that the focus of action research is on concrete and practical issue concerns to particular social groups or communities. While the essence is on particular groups, the participatory are the members of the actual community under study.

The main objective of action research is to improve unpleasant condition in the teaching-learning process. It is called action research process if only it goes through four steps: planning, action, observation, and reflection (Kemmis and McTaggart 1988 in Burns 1999). These moments are the fundamental steps in action research process.

The conclusion taken from the above definitions is that the action research can be taken by the researcher(s) with the school member(s) in order to change what is going on in the classroom. In this research, I collaborates with the English teacher.

b. Characteristics of Action Research

The central characteristic of action research is flexibility (Sommelch, 1993 in Burn 1999). It means that the research must be able to respond to the unpredictability of the social and political situation in which the action is conducted. Below are the characteristics of action research as presented by Burns (1999: 30):

- (1) Action research is contextual, small-scale and localized as it identifies and investigates problems within a specific situation.
- (2) It is evaluative and reflective as it aims to bring about change and improvement I practice.

- (3) It is participatory as it provides collaborative investigations by teams and colleagues, practitioners, and researchers.
- (4) Changes in practice are based on the collection of information or data which provides the impetus for changes.

It is clear that action research places emphasis on the participatory and collaborative nature. Collaborative in action research is very essential. Kemmis and McTaggart in Madya (2006) “The approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of the individual group members (emphasis in original)”.

Therefore, collaboration in the action research is very crucial. It more empowering than action research conducted individually as it offers a strong framework for whole-school change. The problems that will be solved have to be discussed with all related members. Where the research is undertaken collaboratively, the validity and reliability of the findings and the process are also strengthened. The findings will be implemented to improve both the process and products of action research.

c. The Validity of Action Research

Anderson *et al.*, 1994 in Burns, 1999 (161-162) say that there are some criteria to follow in order to fulfill the validity of action research.

- 1) The democratic validity refers to the extent to which the research is truly collaborative.
- 2) The outcome validity refers to the notion of action leading to outcomes that are ‘successful’ within the research context.

- 3) The process validity raises questions about the process of conducting the research.
- 4) The catalic validity refers to the extent to which the research allows participants to deepen the understanding of the social realities of the context and how they can make changes in the teachers' and learner' understanding of their role and the action taken as result of these changes.
- 5) The dialog validity refers to the processes of collaborative enquiry or reflective dialogue with other practitioners.

To enhance the trustworthiness of the data and to avoid the subjectivity in the data analysis, the triangulation techniques are needed. Burns (1999: 164) suggests the triangulation techniques as follows.

- 1) Time triangulation

The data are collected at one point in time or over a period of time to get a set sense of what are involved in the processes of the changes.

- 2) Space triangulation

The data are collected across different subgroups of people, to avoid the limitations of studies being conducted within one group.

- 3) Investigator triangulation

More than one observer is involved in the same research setting to avoid the observer being biased and to provide checks on the reliability of the observations.

- 4) Theoretical triangulation

The data are analyzed from more than one perspective.

d. The Reliability of Action Research

Madya (2001: 3) states that to gain the data about teaching process, for instance, a researcher can hold an interview with the teachers, observe the teaching-learning process, record the teaching-learning process, or interview the students involved in the lesson.

To make sure that the research conduct is reliable, the researcher made the field note, field record, and the transcript of interview. The field note and the field record included the result of the observation of teaching-learning process, while the interview included the interview with the related teacher and the students.

e. The Procedures of Action Research

To conduct action research, the researcher followed the action research steps suggested by Kemmis quoted by Winter (1989: 12):

1) Reconnaissance

In this step, the researcher's study is finding school facts and analyzing them.

2) Planning

In this step, the researcher makes the general as well as specific plans. The general plan made to plan all aspects related to the classroom action research.

While, the specific one is aim at making the plans for each cycle.

3) Acting and observing the action

The next step is conducting the action research.

4) Reflection

In the last stage, the researcher and the research members make an evaluation.

If there were some actions that seemed ineffective, the researcher would evaluate them and improve it on the next cycle.

B. Conceptual Framework

As explained in the literature review, vocabulary is one of the main elements in a language. It is known that vocabulary mastery supports the mastery of four language skills, namely listening, speaking, reading, and writing. Vocabulary mastery also influences the students' learning process and their achievement. The greater the students' vocabulary is the greater the amount of the students' learning will be.

Teaching vocabulary is not only giving and explaining new words or vocabulary, but also implementing the vocabularies in many various contexts which make the students understand their meanings and then able to appropriately use them in the different contexts. The assumption that the weakness of SMP students in understanding spoken and written text is that they lack vocabulary in their minds has supported the teacher to choose an appropriate method and medium to be used in teaching and learning process.

In relation to the vocabulary teaching, the teacher should present the new vocabulary within some interesting learning activities so that they can arouse the students' interest. One way to create an interesting teaching-learning activity is by involving the students. It can be the students-centered activity rather than teacher-

centered. Moreover, one of the interesting activities that can involve the students and help them in memorizing new vocabulary is games.

Games are not only interesting but there are some reasons why the teacher may use games in the classroom. Games which involve all students give them a chance to appreciate each other's role. Games can also help them to learn how to work together in a group or pair in order to win the games. Through games the students experiment, discover, and interact with their environment. Moreover, according to Lewis and Bedson (1999) games also add variation to a lesson and increase motivation by providing a reasonable motivation to use the target language. Games can provide the stimulus. The foreign language can be immediately useful for the students through the game context. It brings the target language to life. The game makes the reasons for students to actively participate even to reluctant students.

In addition, through interesting games the students can acquire the language unconsciously. Besides, the students have a short attention span, so giving lively games into classes can keep students enjoying themselves. Therefore, by using communicative activities the teacher can enjoy the success of being a teacher.

Games make students learn the target language without feeling that they are forced to learn it. They feel relax and have fun with learning English through games. Furthermore, if games which focus on vocabulary are implemented, they can improve the students' vocabulary mastery.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

The research on improving students' vocabulary through games at SMP N 2 Grabag was an action research study. It attempt to find the solution of the problems and implement actual actions in improving a condition by showing the cause-effect relationship between the actions and the results.

This research implemented in the form of collaborative action research. The research conducted collaboratively with the English teacher and the students of Grade VIIF of SMP N 2 Grabag. The team worked together in planning, implementing, and reflecting the action.

The action research was conducted through the process below.

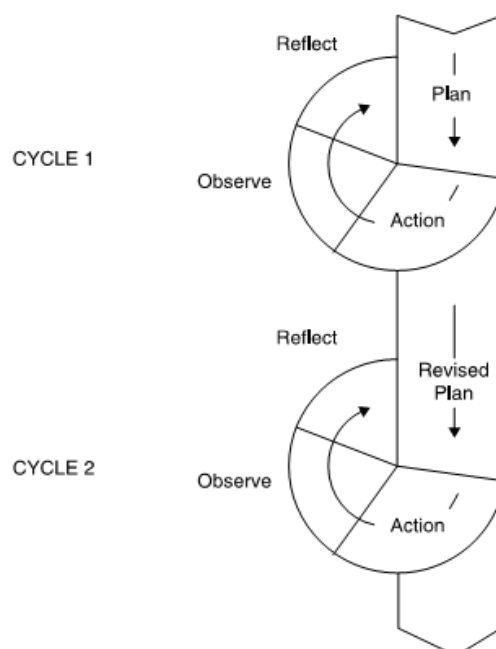


Figure 2. Cyclical Model of Action Research by Kemmis and Mc Taggart

B. Setting of the Research

The research conducted in SMP 2 Grabag. It is located at Jalan Telaga Bleder No. 01 Grabag, Magelang regency. I chose this school because through some observations and interviews I found many problems. Then I was interested in doing an action research there collaborated with the English teacher.

C. Subject of the Research

The subject of the research was the VIIF students of SMP 2 Grabag. This study involved me, the English teacher, and the students because it was a collaboration action research. So I collaborated with the English teacher to do an action research to change what were going on her class, that was VIIF grade.

D. Time of the Research

The research was conducted in the first semester of the academic year of 2012/ 2013. The actions were conducted from November to December 2012. I carried out the actions based on the school schedule particularly the schedule of English in VIIF class. The class was on Monday and Thursday.

E. Instruments of the Research

The data were qualitative in nature. The data were obtained by interviewing the students, doing observations during the teaching and learning process, and holding discussions with the students, the collaborator, and the English teacher. The data were in the form of vignettes and interview transcripts. In an action research, the researcher is the key instrument since I have done the action research. I observed, planned, implemented, reflected, and made the reports of the

action. The other instruments of this research were an MP3 player to record the interview, observation guidelines, interview guidelines, and a digital camera.

F. Data Collection

The data were collected in every step. They were qualitative in nature. The data collected were aimed at describing the changes after the actions. The data needed is about description of process, expectations and suggestions of the research members as well as the students related to the students' vocabulary mastery. The sources of the data were from the research members and the students.

In collecting the data, I applied classroom observations related to the students' vocabulary mastery at class VIIF of SMP N 2 Grabag. Besides, I also conducted interviews with the teacher and the students. In the reconnaissance step, after conducting the observations and interviews with the students and English teacher, I collected field notes and interview transcripts. In the action and observation steps, the data of the field notes were also are collected. In the reflection steps, the data of interviews which were interview transcripts were collected and then analyzed with the other data in the previous steps. Here, the interview transcripts were used to give clear description about the teacher's techniques, the students' responses, the students' behaviors during the actions.

G. Data Analysis

Based on data collection techniques above the qualitative data were obtained from observations and interviews with the teacher and students. To analyze the data, the researcher started by doing reflection of the cycles of the study. This means that the data were analyzed continually since the implementation of the

action began. As this research was a collaborative action research, therefore, to avoid subjectivity, the researcher involved the research members to give their perceptions, opinions and suggestions in analyzing the data.

Based on the collected data, that was in the forms of vignettes which described the implementations of the action, and interview transcripts which described the students' opinions and feelings and also other research members' opinion and ideas, all the research members held discussions about the process of each action.

The discussions were held democratically in order to find out which actions were successful, which ones were not successful, and what might cause them. The reflection helped the researcher and her collaborator to re-plan the actions for the next cycle.

H. Validity of the Data

I applied triangulation to check whether the data are trustworthy or not. Silverman (1993: 156) in Burns (1999: 163) defines "triangulation as comparing different kinds of data (e.g. quantitative and qualitative) and different methods (e.g. observation and interviews) to see whether they corroborate one another." In addition, Burns (1999: 163) states that "triangulation is one of the most commonly used and best known ways of checking for validity. Then the aim of triangulation is to gather multiple perspectives on the situation being studied."

Denzin (1978, cited in Burns 1999: 164) also provides four forms of triangulation. He said that these could be valuable in collaborative action research focusing on similar focus area. They are as follows.

1. Time triangulation: data are collected at one point in time (cross-sectionally) or over a period of time (longitudinally) to get a sense of what factors are involved in change processes.
2. Space triangulation: data are collected across different subgroups of people, to avoid the limitations of studies conducted within one group.
3. Investigator triangulation: more than one observer is used in the same research setting. This helps observer bias and provides checks on the reliability of the observations.
4. Theoretical triangulation: data are analyzed from more than one perspective.

From the four forms of triangulation above, I applied three of them. They were:

- 1) Time triangulation was used in which the data were collected at different points in time to identify the factors involved in the change processes.
- 2) Investigator triangulation was used in which the data were collected by more than one researcher in the same research setting. In this study, investigator triangulation involved the English teacher as the collaborator. She was observed the teaching and learning process and helped me reflecting the actions.
- 3) Theory triangulation was used in which the data were analyzed based on the theory on Chapter II.

I also employed the five validity criteria proposed by Anderson *et al.*, 1994 in Burns, 1999 (161-162). They are democratic validity, process validity, outcome validity, catalytic validity, and dialogic validity.

The democratic validity could be seen in every steps of the research from the beginning. Together with the research members I worked collaboratively to find the problems which had been overcome and found the actions which had been

implemented. In addition, all participants of this research were given ample opportunities to give their feelings, opinions, ideas, comments or suggestions related to the research.

The process validity was done to ensure that the actions of this research are believable and the actions are done as planned. The process in this research were divided into cycles depend on the condition in the field. Each cycle consists of planning, implementation, evaluation, and reflection steps. The process involved different data sources together with some proofs that show the process is believable.

The outcome validity was related to the actions that lead to the results that are successful within the research context. This validity depends on the validity of the research process which is aimed at improving. To fulfill the outcome validity, some indicators that show the improvement of the students' vocabulary mastery in the teaching learning process formulated together.

The catalytic validity was done by allowing each person involved in the research to learn and gain more insights from the research processes. It fulfilled by encouraging them to express their opinions about the changes they have experienced and to modify their techniques to bring about improvement.

The dialogic validity is the process of peer review that is commonly used in academic research. This validity fulfilled by discussing the research findings with the English teacher and some students of English Education Department UNY. Most of them were also research practitioners. The members of the discussion gave their opinion and their constructive inputs about the research report.

I. Procedures of the Research

In this study I followed some procedures by Kemmis and Mc Taggart for each cycle. These procedures were as follows.

1. Determining the Thematic Concern (Reconnaissance)

In this procedure, I identified the problems based on the classroom observations and interviews with the students and the English teacher. Then I described the problems and discussed with all research members to choose the problems that need to be overcome.

2. Planning

The pre-step of planning was aimed at finding the information or facts about the teaching learning processes in real daily situations. The information was obtained by holding discussions with the principal, the English teacher, the classroom teacher, interviewing some students, and showing the English teaching learning process in the classroom.

From the observations, discussions and interviews some problems related to the English teaching and learning process in general were found. In particular, the vocabulary mastery of the VII grade needed to be improved. Therefore, the other research members and I planned some actions in the attempt of solving the existing problems.

Having finished identifying the existing problems, all the research members held a discussion to plan some actions to be implemented in the English teaching learning process. The action plans were as follows.

- a. Selecting materials based on the basic competency and the standard of competence for the first semester of grade VII

Since the focus of this action was to improve vocabulary mastery in describing people and bedroom, the materials were in the forms of descriptive texts. Then, I designed a course grid to prepare the materials and activities.

b. Determining the activities

The activities applied in the actions were related to memorizing vocabulary. One of them is games to give students opportunities for practicing what they had learnt after joining the English learning. This was mainly to improve their vocabulary mastery.

c. Selecting media in the English teaching and learning process to get students' attention and to help them understand the topic being learnt

The media used in the actions were computer or laptop, loud speaker, whiteboard, cards for games, and pictures.

d. Designing lesson plans.

The lesson plans were designed as guidance in the teaching and learning processes. There were two lesson plans in the actions in which each lesson plan was prepared for three meetings.

e. Developing research instruments

Some research instruments, such as, observation guide, interview guide, were developed before conducting the research.

3. Actions and Observations

The plans of actions agreed by all the research members then were performed in the classroom. The actions were implemented in two cycles, with three meetings for each cycle. It was agreed that I would do the teaching and the English teacher would be the observer. The activities in each cycle were observed and recorded in the form of vignettes and photographs. I observed systematically the results and effects of the actions and documenting the context, actions and opinions of those involved. In this phase, I used data collection tools to collect information about what was happening. Based on the observation and the recorded data, the English teacher and I discussed the implementation of the actions. Those were strengths, shortcomings, obstacles and possibilities to improve the actions. Additionally, I would also interview the students of VIIF class and the English teacher to gather opinions toward the actions. The results of the discussions and the students' and teacher's opinions served as the evaluation of the actions.

4. Reflection

At the end of every cycle, all members involved in the research held a discussion about the whole process of the actions. Each member contributed perceptions, ideas and suggestions that are important for the next cycle. Thus, the result of the reflection was used as a consideration for planning the actions in the next cycle. The actions considered to be successful were maintained in the next teaching learning processes. Meanwhile, the process considered to be unsuccessful were revised or modified to the suitable one.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS AND INTERPRETATIONS

This chapter presents the process of the research, its finding, and its interpretation. There are two sections in this chapter. The first section presents the reconnaissance steps. The second one reports the results of the action research cycles: plans, actions, observations and reflections.

A. Reconnaissance

Before conducting the action research, I did some activities to find the problems. First, I did some observations to clarify the understanding about the problems related to the English teaching and learning process of class VIIF at SMP N 2 Grabag. Second, I interviewed the students about the problems that occurred in the class. I also had a discussion with the English teacher to get input about the weaknesses and the suggestions related to the English teaching and learning process.

1. Identification of the Field Problems

I did some observations on 27th and 30th August 2012. The classroom situation could be seen in a vignette on page 6 Chapter 1.

I interviewed some students after conducting the observation. Based on the observations and interviews, there were several problems found during the teaching and learning process. Concerning the teaching and learning process there were also some discussions with the English teacher. The field problems I found which occurred during the teaching and learning process could be seen in Table 1.

Table 1: Field Problems in the English Teaching and Learning Process of VII F Class at SMP N 2 Grabag

No	Field Problems	Code
1.	The teacher could not motivate the students.	T
2.	The teacher used monotonous techniques to teach.	T
3.	The teacher allowed the students to write paragraphs in Bahasa Indonesia and then translate them into English.	T
4.	The teacher directly asked the students to write a paragraph.	T
5.	The students lacked vocabulary.	S
6.	The students' pronunciation was still weak.	S
7.	Most of the students were passive.	S
8.	Bahasa Indonesia and Javanese were the dominant languages at class.	S
9.	The students were afraid of making mistakes.	S
10.	There were not enough media in the teaching and learning process.	Md
11.	The activities that the teacher gave were less varied.	T
12.	Few students brought dictionary.	S
13.	The students were less encouraged to work in groups.	S
14.	The time management of the English teaching and learning process was not designed well.	A
15.	The materials were not interesting so that the students got easily bored.	M

T=Teacher; S=Students; M=Materials; A=Time allocation; Md=Media

2. Identification of the Field Problems to Solve

First, I discussed the field problems I found with the collaborator. She said that it was impossible to solve all problems occurring because of the time limit. So by considering the time, fund and energy, we agreed to select problems to solve from the English teaching and learning process in class VII F of SMP N 2 Grabag. The selected problems in the English teaching and learning processes are presented in Table 2.

Table 2: The Field Problems to Solve

No	Field Problems
1.	The students lacked vocabulary.
2.	The students' pronunciation still weak.
3.	Most of the students were passive.
4.	The students were afraid of making mistakes.
5.	The teacher could not motivate the students.
6.	The materials were not interesting so that the students got easily bored.
7.	There were not enough media in the teaching and learning process.
8.	Few students brought dictionary.
9.	The students were less encouraged to work in groups.
10.	The teacher allowed the students to write paragraphs in Bahasa Indonesia and then translate them into English.
11.	The teacher directly asked the students to write a paragraph.

After determining the field problems to solve, the collaborator and I had a discussion to analyze the field problems and main causes. This step was important to recognize the obstacles and weaknesses related to the field problems found.

Then we concluded that the possible main cause of the problems was the teacher. The teacher failed to motivate the students. The activities conducted were less varied and monotonous. The teacher was not creative in varying and creating tasks because she only relied the materials on a course book and LKS. The teacher gave less opportunity to students to learn to practice new words orally and to speak, teacher-centered. She also rarely used media, such as pictures, videos, etc.

Then some effects happened to the students. They became passive and silent, and easily got bored during the teaching and learning process. In addition, the students became less motivated and seemed reluctant in responding to the teacher's questions.

Based on the result of my interview with the teacher, she said that she have made a lesson plan for every meeting. But, she could not follow the lesson plan precisely. Thus, the teaching and learning process did not run effectively. In

addition, the teacher seldom gave activities to improve their vocabulary mastery even practice students' pronunciation and to check their spelling. The feedback on both pronunciation and spelling were also merely given. Thus, the students still mispronounced some words and sentences. Furthermore, they were also afraid of making mistakes because of their lack of vocabulary.

After analyzing the cause of the problems, we continued the discussion and determined that the problems related to the students' personality needed to be solved as soon as possible since communicative approach is students-centered approach. To solve these problems, we would start with the teacher. Starting to change the teacher's ways of teaching was the first effort to solve the problems. So we agreed to use games supported by various activities to stimulate students to be confident, interested and excited in learning the language and also encourage them to work in groups. We also agreed to use some media and also materials from many sources that were suitable with the curriculum and students' needs. The teacher also needed to create a good atmosphere so that the students could learn comfortably without feeling anxious and afraid of making mistakes.

B. Report of Cycle 1

1. Planning

After determining the most important and feasible problems to be solved, I determined some actions to solve the problems. The actions were focused on improving the students' vocabulary mastery through games. Based on the result of the discussion with the collaborator in a democratic and dialogic atmosphere on 29th

October 2012, the action plans of the first cycle that would be performed are presented as follow.

a. Applying some games to teach vocabulary

Games are not only fun and interesting but there are some reasons why games could be applied in the teaching and learning process. The use of games in the classroom as a learning activity could attract the students' attention and their involvement in the teaching and learning process. Besides interesting and fun, games also have some advantages as stated on the background of the study (Chapter 1) and the literature review (Chapter 2). I would apply some games such as vocabulary games, card games, dice games, and structure games. All games would be played in small and large groups in every meeting of Cycle 1. Through games there would be more opportunity for students to practice new words orally. And the most important point was games would help the students memorize and understand new words easily in an interesting way.

b. Using the classroom English during the teaching and learning process

During the actions, I acted as the teacher in the class. The collaborator and I planned to use classroom English in the teaching and learning process to make the students more familiar with English. I planned to use English at class for several functions such as to greet the students, to explain the materials, to give the instructions, to give feedback, to give praise rewards, and also to end the lesson. Based on the observations and some interviews before the actions, the students said that they could not understand the teacher's explanation when she used English all the time during the teaching process. Therefore, I planned to use Indonesian

translation in some difficult aspects such as giving instructions and explaining the materials so that the students could understand. It also aimed at improving the students' vocabulary because through the classroom English they would also learn new words and expressions.

c. Communicating the objectives of the lessons to the students

Communicating the objective was planned to be applied in all meeting in Cycle 1. At the beginning of the lesson, I would direct the students toward the lesson through interaction. I would show them some pictures and give some questions related to the pictures. Then, I would communicate the objective of the lesson so that the students would know what they were going to learn. Besides, they would also be more motivated to learn new words if they knew the purposes of their learning.

d. Giving feedback on the students' pronunciation and spelling

The aim of giving feedback the students' pronunciation was certainly to make the students have better pronunciation and spelling. Furthermore, this plan also would help the students not to be afraid of making mistakes of pronunciation when they spoke and make them confident to speak with correct pronunciation. I planned to give feedback on students' pronunciation in each meeting of Cycle 1. The feedback would cover accuracy and fluency as suggested by Harmer (2001: 104-109). When I found mistakes or errors, the first thing that I had to do was showing the incorrectness by some ways that let the students know their mistakes then got it right by the students. In other word, I planned to give feedback on the students' pronunciation in the form of oral and not immediate feedback. It meant

the feedback would be given to the students after they finished. When the students were performed, I listed some mistakes/errors pronunciation that the students made in a note then correct them through discussion session. By doing this, the students would not feel disturbed, so that they were not afraid or not confident to speak up.

Related to the feedback on the students' spelling, it was aimed at making the students know whether their spelling of certain words was correct. Furthermore, this plan would also help the students have better writing of new words. When I found mistakes or errors, I showed the incorrectness then asked them to check on their dictionary for the right spelling. In other word, I planned not to give direct feedback on students' spelling so that they got it right by themselves. Besides, the students would also learn how to use dictionary.

e. Asking the students to work in large and small groups

I planned to use some games for the teaching and learning process during Cycle 1. The games would be played in small and large groups. There are some reasons why group works would be implemented in the teaching and learning process. Group works could exercise the students' ability in a team work. Then the students would learn how to appreciate others' opinion in a team. And the most important point was the students would be more confident and more active involved in the teaching and learning process. Considering the advantages of grouping activities, I emphasized the activities more on the improvement of mastering vocabulary for the students.

f. Giving a handout of today's materials as a guideline

Each student would get a handout during the English classroom to help his or her learning. The handout would be distributed whenever they learnt new materials. It would consist of the explanation of materials and tasks.

g. Asking students to bring a dictionary

The aim of asking the students to bring the dictionary was certainly to make the students bring their dictionary. It also aimed at improving the students' vocabulary. In learning new vocabulary, dictionary has very important role. The students could check pronunciation and spelling of a certain word on the dictionary. If the students have much vocabulary mastery, they can produce sentences easily. I would check all desks so that each desk at least there was one dictionary so that the noise from the students borrowing the dictionary could be minimized.

2. Actions and Observation in Cycle 1

The implementation of the actions in the first cycle was done in three meetings. The first meeting was conducted on 19th November 2012, the second meeting was on 22nd November 2012, and the last meeting was on 26th November 2012. The topic of the first cycle was describing people. The genre for the topic was a descriptive text. I was helped by the English teacher to design the course grid based on the 2006 curriculum. While I implemented the actions, the English teacher observed, took notes of the teaching and learning process, and sometimes took the photographs from the back and front of the classroom. The data during Cycle 1 were collected through classroom observations and interviews. The complete description is provided below.

a. Applying some games to teach vocabulary

As I planned before, the implementation of games in this cycle covered three games. The games had purposes to help the students memorize and understand the vocabulary related to the descriptive text given in an interesting way and build their enthusiasm in learning. It was conducted in every meeting. The first game was Bingo game. First, I asked the students whether they had ever learnt English through games and all of them said not yet. When I told the students that we were going to play a game, they seemed enthusiastic. Then I asked the students to make groups of six and explained the rules of the game. They were excited to listen to my explanation. The situation could be seen in the extract below.

“Did you ever learn vocabulary using a game?” All students did not reply my question. They just whispered to each other. Then I repeated the question in Bahasa Indonesia “Kalian pernah gak belajar kosakata pake permainan?” Then some students replied “Belum pernah, Miss.” I said that that day we were going to play a game before I came to the main of the lesson. All students seemed so excited. Some students even asked me “Main apa Miss?” “Seru gak Miss permainannya?”

(Vignette 1)

~~All of the students enjoyed the game. The teacher said even some silent~~

students became quite active and attractive in joining the activity. In the first time, most of the students made pronunciation mistakes. I listed vocabulary that they mispronounced. Then I asked them to pronounce the words after me. The extract below would describe the situation.

T : *Sepanjang pengamatan saya anak-anak enjoy mbak. Sebagian besar mereka juga bisa inget kosakatanya, cara ngucapinnya. Kemarin-kemarin saya ngajarin mereka kosakata pake drilling gitu, belum sampai habis jam pelajaran udah ada yang lupa.*

(Based on my observation, they enjoyed the game. Most of them could remember the vocabulary and its pronunciation. I taught them vocabulary

using drilling technique, but they forgot even when the lesson didn't finish yet.)

R : *Saya senang kalau menurut ibu siswa bisa belajar melalui game tadi. Mungkin kalau pakai game lebih menyenangkan ya bu, jadi siswa lebih mudah inget.*
(I'm glad that the students enjoyed the game. Maybe the game was more interesting so that the students could remember it easily.)

T : *Iya mbak. Selain itu anak-anak yang duduk di bangku paling depan tadi, yang biasanya gak aktif kelihatan antusias waktu dibilang belajarnya mau pake game. Walaupun ya agak ngglidik mereka tu.*
(I think so. Besides some silent students who are sitting in the front seat seemed more enthusiastic than before.)

(Interview transcript 5)

I asked some students from each group to pronounce the words they wrote. Unfortunately, most of them made pronunciation mistakes. I thought that they had been familiar with those words but actually it was far from my expectation. **For example, I wrote the word 'cheek' on the white board and asked them to pronounce it. Most of them said 'cheek /check/' not 'cheek /tʃi:k /'. Then I asked them to pronounce 'leg' and their pronunciation became 'leg /lig/' not 'leg /leg/'. So I drilled them some times to make them more familiar with the pronunciation of those words.**

(Vignette 1)

Another problem was about the time allocation to play the game. Because the students and I over enjoyed the game, I myself did not really pay attention to the time allocation. It was also become one of the weaknesses of the first action in Cycle 1. After the teaching and learning process the teacher reminded me to pay more attentions to the time allocation in order to make sure the students got all today's material as what had been planned. The teacher also asked me to write it down on the reflection so that I could make it better on the next meeting. The situation could be seen in the following extract.

T : *Tadi sudah cukup sesuai dengan rencana awal mbak. Tapi waktu buat gamenya kok kayaknya agak kelamaan ya.*
(Today's lesson was quite well-planned. But the time for the game was a little too long.)

R : *Iya bu, saya rasa juga gitu. Tadi siswa antusias banget waktu maen jadinya saya juga kurang kontrol waktunya.*

(Yes, I think so. The students were enthusiastic so I got less control for the time.)

T : *Nha itu masukin ke refleksi aja mbak biar bisa diperbaiki buat selanjutnya. Harus pinter-pinter ngatur waktu biar kegiatan selanjutnya juga bisa maksimal.*

(Then you should write down that on the reflection in order to make it better. The time should be well-managed so that the following activities could be maximum.)

(Interview transcript 6)

In the second meeting of this cycle, I applied Rays of Sunlight game as I planned before. In this session, some students were asked to directly practice the game based on the rules explained. The other students seemed to effortlessly understand on how to play the game. However, some of them who had not understood yet, asked me to repeat explaining game rules. Before the game started, I also confirmed the students about the vocabulary that should be used in order to make the game run well. It could be seen in the following extract.

I said that we were going to play Rays of Sunlight game. Some students asked me “*Apa Miss?*” I said that it was the name of the game then they said “*Ooooooh*” in chorus. I divided the students into four groups then began to explain the rules of the game to the students. **Some students seemed effortlessly understand on how to play the game. Some of them said “*Kok ribet Miss.*” “*Jelasin pake Bahasa Indonesia terus aja Miss.*” Some others said “*Miss, pelan-pelan dong.*”** Then I explained it again until the students understand the rules of the game. Before the game started, I also confirmed the students about the vocabulary that should be used in order to make the game run well.

(Vignette 2)

~~In the last meeting I applied Part of the Body Chain game. In this game the~~
students seemed more enthusiastic because I asked them to play outside the class. Before, I proposed the idea to bring the students outside the class to the teacher. There were three reasons why I asked the students to learn outside the class. First, the classroom has not enough space to run the game. Second, the tables and the

desks were too heavy to move so it would spend more time. And the third, I thought that learning outside the classroom would make the students feel a new atmosphere. Meanwhile, the teacher had never done this before. The teacher agreed and advised me to keep controlling the students during the process of the game. I had to make sure that the students did not make any noise during the game. The teacher also helped me control the students. They were able to cooperate and the game was done successfully. The following extract reflects this situation.

“Well, everyone, today we are going to play the game outside the classroom.” Some students who understood my instruction were smiling and one of them said “*Ayo Miss.*” But most of the students seemed to effortlessly understand my instruction. Then I said it again slowly and used gesture when I said the word ‘outside’. “Do you understand now everyone?” they said “*Yessss Miss.*” **They were enthusiastic to go outside the class. Furthermore, before they went outside the class I asked them to be polite and not to make too much noise during the game. During the game some students also helped me in controlling their friends by saying “*Eh eh ojo criwit. Gateke Miss Wulan lho.*” or by saying “*Ssssstttt.*” The game was done successfully because all students were able to cooperate. The teacher also helped me in controlling the students.**

(Vignette 3)

R	<i>Bu, rencana saya besok game yang pertemuan ketiga saya mau ngajak siswa keluar kelas. Bagaimana menurut ibu?</i> (Ma'am, I am planning to invite the students to learn outside the class in the third meeting. How do you think?)
T	<i>Oh gapapa mbak. Saya malah seneng, anak-anak jadi ada suasana baru. Tapi tetep dijaga ya mbak biar gak nganggu kelas lain.</i> (Oh it's ok. I'm glad that students feel new atmosphere. But keep controlling them to not disturb the other class.)

(Interview transcript 7)

In conclusion, the students enjoyed learning new vocabulary through games. The games could encourage them to learn new words. Some students said that this technique improved their ability to memorize the words and they had large opportunity to practice the words orally. It made the students confident to speak and did not feel afraid of making mistakes. In addition, some students said that through

games they could also learn how to write new words correctly. It also helped them implement the words in the tasks given easily. It can be inferred from some interviews with the students below.

R : *Yang bikin gampang inget apanya?*
(What makes it easy to remember?)

S1 : *Soalnya kita diajarinnya sambil seneng-seneng gitu jadinya gampang inget kata ini pernah buat maen game ini itu. Atau inget gambar yang pernah dipake di gamenya. Gitu Miss.*
(Because we enjoyed so that we could remember that the words had ever used in the game. Or we could remember the picture used in the game.)

R : *Oh gitu. Iya besok kita main game yang lebih bervariasi lagi ya.*
(Oh ok. We will play more varied game tomorrow.)

(Interview transcript 8)

R : *Oh gitu. Game tadi bantu kamu buat lebih gampang inget sama kosa katanya nggak?*
(Oh. That game helped you in remembering the vocabulary easily or not?)

S2 : *Iya Miss. Jadi pas ada katanya di latihan langsung oh ini tadi yang dibuat maen game, yang gambarnya kayak gitu. Gitu Miss.*
(Yes, Miss. So when it comes to the exercises, oh this one used in that game, that picture. Like that, Miss.)

(Interview transcript 9)

S3 : *Ya waktu temen-temen disuruh ngomongin katanya. Ngomongnya ternyata pada salah. Hehe.*
(When my friends were asked to pronounce the words. Actually their pronunciation is wrong. Hehe.)

R : *Ya nggak apa-apa. Namanya kan lagi belajar wajar kalau salah dulu.*
(It's ok. It's common making mistakes when learning.)

S3 : *Tapi enak juga Miss, salah juga langsung dibenerin sama Miss Wulan jadi ya kita juga langsung tau benarnya gimana. Jadi nggak takut juga kalau salah ngucap.*
(When we're make mistakes you gave us the right one so that we're not afraid if we make pronunciation mistakes.)

(Interview transcript 10)

- R : *Sampai pertemuan ketiga tadi gimana dek penguasaan kosakatamu?*
(How about your vocabulary mastery until the third meeting?)
- S : *Lumayan Miss. Kalau aku daripada disuruh apalan sehari 20 kata mendingan belajar pake game terus soale aku nggak suka apalan Miss.*
(Quite good Miss. It's better for me to learn everyday using games than memorizing 20 words a day because I don't like memorizing.)

(Interview transcript 11)

b. Using the classroom English during the teaching and learning process

As I planned before I implemented classroom English in every meeting to familiarize students with English. The classroom English was used in some ways, such as opening the lesson, greeting the students, explaining the materials, giving instructions, giving feedback, and closing the lesson. To open the lesson I always started with routine expressions such as “Good morning, class?”, “How are you today?”, and “Let's pray together”. Meanwhile, at the end of the lesson, leave taking expression such as “This is the end of our lesson today”, “Thanks for your attention”, “Thanks for your cooperation”, “See you”, and “Thank you” were used. The students could answer them well since the students had been familiar with them. But when I used a different expression for the same meaning, they did not answer my question. For example, at the second meeting I asked the students “How's life?” They looked confuse. After I changed into the expression I usually used, they finally said I'm fine. The following extract reflects this situation.

I began to greet the students “Good morning, everyone.” As usual, all of them replied “Good morning, Miss.” **Then I asked the students with**

“How’s life?” They were silent, no one replied my question. Then I asked them again “How’s life, everyone?” Once again, no one replied and they just smiled at me. I changed my question into “How are you, everyone?” then all of them said “I’m fine, thank you. And you?” “I’m fine too, thank you.” After that I explained a little bit to the students about the expression that I used before.

(Vignette 2)

The expressions like “present” and “absent” were used when I checked the students’ attendance. The students were asked to say “present” when their names were called, and “absent” when their friends were not present. In the first time, there were only a few students who followed the instructions, the rest remained silent. Thus, I reminded them to say the words loudly. Sometimes I also praised the students who responded. At the end, all students could respond when I called their names. It was because they were getting familiar with the expressions. The description could be seen in the following extract.

Before I started teaching the materials, I always checked the students’ attendance. In the first meeting, I asked the students to say “present” when their names were called, and “absent” when their friends were not present. In the first meeting, when I called the students’ name one by one, only few students that followed my instructions, the rest remained silent. They seemed shy to say “present” and “absent” loudly because the teacher never do that activity before. **But in this meeting, most students could respond when I called their names. Even some boys who sat in the back named Dimas, Prayitno, Adi, and Yosef always responded louder than the others by saying “Present, Miss.”**

(Vignette 2)

I used the expression like “I beg your pardon”, or “Pardon me?” to repeat students’ answer or opinions. At the first time, the students could not understand it. After I explained about the expression, the students could understand the use of the expressions and later on they could use the expressions correctly in the group-work activity. Besides “Pardon me?” some expressions like “Sorry?” and “correct” were

also used in the group-work activity. I asked the students to say “correct” to respond to their friends’ correct answers, “Sorry?” and “Pardon me?” to ask their friends to repeat what they said. Although their pronunciation sounded strange (Javanese English) when saying the expressions, they said the words loudly.

Sometimes to direct students’ attention to the lesson, I used supervision expressions like “Listen to your friends!” and “Please pay attention.”. To set time limits, such as “I’ll give you 10 minutes”, the instruction was accompanied by gestures to make the students understand. When the students showed good result, I used some expressions, such as “Very good”, “Good job”, and “Great”. If I wanted to know whether the students had finished their work or not, I asked them using “Have you finished?”.

To know whether the students had understood the lesson or not, I used “Any questions?” or “Do you get my point?”. To give instructions, I used expressions like “Close your books”, “Listen to me please”, “Pay attention please”, and “Make a group of four”.

Concerning the use of English for giving instructions and explaining the materials, as planned before; I used translation in some difficult aspects to help the students understand what I was saying. It could be seen in the extract below.

“Well, class, we’re going to learn how to make a right sentence to describe people. We’re going to learn by playing a game.” Some female students in front of me seemed happy but some others looked confuse. **I repeated in Bahasa “Kita belajar bikin kalimat sambil bermain. Ok?” then all students replied “Okeeeee Miss.”**

(Vignette 2)

I gave a task to the students. Then I began to explain how to complete the task. “Well, everyone, you have to arrange the jumbled words here into correct sentences. You may discuss with your friends.” Some female students who sat in front of me said “Okay, Miss.” but the others still asked me the questions like “*Ini katanya disusun atau gimana Miss?*” and “*Ini suruh gimana Miss?*” **Then I repeated it again in Bahasa Indonesia “*Barusan kan Miss Wulan udah kasih instruksinya. You have to arrange the jumbled words into correct sentences.*” Then one of them said “*Iya kan Miss disusun?*” I said “*Iya disusun jadi kalimat yang benar. Buat tadi yang nanya suruh gimana udah paham perintahnya?*” Some students in the back said “*Udaaaaah Miss.*”**

(Vignette 3)

In addition, the students were enthusiastic in learning new expressions since they asked me some expressions after the class. For example, expressions like “*ciyus?*” (serius?) and “*miapah?*” (demi apa?). They used those expressions among their classmates.

c. Communicating the objectives of the lessons to the students

As I stated before, I communicate the objective of the lesson in every meeting in cycle 1 through interaction so that the students knew what they were going to learn. It was very different with the English teacher because she was not use to communicate the objective of the lesson to the students. She directly asked the students to do the tasks so that the students were not ready yet and unmotivated to join the class.

First the students were not really paying attention; they were not realizing that knowing the objective of the lesson is important. Then in the next meeting they tended to show more attention so that they know what they were going to learn. They said that knowing the objective of the lesson is important. Generally it was

effective to motivate the students to learn as well as to deepen their understanding of the lesson. It could be seen from the interview transcript below.

R	: <i>Gimana kalau Miss Wulan ngasih tau tujuan belajarnya dulu kayak tadi sebelum mulai belajar?</i> (How about I'm telling you the objective of the lesson before starting the lesson?)
S4	: <i>Hmm aku malah nggak ngeh tadi Miss. Yaudah kalau mulai pelajaran ya mulai aja gitu. Hehe.</i> (Hmm I didn't really pay attention, Miss. If it's time to start the lesson, just start. Hehe.)
R	: <i>Gitu aja?</i> (That's it?)
S4	: <i>Iya soalnya Bu Desi juga gak pernah ngomongin tujuan-tujuan belajar gitu Miss.</i> (Ya because Mrs. Desi has never told the objective of the lesson.)

(Interview transcript 12)	

R	: <i>Gimana dek, tadi Miss Wulan juga ngasih tau tujuan pembelajaran dulu sebelum mulai kayak pertemuan sebelumnya.</i> (I told you all the objective of the lesson like I did in the previous meeting. What do you think?)
S4	: <i>Iya Miss, ternyata penting tau tujuan kita belajar. Jadi lebih ada motivasi juga lah. Tau oh kita belajar ini itu. Gitu Miss.</i> (Yes, Miss, actually it's important to know what's the purpose of what we learn. It makes us more motivated. We know what we learn. That's it Miss.)

(Interview transcript 13)	

d. Giving feedback on the students' pronunciation and spelling

In all the meetings of this cycle, I always gave feedbacks to the students' pronunciation and spelling. The feedback was not merely related to the pronunciation and spelling mistakes but they were also about the intonation and the use of a certain word. Thus, some errors and mistakes were tolerated and seen as

natural situation of the development of communication skill. After giving feedback, I asked the students to raise questions about something they still did not comprehend. At the first time, they felt a little shy to ask questions because they were still influenced by the learning atmosphere in their previous usual English lesson. The question and answer session in this cycle brought a good atmosphere to the classroom interaction between the students and I.

Some students said that feedback helped them to be better in pronouncing and writing the words correctly. It also made them understand the words easily. Besides, they could implement the new words appropriately in the tasks given. It could be seen from the extract of the interview transcript below.

R	: <i>Bagus kalau gitu. Terus menurut kamu kalau Miss Wulan kasih feedback kayak tadi gimana?</i> (That's good. Then what do you think about giving feedback?)
S5	: <i>Kalau buat aku si bantu banget Miss.</i> (It helped me a lot Miss.)
R	: <i>Hm gitu ya. Terus?</i> (Hm I see. And then?)
S5	: <i>Ya kayak tadi misalnya pas ada yang salah ngucapin, dibenerin sama Miss Wulan jadi gak salah lagi. Terus tulisannya juga kan kalau kita salah Miss Wulan koreksi yang salah dimananya. Ya kalau aku si jadi gampang paham kata-katanya Miss.</i> (Yes, for example when there were pronunciation mistakes, you gave the right one so there were no more mistakes. You also corrected our spelling so that I could understand the words easily.)
----- (Interview transcript 14)	

e. Asking the students to work in large and small groups

In every meeting, I always asked the students to work in pairs, small groups or large groups. Those pairing or grouping activities were aimed at

experiencing them to communicate with others. Group works were also activating the students in the class, training the students to be able to cooperate with others, and creating non-threatening environment to the students.

I implemented some techniques in grouping the students. In the first meeting, the students were free to create their groups. The result was they tended to be in the same gender and they were choosing their close friends.

In the next meeting, the students began to make friends with another gender. I also grouped the students in order to make all students close to each other and there was no gap between them. It could be seen from the extract below.

I said to the students that we were going to play Rays of Sunlight game. In the previous meeting I let the students to make their own group. The result was they tended to be in the same gender and they were choosing their close friends. So in this meeting I grouped the students in order to make all students close to each other and there were no gap between them. "Ok, everybody, I want you to make groups of six." I shouted it slowly word by word and using gesture in giving them the instruction. The students understood my instruction without any translation. Then, the students began to call their friends to create a group. **"Wait everyone. Tunggu dulu. Today I will decide how you make the group. Hari ini bikin grupnya pakai cara Miss Wulan ya. Jadi biar gak sama itu-itu aja ngegrupnya."** "Yaaaaaa Miss." they replied in chorus. Then I asked them to count.

(Vignette 2)

Group work activities gave many benefits although the class was noisy during the activity. The students were asked to produce words, phrases, and sentences based on word-cards, sentence-cards, or picture cards and read the words aloud in the groups. Although they made mispronunciation, misspelling, and their speaking was Javanese-English, they were happy and enthusiastic joining the activity. In this activity, most students were willing to get involved even the lazy ones. They enjoyed the activities and discussions with friends. It could be seen in

the interview transcript was taken from the interview with the English teacher on 22nd November 2012 on the appendix on page 118.

f. Giving a handout of today's materials as a guideline

The use of handouts in every meeting could help students to understand the explanation. As a guideline, the handout gave a concept to learn. Hence, from the beginning of the lesson the students might be aware of what they would learn. I did the action to provide the handout for each pair of students. It could be seen from the extract below.

I gave handouts to the students about the explanation and exercises of today's material. A sheet of handout was for each pair. Then, I asked them to look into Exercise 1 at a glance and give true or false statements orally for some sentences related to the text. Some students who could state undoubtedly showed the evidence on the handout. Few other students had just been silent when they did not understand. Furthermore, I asked them to repeat after me for some words that they pronounced wrong.

(Vignette 1)

In addition, the students were attracted to look at the handout and carefully listen to my instruction and explanation. The handout made them easily recognize what I instructed and explained. The interview transcript below could verify the statement.

- S6 : *Iya, Miss. Kalau dikasih handout kayak tadi tu aku jadi nggak usah nulis banyak-banyak apa yang diterangin sama Miss Wulan. Tinggal tambahin aja kalau ada yang kurang.*
(Yes, Miss. I didn't need to write what you explained because you gave a handout. I just needed to complete the note.)
- R : *Hmm gitu. Handoutnya bantu kamu nggak selama proses belajar tadi?*
(Hmm I see. Could the handout help you during the learning process?)
- S6 : ***Bantu banget lah Miss. Aku jadi gampang paham yang Miss Wulan terangin. Soalnya di handout ada juga penjelasannya.***

(Of course it helped me a lot Miss. I could understand what you explain easily because it was explained on the handout too.)

(Interview transcript 16)

g. Asking students to bring a dictionary

As I planned before, I would ask each student to bring a dictionary or at least there is one dictionary in each desk. In the first meeting I asked the students whether they brought their dictionary. Unfortunately, most of them did not bring it. Then I asked the students to bring their dictionary for the next meeting. I explained to them that dictionary can help them in the learning process. The following extract describes this situation.

In the previous meeting, I asked them whether they brought a dictionary. Unfortunately, most of them did not bring it. Then I asked them to bring their dictionary for this meeting. I checked whether they brought it. "Ok, class, in the previous meeting I asked you to bring your dictionary. *Mana kamusnya? Udah bawa semua kan?*" Most of the said "Bawaaaa Miss." I checked it around the class. I found seven students who did not bring a dictionary. "*Di, kok nggak bawa kamus lagi?*" He said that he did not have dictionary, "*Nggak punya kamus e Miss.*" Then I asked the others "*Yang lain juga nggak punya kamus?*" They said "*Iya Miss.*" but one of them said "*Punya kok Miss, cuma lupa.*" **Then I said to all of them "Kamus itu penting lho yaa. Kalau misal kalian baca text atau nggak tau arti kata tertentu gimana kalau nggak punya kamus?" They listened to me quitely. "Kalau nggak punya kamus beli dong. Nggak perlu yang mahal kok. Kosa kata yang kalian pelajari juga kan belum terlalu susah. Di 39 kan banyak to kamus lengkap 1000 kata atau 10.000 kata gitu."** They smiled and said "*Iya Miss.*" "*Sip, yang penting bisa bantu kalian dalam belajar.* Well, lets start the lesson then."

(Vignette 2)

In the second meeting and the rest meeting I saw that most students brought their dictionaries. But still some of them were not bring a dictionary. They said that they did not have a dictionary at home. Then I suggested them to buy it. I

said that they must not buy the expensive one. The important point was it could help them in learning English. But at least there was a dictionary on each desk.

The problem related to the use of dictionary during the teaching and learning process, I felt that it was a little bit difficult to ask the students to open their dictionary when they found difficulties in pronouncing and writing new words. They preferred asking me how to pronounce and write the words correctly than open up the dictionary. The situation could be seen from the extract below.

“Miss Wulan, mancung itu Bahasa Inggrisnya apa?” then another student asked me *“Miss, kalau leg itu ndak kaki?”* I said to the students that they have dictionary and they can find the meaning of a certain word in their dictionary. Some students will open the dictionary if they find difficulties in understanding the meaning of the words. **But most of them, especially males students are lazy to open up the dictionary.**

(Vignette 3)

As I wrote down in the result of my observation that it was a little bit difficult asking the students to have a good dictionary. It was because some of them came from a middle-low economic status. So that I even the teacher could not force them to have a complete dictionary because the complete one is usually expensive. A way to make the students use a complete dictionary is by asking the principal to buy some dictionaries and put them on the library. The teacher said that she has already discussed it with the principal and the other English teachers to facilitate the students with enough dictionaries. The extract of the interview transcript below could describe this situation.

R : *Gitu ya bu. Terus ternyata ada juga siswa yang nggak punya kamus.*

	(I see, ma'am. Actually there're also students that don't have any dictionary.)
T	<i>: Nha itu mbak. Anak-anak yang sekolah disini kan rata-rata orang tuanya pas-pasan. Ya golongan menengah kebawah lah. Nggak cuma kelas 1 mbak. Lha wong anak kelas 2, 3 yang saya ajar aja banyak kok yang nggak punya kamus.</i> (That's the problem. Most students here come from middle-low economic status. Not only VII grades students, there're my students on grades VIII and XI that don't have dictionaries.)
R	<i>: Lho terus mereka belajarnya gimana bu? Kalau ada kata yang mereka nggak ngerti.</i> (Then how they learn if they find difficult words?)
T	<i>: Ya gitu mbak, kalau disekolah ya mereka pakai kamus yang ada di perpustakaan. Itu juga masih belum memenuhi sama jumlah siswa.</i> (At school they're using dictionaries at the library but actually it's not enough with the number of students.)
R	<i>: Berarti harus ngendika sama kepala sekolah ya bu, buat pengadaan kamus lagi.</i> (It means that you should ask the headmaster to provide more dictionaries.)
T	<i>: Iya mbak. Saya sama teman-teman yang lain juga udah diskusi sama pak kepala cuma ya belum terealisasi aja.</i> (Ya, my friends and I already had a discussion with the headmaster but it's not be realized yet.)
	----- (Interview transcript 17)

3. Reflection

As the plans had been implemented in the action of the first cycle, the collaborator and I had a discussion in order to reflect the actions based on the observations and interviews. It was the action step to fulfill the democratic and dialogic validities, since it had been mentioned in Chapter III. The reflections functioned as the evaluation of the first cycle. Then, it would be used for planning the next actions of the next cycle. The followings are the results of the actions in the first cycle.

a. Applying some games to teach vocabulary

The first problem for the implementation of the games in the action of this cycle was that some students violated the rules of the games. The students tended to look at the others, so that they did not concentrate during the game. It could be because of my weaknesses in controlling the students. I could not pay attention in all sides so that the students just did what they wanted. However, they had practiced new words quite well.

I started the first game in the beginning of the lesson, the second game was still in the beginning of the lesson, and the third game was in the middle of the lesson. Nevertheless, when the game started, the time allocation was too short and I could not manage the time well. It particularly happened in the first game: Bingo game. Moreover, some students once asked about the prize which would be awarded if they won the game. Somehow, it could be considered in addition to the reward in the form of praising and giving applauses.

b. Using the classroom English during the teaching and learning process

The use of classroom English was closely effective to improve the students' ability to use English during the teaching and learning process. Most students became more confident to speak and they were not afraid of making mistakes. However, few students still could not enjoy the classroom English because they felt that they were not able to pronounce certain words correctly. Sometimes, the students found it difficult to understand instructions from me if it was only mentioned once. They also criticized that the speed of my speech was too fast. Realizing the situation, I would grant a better performance in the next cycle.

c. Communicating the objectives of the lesson to the students

I always communicated the students the objective of the lessons in every meeting. I showed pictures related to the topic of the lessons and let students know what they were going to learn. Then to make sure that everyone understood it, I asked them back about the objective. Some of them did not seem noticed the importance but it was successful to motivate students to learn.

d. Giving feedback on the students' pronunciation and spelling

According to the observation, there were some little problems related to the students' pronunciation and spelling. Few students were willing to be volunteers to write their answer on the whiteboard. Some students also spoke in a low volume because they were afraid of making mistakes on their pronunciation. Few students also pronounced certain words correctly. I gave feedback to the students to cope with the problems. In giving feedback on the pronunciation mistakes, I used the traditional method that was to drill the mispronounced words after they were asked to check the pronunciation in the dictionary. The students were asked to repeat the words after me or the student told the correct ones. Concerning the feedback session, the only problem existed until the end of Cycle 1 was to get responses from the students for giving comments on their friends' performances orally.

e. Asking the students to work in large and small groups

Small group activity as it represents in the Bingo game, gave the students opportunity to speak in their group. Thus, the students' practices were improved. On the other hand, big or large group activities as implemented in the third game worked well at increasing students' self-confidence. Unexpectedly, it was not easy to face a problem related to the students when they were being more active in

speaking in their native language. I could not keep controlling them to use the target language.

f. Giving a handout of today's materials as a guideline

The use of handout really helped the students in following the teaching and learning process. It helped them overcome the field problem related to their readiness to join the lesson. Indeed, the handouts also gave benefits for them. First, the students experienced that the activities were clear because there was a guideline. Second, they did not need to take many notes. Third, they had something to read as the form of visual printed media.

g. Asking students to bring a dictionary

The action was not really successful in encouraging the students to bring the dictionary. They felt lazy to bring the dictionary moreover if it was thick. Though few students put their dictionaries in the desk so that they could use it for another meeting, some students were still reluctant to do the same thing. They still enjoyed sharing their dictionaries with others. Even some students said that they did not have any dictionary.

4. Revised plan

Based on the reflections of Cycle 1, there were more plans which needed to be revised. They were time management and the way to motivate students to be more active.

C. Report of Cycle 2

1. Planning

After reflecting the success, failures, and problems in the first cycle, I revised some actions to improve the success rate and solve the problems. Some actions, which were successful in the first cycle, would be maintained while some failed actions would be revised. The collaborator and I agreed that we would describe the revised planning of the second cycle as follows:

a. Applying some games to teach vocabulary

As I stated previously, the use of games in the classroom as a learning activity could attract the students' attention and their involvement in the teaching and learning process. Besides interesting and fun, games also have some advantages as stated on the background of the study (Chapter 1) and the literature review (Chapter 2). Then I also planned apply two games in the meeting of Cycle 2. Through games, the students would practice having interaction in a group, they would be confident to speak up and not afraid of making mistakes. The most important point was games would help the students to memorize and understand new vocabulary easily in interesting way.

There would be two games in this cycle. All games contained purposes on helping the students to master new vocabulary easily and implementing the new vocabulary in the tasks given correctly. It was expected that the students would be more discipline by obeying the game rules. Besides, I also planned to give clear examples of pronouncing the words possibly used in the game to make the students get an ease while playing games. And the last I planned to manage the time allocation better by using an alarm. So when the time is up the alarm would ring and the game would be over.

b. Using the classroom English during the teaching and learning process

Similar with the first plan in Cycle 1, I optimized the use of the classroom English during the teaching and learning process in each meetings of Cycle 2. In this cycle, I also would act as the teacher. By optimizing the use of the classroom English during the teaching and learning process in Cycle 1, the students started to be confident to speak in English. Some students even were confident to ask to me by using English. Therefore, I kept optimizing the use of the English classroom during the teaching and learning process. I optimized the use of the English classroom in each meeting of Cycle 2 and I expected that the students would be more familiar with the language through this way.

In Cycle 1, I used the English classroom for greeting the students in the beginning of the lesson, explaining the materials, giving instruction of the tasks or activities, giving feedback, and also making conclusion and closing the lesson. However, the students still did not understand completely when they found I spoke in English by using some difficult words for giving instructions and giving feedback. They usually asked me to translate them into Bahasa Indonesia so that they could understand. In Cycle 2, I also planned to use English for greeting the students, explaining the materials, giving instructions and feedback, and also closing the lesson. However, I would not translate the difficult words into Bahasa Indonesia to make the students more aware to learn harder.

c. Communicating the objectives of the lesson to the students

Realizing the importance and the effect of communicating the objective of the lesson to the students, I decided to implement this act in Cycle 2.

d. Giving feedback on the students' pronunciation and spelling

The students' pronunciation and spelling are the important aspects in improving students' vocabulary mastery. Because this research focused on improving the students' vocabulary mastery, the plan of giving feedback on students' pronunciation and spelling as the important aspects was maintained. Giving feedback on the students' pronunciation aimed at making the students have better pronunciation so that they were confident to speak up. In other word, it helped the students in improving their pronunciation to be more accurate. The ways of giving feedback were also similar with the one in Cycle 1. The pronunciation feedback would be also given after the students conducted their performances, so that they would not feel ashamed when I corrected their pronunciation.

As found in Cycle 1, though the students' pronunciation was still poor, they were very enthusiastic about knowing the correct pronunciation of some words. Thus, I planned to keep giving feedback on the students' pronunciation to improve their ability to pronounce new words so that they did not make the same mistakes in the next activities.

e. Asking the students to work in large and small groups

Considering that the students became more active when they were asked to work in groups or pairs, I would keep asking them to work in large and small groups. I planned to make groups or pairs activities in every meeting during Cycle 2.

f. Giving a handout of today's materials as a guideline

The use of handout really helped the students in following the teaching and learning process. It helped them overcome the field problem related to their readiness to join the lesson. Indeed, the handouts also gave benefits for them. First, the students experienced that the activities were clear because there was a guideline. Second, they did not need to take many notes. Third, they had something to read as the form of visual printed media. So I planned to give a handout as a guideline in every meeting in the Cycle 2 as what I did in Cycle 1.

g. Asking students to bring a dictionary

As what I planned before that the aim of asking the students to bring the dictionary was certainly to make the students bring their dictionary. It also aimed at improving the students' vocabulary. In learning new vocabulary, dictionary has very important role. The students could also check the pronunciation and spelling of a certain word on the dictionary. If the students have much vocabulary mastery, they can produce sentences easily. Thus, the students need to bring the dictionary to help them increase their vocabulary. I planned to ask the students to bring the dictionary during the English teaching and learning process. I expected that the dictionary could help the students enrich their vocabulary so that when they were learning English they had no difficulties dealing with vocabulary matters. In each meeting, I would also check the students who brought the dictionary as what I did in Cycle 1 and make sure that all desks had at least one dictionary.

h. Giving rewards

Following up the students' comments related to the prize which would be awarded if they won the game, I thought that it could be right. Generally, a game

was identical to a competition to be a winner for achieving rewards. Thus, in this cycle there would be prizes as rewards for the winner of the games. Hopefully, it could boost the students' motivation and encourage the students to be more active in the teaching and learning process.

2. Actions and Observation in Cycle 2

The actions in Cycle 2 were implemented on December 3rd, 6th and 10th 2012 by applying two games. They were "Matching Game" for the first meeting and "Crossword Chain" for the second meeting. The topic of the second cycle was 'my bedroom'. The genre for the topic was still a descriptive text. The specifications of each game are presented as follow.

a. Applying some games to teach vocabulary

As I planned before that in this cycle I would apply two games to teach vocabulary. The games had purposes to help the students memorize and understand the vocabulary related to the descriptive text given in interesting way and build their enthusiasm in learning. The first game was matching game. It was applied in the first meeting of this cycle. In this game the students were asked to match the pictures given with the words on the whiteboard. Each student was allowed to match more than one picture. They seemed more enthusiastic because I said that the one who matched the pictures and the words more than the others would get reward. Using dictionary was not allowed during the game.

All students enjoyed the game. No more silent students as what happened in the first meeting of Cycle 1. All students were actively involved and participated

in the game. Only few students made pronunciation mistakes because I drilled them before some words that used in the game.

In the second meeting I applied “Crossword Chain” game. In this game, the object of the game is to create crosswords with long words. I asked the students to make groups of six. Then I gave each team a photocopy of an empty 20 x 20 grid. They wrote one word, horizontally or vertically, on the grid and score one point per letter, for example, bed = 3 points, blanket = 7 points. While they completed the grid I checked that the students use correct spelling. After each team has written one word on the crossword grid, they exchanged grids and wrote another word on the new crossword. The students used words only once on each grid. They were more enthusiastic and more active to win the game because in the first meeting I gave reward to the winner. Most students said that they wanted to be the winner to get the rewards. It could be seen from the extract of some interview transcript below.

R : *Apa yang bikin menarik dari game tadi?*
(What’s interesting from the game?)

S7 : ***Ya gamenya menarik beda dari game sebelum-sebelumnya sama hadiahnya juga Miss. Kita kan jadi semangat banget buat menang biar dapet hadiah Miss. Jadi ya nylesein gamenya semangat juga. Hehe.***
(The game was interesting, different from games before, and also the prize, Miss. We were excited to win in order to get the prize. So we were also excited to finish the game. Hehe.)

(Interview transcript 18)

The teacher also said that by giving the students rewards they became more motivated to join the game. The extract from my interview with the teacher below could describe this situation.

- R : *Berarti rewards itu cukup membantu memotivasi siswa ya bu.*
(Actually rewards can help to motivate the students.)
- T : *Iya mbak, jelas itu. Anak-anak jadi lebih antusias to. Istilahnya jiwa kompetitif mereka tu terus ada gitu lho. Bikin mereka lebih semangat karena semua pengen dapet rewards juga.*
(Yes, of course. The students were more enthusiastic. On the other hand, they got their competitiveness. It makes them more excited because all of them wants the praise too.)

(Interview transcript 19)

In conclusion, the students enjoyed learning new vocabulary through games. The games could encourage the students to learn new words. Some students said that this technique improved their ability to memorize the words and they had large opportunity to practice the words orally. It made the students confident to speak and did not feel afraid of making mistakes. In addition, some students said that through games they could also learn how to write new words correctly. It also helped them implement the words in the tasks given easily. Furthermore, when I said that it would be our last meeting they said “*Waaaaaaahhh*” in corrus. They said that they wanted to play a game in every English class. It made the students enjoy the class. They also said that they were always waiting for the English class and what kind of game I would apply next. It can be inferred from some interviews with the students below.

- R : *Gimana dek belajar pakai game?*
(How do you think learning with game?)
- S8 : *Seru Miss. Aku juga jadi pengucapannya lancar to Miss soale sering disuruh si. Hehe. Tapi kok terakhir e Miss? Minggu depan udah nggak kesini lagi po?*

(Fun, Miss. My pronunciation is better because you asked me frequently. Hehe. But why this is the last Miss? Will you coming here next week?)

R : *Iya, udah nggak malu lagi to ngomong di depan temen-temennya.*

Nggak e dek, soalnya emang waktunya terbatas. Ini udah hari terakhir.

(Yeah, you are not shy anymore in front of you friends, aren't you? Unfortunately, I can't because the time limit. This is the last day.)

(Interview transcript 20)

S9 : *Oh gitu. Ya sering main sini kalau gitu Miss. Hehe. Enak-enak aja, jelas ngajarnya. Apalagi kalau pas main game, Miss. Wuu seru banget. Aku senang Miss kalau belajar pake game terus gitu.*

(Oh I see. You should come here often, Miss. Hehe.

Your teaching is clear. Moreover when we played the game, Miss. Wuu it's so much fun. I enjoyed learning through games.)

R : *Ya bagus lah kalau pada jelas. Senengnya gimana? Apa nggak bosen kalau game terus?*

(That's good that you can understand. How's fun? Don't you get bored with games?)

S9 : *Ya belajarnya kan bisa sambil senang-senang gitu Miss nggak seriuuuus terus. Aku juga jadi gampang inget kosa kata yang diajarin lho Miss. Daripada ngapalin 20 kata tiap hari, males banget.*

(We had learned by doing, Miss, not too serious. I also become easier to memorize the vocabulary. It's better than memorizing 20 words a day.)

(Interview transcript 21)

R : *Bagus, berarti nggak pasif. Kalau gamenya selama ini gimana? Manfaatnya buat kamu?*

(Good, it means that you're not passive. How about the games? What are the advantages for you?)

S10 : *Hm ya aku jadi lebih gampang belajar kosa kata gitu Miss, daripada ngapalin enak kayak gitu. Terus kalau katanya dipakai ditugas-tugas gitu jadi lebih gampang.*

(Hm I can learn vocabulary easily through games than memorizing. Then if the words used in the exercises it becomes easier.)

(Interview transcript 22)

b. Using the classroom English during the teaching and learning process

The implementation of classroom English in every meeting could effectively improve the students' ability to use the language. They easily understood some expressions I usually used in the classroom interaction. It indicated that they had been familiar with the expressions. Furthermore, few students found it difficult to understand short explanation in English. They were also able to respond or reply my questions. The situation could be seen from the extract below.

I started the activity by saying "Good morning, Students" and the students replied "Good morning, Miss". I continued asking "How're you today?" and some students responded "I'm tired". I continued again "**You have much time to take a rest before, don't you?**" **Some started stared at each other after listening to what I had just uttered. A student spontaneously said "Yes... Kita habis bantuin masukin bola ke gudang kok Miss"** **Few others then added "Laper Miss habis olahraga."**

(Vignette 4)

c. Communicating the objectives of the lesson to the students

As I stated before, I communicated the objective of the lesson in every meeting in Cycle 2 through interaction so that the students knew what they were going to learn as what I did in Cycle 1. They tended to show more attention. Generally it was successful to motivate the students to learn as well as to deepen their understanding of the lesson.

d. Giving feedback on the students' pronunciation and spelling

Giving feedback on the students' pronunciation was always given in every meeting of Cycle 2. It successfully helped the students in pronouncing the words better. It also gave them more opportunity to practice new words orally. The feedback was always given so that the students felt more comfortable to ask any questions to me. It could be seen in every meeting that some students always asked me related to the materials they did not know. It seemed that they did not feel shy anymore. A good relationship between the students and I created a good atmosphere at the class so that a feeling of anxiousness among the students could be minimized. As a result, most students participated at class in the form of asking or answering questions.

Since I gave much feedback on their pronunciation, the students' errors or mistakes in pronouncing words could be minimized. The feedback was followed by drilling. As a result, they rarely made the same mistakes.

e. Asking the students to work in large and small groups

As I planned before, I would keep asking the students to work in groups or pairs to do the tasks or games. This technique effectively improved the students' self-confidence during the learning process. They tended to be more active when they asked to discuss the material or tasks with their friends. They were not shy anymore when I asked some of them to complete the task in front of the class. They said that they were not shy anymore because if they made mistakes, their friends would help them to correct their mistakes. The interview transcript below describes the situation.

<p>R : <i>Kalau ngerjain tugas atau task gitu mendingan sendiri atau kelompok dek?</i></p>
--

(When you did exercises or tasks, it's better individual or in group?)

S11 : *Kalau aku si lebih suka kalau kelompokan Miss. Soale kan enak tu bisa diskusi. Kayak kemaren waktu aku nggak dong, temen sekelompokku mudeng. Ya jadi saling bantu Miss.*

(For me, it's better in group, Miss because we may have a discussion. When I didn't understand, my friends helped me.)

(Interview transcript 23)

R : *Kalau ngerjain tugas atau task gitu mendingan sendiri atau kelompok dek?*

(When you did exercises or tasks, its better individual or in group?)

S12 : *Mendingan kelompokan Miss.*

(It's better in group Miss.)

R : *Kenapa?*

(Why?)

S12 : *Ya jadi bisa sambil diskusi Miss.*

(Because we may have a discussion Miss.)

(Interview transcript 24)

f. Giving a handout of today's materials as a guideline

Handouts for each student could help them easier in joining the lesson. The students did not need to take notes while I explained the materials. As a result, the students could also pay more attention towards the explanation from me. When the handout was used in the teaching and learning process, some students felt that it gave them a clear map of today's learning. It could be seen from the extract below.

I then explained the game's rules. Students could easily get the point of the rules because while listening they also looked at the rules written on the handout.

(Vignette 4)

R : *Tapi, kalo pemahaman pada materi yang Miss Wulan sampein tadi gimana?*

(How about your understanding related to the materials I gave you?)

S13 : *Bisa kok, Miss... Paham. Paham. Kan di handout ada contohnya, jadi bisa dipake belajar.*

(I understand, Miss... I did, we did. The examples were provided in the handout so they could be used for learning.)

(Interview transcript 25)

g. Asking students to bring a dictionary

As I planned before, I would always ask the students to bring a dictionary during the English class. As what I did in Cycle 1 that in this cycle I also reminded the students to use a dictionary when they found difficulties in learning new words or in understanding texts. In Cycle 1 I found that it was difficult to ask the students to bring their dictionary. There were so many reasons why they did not bring it to the class. But in this cycle, most students were bringing their dictionary. However, I still found difficulties in asking the students to use their dictionary during the lesson.

h. Giving Rewards

I decided to give reward for the winner of the games even for them who wanted to answer questions or to complete tasks voluntarily. All students who were involved in learning activities got rewards somehow. The form of rewards at first was praising and giving applause. Nevertheless, some students commented that there should be prizes to make the games and activities more attractive. The notes and interview transcripts below describe the situation.



In the end of the activity, the groups which won the game were asked to come in front and other students were requested to give applause “Give big applause to the winner...” In this meeting, I gave prize for the winners.

(Vignette 4, 5, 6)

R	: Ya... bagus sekali. Kalo belajar pake game, kalian dapet apa aja to? <i>(Yeah... that's great. When learning with games, what did you get?)</i>
S14	: Ya, macem-macem, Miss.... <i>(Ya... many things, Miss...)</i>
R	Maksudnya? <i>(What do you mean?)</i>
S14	Kalo menang dapet hadiah. <i>(We will get prize if we win.)</i>

(Interview transcript 26)

3. Reflection

The collaborator and I shared the final reflection after implementing the actions in Cycle 2. Everyone participating in this research has ample opportunity to share their ideas, opinions, and feelings related to the implemented actions. The reflections were based on the classroom activities and also interviews. Based on the discussion with the collaborator in democratic and dialogic atmospheres, the reflections can be summarized in the following description.

a. Applying some games to teach vocabulary

The students' improvements in mastering vocabulary increased. They could memorize new words easily. Since the game covered purpose to improve students' vocabulary mastery, I had effectively implemented the games to improve students' vocabulary mastery. In an atmosphere of playing game, they were unconsciously learning. Learning could be fun somehow and it did not bring the students into a bored and tense circumstances.

I started the first game in the beginning of the lesson, the second game was in the middle of the lesson, and the third game was still in the middle of the lesson. The time allocation used during the game was quite well managed. I did not face any significant problems during the game. The students were more cooperative and followed the rules as well. The students have been practice the words before the game. It could help them to be able to play the game after they mastered how to pronounce and spell appropriately.

b. Using the classroom English during the teaching and learning process

The students' involvement in classroom interaction increased. They could respond with the target language towards my questions and expressions whether of the greetings, instructions or explanations. In conclusion, the implementation of classroom English in every meeting effectively improved students' self-confidence and experiences to communicate in the real-life context. Those all improvements could bring the students to the success of using the target language.

c. Communicating the objectives of the lesson to the students

I also communicated the students the objective of the lessons in every meeting in Cycle 2 as what I did in Cycle 1. I showed pictures related to the topic of the lessons and let students know what they were going to learn. Then to make sure that everyone understood it, I asked them back about the objective. In both cycle it was successful to motivate students to learn.

d. Giving feedback on the students' pronunciation and spelling

Giving feedback on students' pronunciation improved their confidence and also their ability to pronounce the words. Besides, it helped them understand the materials. Then giving feedback on students' spelling had improved their ability to write new words correctly. The frequent feedback I gave made them closer to me. They did not hesitate to ask many questions. They rarely made the same mistakes or errors.

e. Asking the students to work in large and small groups

Working in group helped the students increase their self confidence. The students were more active and attractive while in groups. They were not shy anymore when I asked them to complete a task in front of the class. They said that working in groups were fun because they could discuss the materials with their friends.

f. Giving a handout of today's materials as a guideline

A handout which was distributed during the teaching and learning process helped all students in studying the materials. Besides, they gave more attention on my explanations.

g. Asking students to bring a dictionary

Most students were brought a dictionary. Although some students said that they did not have any dictionary. But most students realized that dictionary could help them in learning English. However, I still found difficulties to ask some students to use a dictionary when they found difficulties in learning new words or understanding texts. They prefer to ask me or their friends when they did not know the pronunciation or the spelling.

h. Giving rewards

Giving rewards was proved to be one of the effective ways to motivate students in learning. The rewards offered in the beginning of activities could encourage them to perform their best. Reward, whether it was praising as verbal reward or applauses and prizes as non-verbal reward, was a tool to enhance students' enthusiasm for joining the teaching and learning process.

D. General Findings

Based on the results of the actions in Cycle 1 and Cycle 2, the collaborator and I agreed to discontinue the research up to this cycle. The implementation of games and the complementary actions successfully accomplished the aim of the actions during two cycles. The aim of improving students' vocabulary mastery was determined based on the field problems and the needs. The actions planned, acted, observed and reflected brought to the necessity of providing the general findings. The findings of these actions could be inferred from observations of the teaching and learning process and also the interviews with the students and collaborator. Regarded to the implementation of those two cycles, I presented the following improvement result of Cycle 1 and Cycle 2. The table in the next page shows the improvement during Cycle 1 and Cycle 2.

Table 3: The Improvement during Cycle 1 and Cycle 2

No.	Actions	Before	After	
			Cycle 1	Cycle 2
1.	Applying some games to teach vocabulary	The students were not interested to learn. They were passive during the teaching and learning process. It seemed that most of them faced some	Games helped students in building up their enthusiasm to learn especially in learning new words. Games also gave the students has	Games effectively affected students' enthusiasm and vocabulary mastery. They were confident to pronounce and

		<p>difficulties dealing with vocabulary. They said that they felt difficult to understand what the teacher said when she uses English in giving instructions. Instead of making mistakes in answering the teacher's questions, they tend to be silent.</p>	<p>more opportunities to practice new words in oral and written form. Besides, the most important point was that games helped students in memorizing and understand new words easily in an interesting way. So that they could implement what they learn in the written tasks given correctly. However, they still could not perform pronunciations correctly. And also there was trouble about time management in this cycle.</p>	<p>write the words in front of the class. They were not afraid of making mistakes when they worked with their friends. They tended to be more active in every activity. They were also success in memorizing and understanding the new words. And the time management had already well controlled by following the lesson plan appropriately. The students were also successful in using the words they learned in the game to complete the writing tasks I gave.</p>
2.	Using the classroom English during the teaching and learning process	<p>Bahasa Indonesia and Javanese were dominant in the classroom.</p>	<p>Translations were mostly used when the students could not understand instructions. Indeed, in greeting the students were able responding using target language.</p>	<p>The amount of translations was diminished. The students had already recognized and understood expressions of greetings, instructions and questions. They could respond well without many difficulties.</p>
3.	Communicating the objectives of the lessons to the students	<p>The students were not really motivated to learn because they did not know what the reasons why they learn the language. The teacher never communicating the objectives of the lessons to the students.</p>	<p>Communicating the objectives of the lessons to the students was successfully building up their motivation to learn. It was because they knew what they learnt. Although in the first time most of the students did not really pay attention to</p>	<p>The students had already known that knowing the objectives of the lesson was really important. So that they were more motivated to learn the materials.</p>

			the objectives of the lessons.	
4.	Giving feedback on the students' pronunciation and spelling	The students were afraid of making mistakes when they pronounced certain words. They were not aware with their pronunciation.	The students were aware to pronounce and write new words using correct pronunciation and spelling after I gave them feedback.	The students were using correct pronunciation during the teaching and learning process and using correct spelling while completing the tasks after I gave them feedback.
5.	Asking the students to work in large and small groups	The teacher were rarely asked the the students to work in groups. The students were not encouraged to work in groups.	Working in small group improved students' interaction with their friends while working in large group enhanced self-confidence. Both effectively supported communication experiences from the exchange they made in finishing the games and completing the tasks.	Both working in small and large group helped students improving their willingness to be actively involved in the teaching and learning process.
6.	Giving a handout of today's materials as a guideline	The teacher were always explained the materials and were rarely gave the students printout of the materials.	The handout could attract students to learn. It was successful as a guideline of each meeting.	The handout could attract students to learn. It successfully facilitated the students as learning guidelines and visual aids.
7.	Asking the students to bring a dictionary	Most of the students were not brought dictionaries to the English class.	There was at least one dictionary at each desk. Although in the first meeting there was only some students brought a dictionary. However, most students were still lazy to open up the dictionary while they found difficulties in pronouncing and spelling new words.	Most students had already wanted to bring a dictionary to the class. Although there were some students who did not have any dictionary at home. The students were also familiar in using dictionary when they found difficulties in pronouncing and spelling new words. After all, asking the students to bring a dictionary was successful to help

				them during the learning process.
8.	Giving rewards	-	-	Giving rewards for the students who won the games successfully encouraged them to perform their best. They were well-prepared for any given tasks. They tended to be active joining the learning.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter presents three sections. They are conclusions, implications, and suggestions.

A. Conclusions

The action research was implemented in grade VII students of SMP 2 Grabag. The research began in November and ended in December 2012 during the first semester of the academic year of 2012/2013. The aim of this study to improve the students' vocabulary mastery through games was successful. The actions were carried out in two cycles. They effectively improved the students' vocabulary mastery, self-confidence, and motivation. Those actions included the use of classroom English, pair works, small and large group activities, teaching media and rewards.

There were five games applied in the actions of this study. Three games were implemented in Cycle 1 and the two others were acted in Cycle 2. Games of Cycle 1 were Bingo game, Rays of Sunlight game, and Part of the Body Chain game. Matching game and Crossword Chain game were applied in Cycle 2.

Several changes occurred after the actions were implemented. It was in the aspects of behavior and the way of thinking. The changes happened to me, the students, the teaching and learning process, and the English teacher. The details of the changes are presented below.

1. The Changes in Me

By doing this research, I have got more knowledge about teaching English especially vocabulary and writing. I realize that before asking the students to master vocabulary well, the teacher should give a good example because the teacher plays as a model in the classroom. Consequently, before I started teaching the class, I always practiced pronouncing some words so that they got a proper model for pronunciation. Besides I always checked the spelling of the words that I taught to the students. Before teaching the class especially applying the games, I always practiced teaching with my colleagues and done simulations for the games. Through this action research, I have learnt many things such as how to handle the students, how to choose the appropriate materials, activities, media, and so on. In the future, I have to consider those aspects to create a good atmosphere of the teaching and learning process.

Furthermore, this study has enlarged my insight about conducting a research. There are many procedures followed and should be done systematically. This knowledge can be useful for my future education.

2. The Changes in the Students' Behavior

Before the actions were implemented, the students were less active and silent when the teacher explained materials and when they were asked to do the tasks. Furthermore, the students were also afraid of being asked to speak and write their answer of the tasks on the whiteboard. Since the classroom activities were less varied, the students were not enthusiastically engaged in learning by giving less attention, being noisy and talking to each other.

Implementing games to vary class activities could affect the students' feelings and behaviors. They felt a different learning atmosphere. Since the games got them to work in pairs, small groups and large groups, to act based on each role and to perform as the object of the games, the students were more active and confident in the classroom activities. They realized that learning could be fun and enjoyable. It showed that they could change their way of thinking.

It was also an effective progress in the view of the fact that the students' vocabulary mastery improved. Their changes of behaviors could be observed from their enhancement of self-confidence to pronounce and write new words and also implement the new words in their writing. The students expressed a great enthusiasm to join the teaching and learning during the actions of the study.

3. The Changes in the Teaching and Learning Process

The English teaching and learning process became more interesting. The use of games created a nice relaxed atmosphere of teaching and learning. Games also helped the students memorize and understand new vocabulary easily. Besides, they can implement the words on the tasks given correctly. The students had a handout as a source to study. Their needs as junior high school students were fulfilled in some materials. The opportunity to ask and answer questions, work in group or pair, and give feedback trained them to be brave, confident, and mature. As a result, they became more enthusiastic and got better understanding in learning English.

4. The Changes in the English Teacher

The English teacher became more open minded to make the teaching and learning process interesting. She improved her knowledge in creating the activities that could help the students to learn well especially in learning new vocabulary. She had improved her knowledge in using media and various materials to make the English lesson more interesting.

B. Implications

The research findings showed that the students' vocabulary mastery had improved. It was related to the actions given in the classroom such as applying games to teach vocabulary, using the classroom English during the teaching and learning process, communicating the objectives of the lessons to the students, giving feedback on the students' pronunciation and spelling, asking the students to work in large and small groups, giving a handout of the materials as a guideline, asking the students to bring a dictionary, giving various tasks to the students, and giving rewards. Both successful and unsuccessful actions have some implications. They are described below.

1. The implementation of applying games to teach vocabulary as well as using various activities and media improved students' vocabulary mastery. Furthermore, the various activities and media made the teaching and learning process more interesting. The students became motivated, confident, and active. It implies that the teacher has to give less-stressful, attractive, interesting and various activities during the teaching and learning process.

Thus, the students do not get bored of learning English and they will be more enthusiastic to join the lesson.

2. The implementation of using the classroom English during the teaching and learning process effectively improved the students' awareness and familiarity about expressions used in the class. It implies that the teacher should be accustomed to use English while delivering instructions, asking and answering questions, greeting the students and giving explanations.
3. The implementation of communicating objectives of the lessons to the students motivated them to learn. It implies that if the teacher communicates the objectives of the lessons before she starts the teaching, students know what they are going to learn and they will be more motivated.
4. The implementation of giving feedback on the students' pronunciation and spelling helped the students to master new vocabulary well in terms of pronouncing and writing the words. It also helped them recognize their mistakes or errors so that they would not make the same mistakes or errors. It implies that the teacher needs to give feedbacks to the students in the end of every meeting through oral comments or written ones.
5. The implementation of asking the students to work in large or small groups helped students' to raise their self-confidence and willingness to be actively involved in the teaching and learning process. It implies that the teacher has to encourage the students to work in groups or pairs so that they have companions to discuss the learning materials. And also the students can be more confident and actively participated in the teaching and learning process.

6. The implementation of giving a handout of today's materials as a guideline facilitated the students in learning for the supports of visual aids. It was an outline of today's lesson so that the students knew what they were going to learn. It implies that the teacher has to provide a handout as the learning source for the students
7. The implementation of asking the students to bring a dictionary was important to help them when they found difficulties in learning new vocabulary. It implies that the teacher has to ask the students to bring their dictionary during the English teaching and learning process.
8. The implementation of giving rewards encouraged the students to perform their best so that they were more active to join the learning. They were well-prepared for any tasks. Their involvement to ask and answer questions increased. It implies that the teacher can give rewards to motivate the students to learn more.
9. The students made a good improvement in mastering vocabulary such as spelling, pronouncing, writing, memorizing, understanding, and implementing new vocabulary. Besides, they were also better in identifying synonym and antonym. However, students' awareness to use dictionary needed to be improved.

C. Suggestions

Based on the conclusions and implications of the study, some suggestions to the participants closely related to the study are presented below.

1. For the English teacher

The English teacher has to consider the students' needs and interests for the teaching and learning. It is important for the teachers especially in SMP N 2 Grabag to improve the students' vocabulary mastery. The teacher should create good atmosphere in the classroom and motivate the students to learn the language.

2. For the students

The students had to be more active in the classroom. A further effort needs to be made by the students is to encourage themselves in mastering vocabulary without worries of making mistakes. It give advantages for the students if they can develop their vocabulary mastery. The students can easily understand what they heard, say, read, and write.

3. For the other researchers

It is recommended to the other researchers who are interested in the same field to continue and develop this action research in order to find out other efforts in the aim at improving students' vocabulary mastery through games.

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Appendix A

Vignettes

Vignette 1

School : SMP 2 Grabag
 Class : VII-F
 Number of Students : 34
 Teacher : DesiAfia Warningrum, S.Pd.

Mrs. Desi entered the classroom at 11.50 o'clock. She stood in front of the class and began the lesson by greeting the students. "Good afternoon, everyone." "Good afternoon, ma'am." "Have you got your lunch?" The whole class was silent. After a while, some students who were seated in the front line answered, "Yes, I have." "Good. What about the others? *Udahpadamakansiangbelumanak-anak?*" "Sudahbuuuuu." "Nah, begitu dong yang semangat."

Before the teacher started to teach, she asked the students to drill 20 words and their meanings. Those are 20 verbs from a list of 166 vocabularies given by the teacher at the beginning of the semester. Together the students mention the 20 verbs and their meanings. After that, the teacher asked a student to mention five verbs and the meanings. The teacher directly asked three other students to mention the rest verbs. The students did not allow mentioning the same verbs as their friends mentioned. Unfortunately, the students could not remember the verbs when the teacher asked them randomly so that the teacher did this activity until the 20 verbs were mentioned by the students. The teacher was also correct the students' pronunciation when they mispronounced the words. In addition, the teacher was also told the students to be better in memorizing the words.

Then the teacher asked the students a question: "Well, everyone, have you ever written a diary?" Almost of the female students said "Yes." and the male students said "No." "Ok for you who answered 'yes', could you tell your friends what did you write in your diary?" No one answered. Then the teacher repeated the question in Bahasa Indonesia. "*Cobaberitahutemanmuapa yang biasakamutulisdalambukuharianmu?*" Some students raised their hands. "Yes, Siti." Siti said "*Sayanulispengalamansaya bu.*" "*Pengalaman.* Good. What kind of 'pengalaman' did you write?" "*Ya kayak pengalamanliburangitu bu.*" "Oke, pengalamanliburanya. By the way, what is 'pengalaman' in English? Please check in your dictionary." After a while, some students answered "Experience, ma'am." "Good, and then did you ever wrote your experiences in English?" She repeated her question in Bahasa Indonesia, "*Apakah kalian pernahmenuliskanpengalaman kalian menggunakanBahasaInggris?*" "Never, bu." "*Wahsusah e bukalaupakaiBahasaInggris.*" Some students replied at the same time with the different answers. "Well, apa yang bikinsusah?" Afifah raised her hand. "Afifah, please." "*KalaupakaiBahasaInggriskan kata-katanyasusah bu.*" The teacher asked whether the other students have the same problem or not. "*Iyabu, samangrangkainyajugasusahkalauBahasaInggris. Mending Bahasa Indonesia nopoBahasaJawa.*" said Novi. "Well, I think that almost all of you faced the same problem, vocabulary, right?" No one responded. Then she repeated it in Bahasa Indonesia. "*Jadimasalahnyaitukosakatanya?*" "*Iyaaa bu.*" "Nah, sekarangibunanya, podokagungkamusmboten to?" "Gadahbuuuu." "Nah yokamusekuwidinggo.Setiapada kata yang kalian nggaktahuBahasaInggrisnyaapa, cari di kamus. Kamuskikanggosinau, oramungkanggoduwen-duwen." All of the students smiled and said, "Yes, buuuuuu."

After a bit of apperception, Mrs. Desi continued to the main purpose of the lesson. She asked the students to write about one of their interesting experiences in English. The students looked confused even some of them just said: "Waaaaah." Then, the teacher replied: "*Kokwah, ikikanpelajaranBahasaInggris, mosoibuminta kalian nulispakeBahasaJawa.*" Some students raised their hands: "*Bu, pakeBahasa Indonesia dulubolehya? NantiditerjemahinkeBahasaInggris.*" said one of them. "*Yaboleh.*" After that the students started to write. The teacher went around the classroom to check. The students were so silent. The teacher said that they may have discussions with their friends. After several minutes, the teacher asked them: "*Sudahselesaikahanak-anak?*" "Not yeeeeeeet." answered the students in chorus. The time was almost up. Then the teacher asked the students to continue it at home. She was also remained the students to prepare the next 20 words for next week's meeting. The chairman led the prayer by saying: "Attention please, pray begins." After that the teacher said: "See you. Wassalammu'alaikumwr.wb." The students answered together.

Vignette 2

Day/ date : Monday, 19th November 2012

Time : 08.00 – finish

I entered the class with the English teacher at 07.55 AM. Some students were still outside the classroom. The students had been familiar with me since I came some times when I did the observations and the interviews. A student asked me “*Udahmasukapa Miss?*”, I replied “*Belumkokmausiap-siapdulu.*” Then the English teacher and I prepared the LCD and some media for today’s lesson. The bell rang at 08.00 AM. All students entered the class quickly. I greeted the students and they had a short prayer. Then I checked the students’ attendance. I said to the students that started from this meeting, if I called their names they should answer ‘present’ and ‘absent’ if there were students that did not come to the class. First, they seemed shy to say ‘present’ because the English teacher never asked them to do that. “*Lauder, please. Gakusahmalu-malungomong ‘present’nya.Salah ucapgaknguranginnilaikok.*” They just smiled at me after I said that. Before I started the lesson I told the students what we were going to learn. I explained the objectives of today’s lesson. First, I gave the students handout consisted of a brief explanation of today’s lesson. Then I showed them a picture of famous people. After that, I asked some questions leading to the topic. Some students cannot understand well when I asked the questions in English but when I said it in Bahasa “*Ada yang tau inigambarsiapa?*” a male student in the back said “*Wiihayuu..*” some female students said “*Selena Gomez, Miss.*” “*Pacarnya Justin Bieber, Miss.*” They were enthusiastic with the picture I showed. After I asked some questions again, I asked the students to complete a crossword puzzle in pairs to introduce new vocabulary. They got 10 minutes to complete the puzzle. Greatly, all students complete the task correctly. After the students have done some tasks, I invited them to play a vocabulary game. First, I asked the students whether they had ever learnt English through games and all of them said not yet. When I told the students that we were going to play a game, they seemed enthusiastic. “*Did you ever learn vocabulary using a game?*” All students did not reply my question. They just whispered to each other. Then I repeated the question in Bahasa Indonesia “*Kalian pernahgakbelajarkosakatapakepermainan?*” Then some students replied “*Belumpernah, Miss.*” I said that that day we were going to play a game. All students seemed so excited. Some students even asked me “*Main apa Miss?*” “*Serugak Miss permainannya?*” I told them that we were going to play Bingo game. First, I asked them to make a group of six. “*Please make groups of six. Anak-anaksekarangbuatkelompokenam-enam.*” The students were enthusiastic in making a group. They asked their close friends to make a group. After I decided the group number, I began to explain the rules of the game. I need to explain the rules twice because most students did not understand when I explained it in English. After all students understand what I said we began to play. All of the students enjoyed the game. They were enthusiastic in joining the game. Even I failed to control them when all of them were talking in one time. The teacher said even some silent students became quite active and attractive in joining the activity. In the first time, most of the students made pronunciation mistakes. I listed vocabulary that they mispronounced. Then I asked them to pronounce the words after me.

After the game, I asked them to read a descriptive text I gave. “*Please, read the text carefully. Semuakosakatadalam text sudahkitagunakandalam game tadi.Kalian bisajugagunakankamus.*” “*Do you have a dictionary with you?*” some students said “*Yes, Miss.*” some others said “*Gakbawa e Miss.*” Then I asked them to bring the dictionary in the next meeting. “*If you don’t have a dictionary now, you may share with your friends. Bolehpinjemsamatemennyadulubuat yang gakbawakamus.*” I gave them 5 minutes to read the text. After that, I asked them to complete a task based on the text. “*Miss, inidijawabdisiniboleh?*” asked one of the students. “*Yes, you may write down your answer in the paper. Kalian pahaminstruksinyakan?*” “*Yessssss, Miss.*” they replied in chorus. The students got 5 minutes to complete the task. “*Have you finished everyone?*” most of the female students replied “*Yaaaa.*” “*Good. Buat yang belumselesaiapaadakesulitan?*” A male student who is sitting in front of where I standing said “*Gaksusahkok, Miss.*” “*Well, initemen kalian bilang ‘gaksusahkok Miss’.*” Ok, let’s discuss it together.” We were discussing the task together. Almost all students were completing the task correctly.

Unconsciously, the time was up. I asked the students to continue the lesson next meeting. They were happy with the lesson. Before closed the lesson, I concluded the lesson with the students. “*Well, time is up. Let’s continue our lesson on the next Thursday. How’s the lesson today?*” All students were silent but after I said “*Kita lanjutin di pertemuanselanjutnya.*”

Gimanapelajaranhariini?” Some students replied *“AsikMissbesokpake gamelagiya?”* “Fun.” Then I closed the lesson by parting and said good bye. “Ok, thank you for your participation today. See you.” “You are welcome, Miss. See you.”

Vignette 3

Day/ date : Thursday, 22nd November 2012

Time : 10.05 – finish

The teacher and I entered the classroom 5 minutes before the bell rang. Then I prepared the LCD and the media for today’s lesson. The bell rang at 10.10 AM, it is 5 minutes late. All students were ready to follow the lesson. I began to greet the students “Good morning, everyone.” As usual, all of them replied “Good morning, Miss.” Then I asked the students with “How’s life?” They were silent, no one replied my question. Then I asked them again “How’s life, everyone?” Once again, no one replied and they just smiled at me. I changed my question into “How are you, everyone?” then all of them said “I’m fine, thank you. And you?” “I’m fine too, thank you.” After that I explained a little bit to the students about the expression that “How’s life?” has the same meaning with “How are you?”. Before I started teaching the materials, I always checked the students’ attendance. In the first meeting, I asked the students to say “present” when their names were called, and “absent” when their friends were not present. In the first meeting, when I called the students’ name one by one, only few students that followed my instructions, the rest remained silent. They seemed shy to say “present” and “absent” loudly because the teacher never do that activity before. But in this meeting, almost all students could respond when I called their names. Even some boys who sat in the back named Dimas, Prayitno, Adi, and Yosef always responded louder than the others by saying “Present, Miss.” I began to start the lesson by telling them the objectives of our lesson. Then I gave them a task. The task was about correcting punctuation and verb forms. Students worked in pair and might discuss the exercise with their friends. One of the students asked “*Pakaikamusbolehga Miss?*” I replied “Yes, of course.” Then they did the task seriously. The class became noisier. I moved around to see the students’ work and helped them when they found difficulties. After they finished the task, we discussed it together. Although they were only rewriting the text, some students still made spelling mistakes. Then I told the students that they had to be careful in writing.

I came to the next task. “Well, class, we’re going to learn how to make a right sentence to describe people. We’re going to learn by playing a game.” Some female students in front of me seemed happy but some others looked confuse. I repeated in Bahasa “*Kita belajarbikinkalimatsambilbermain. Ok?*” then all students replied “Okeeeee Miss.” I said to the students that we were going to play Rays of Sunlight game. In the previous meeting I let the students to make their own group. The result was they tended to be in the same gender and they were choosing their close friends. So in this meeting I grouped the students in order to make all students close to each other and there were no gap between them. “Ok, everybody, I want you to make groups of six.” I shouted it slowly word by word and using gesture in giving them the instruction. The students understood my instruction without any translation. Then, the students began to call their friends to create a group. “Wait everyone. *Tunggudulu.* Today I will decide how you make the group. *Hariinibikingrupnyapakaicara Miss Wulanya. Jadibiargaksamaitu-ituajangegrupnya.*” “*Yaaaaaa Miss.*” they replied in chorus. Then I asked them to count. After we fixed the groups, the students sat with their groups. I began to explain the rules and gave the materials of the game. “*Semuaudapahamsamapenjasannya?*” some said “*Paham, Miss.*” some others replied “*Teruskitacepet-cepetanya Miss?*” “*Pokoknya yang udahbisalangsungmajugitu to Miss?*” I explained the rules once again. “*Iyagitu, inijuga game cepet-cepetan. Masing-masinggrupkanpunyapapansendiriuntukdiselesaikan. Jadi yang paling cepetjadi pemenangnya. Paham?*” all of them said “*Pahaaaamm Miss.*” “Good, let’s play.” The students were playing the game excitedly. The class became noisier. Some students helped their friends by standing in front of the class. “*Tolongyajaranmajusemuanya. Kalian bantutemennyadari situ aja. Diskusikanduluurutan yang benerbarumaju.*” It was difficult to handle the students. Finally, the teacher helped me to calm the students and make them followed the game on the track. The game was over. All groups had been finishing arrange the words into sentences. Then we discussed the result together while I explained simple present and also its use in the

descriptive text. Right before the bell rang, I have decided who the winner was. After we concluded the lesson, I asked the students to bring a picture for the next meeting. It could be their favorite actress, actor, or maybe a picture of their family. Then I closed the lesson by parting and said good bye. "Ok, thank you for your participation today. See you." "You are welcome, Miss. See you."

Vignette 4

Day/ date : Monday, 26th November 2012

Time : 08.00 – finish

I arrived at school at 07.45 AM. The teacher had been waiting in the classroom. At 08.00 I started the lesson. The students were so fresh but some students had not come yet. The material for the meeting was writing a descriptive. I began to greet the students "Good morning, everyone." As usual, all of them replied "Good morning, Miss." Then I checked the students' attendance. I said to the students that we were going to warm up before starting the lesson. "*Sebelummulai pelajaran, kitapemanasanduluya*. We are going to play the game outside the classroom." Some students who understood my instruction were smiling and one of them said "*Ayo Miss*." But most of the students seemed to effortlessly understand my instruction. Then I said it again slowly and used gesture when I said the word 'outside'. "Do you understand now everyone?" they said "Yessss Miss." They were enthusiastic to go outside the class. Furthermore, before they went outside the class I asked them to be polite and not to make too much noise during the game. During the game some students also helped me in controlling their friends by saying "*Eh ehjocriwit. Gateke Miss Wulanlho*." or by saying "Ssssstttt." The game was done successfully because all students were able to cooperate. The teacher also helped me in controlling the students. The aims of the game were revising vocabulary and also introducing new vocabulary to the students.

After that, I delivered the materials consisting some guidance and worksheet. The students seemed to be enthusiastic. Then I gave some explanations about what they should write. "Ok class. For this meeting you have to write a paragraph to describe someone in the picture you bring. I will give you a paper containing some guidance and a worksheet to write. There are some questions in the paper that will guide you in your writing. Do you get my point?" Because most of the students did not understand my explanation when using English, I repeated it in Bahasa. "*Jadi kalian sayamintamendesripsikangambar yang kalian bawa.Padabawasemuakan?*" "*Bawaaaa Miss*." "Good, Miss *Wulanakankasih kertas yang berisibeberapapetunjuk yang akan bantu kalian nulis. Sayajugaakankasih kertas yang akan kalian pakai untuk nulis. Pahami kan?*" The students answered "Yes Miss."

Some students then began to write but there were also some students who still thought what they should write. Some asked me, "*Missinimana?*", "*Nulisapaya Miss?*", "*InimaksudnyaapaMiss?*" I explained again what they should write and then they seemed to be enthusiastic to write. The class was so noisy and some students discussed their writing with their friends. I moved around the class to see the students' writing and I assisted some students to write. Most of them did not know the meaning of certain words. They asked those meaning to me and I asked them to open their dictionary. However, in sum they enjoyed the process of writing. They said, "*Wuih, kokcepatyawaktunya, Miss*." They were happy to write.

Unconsciously, the time was almost over. I asked the students whether they had finished their writing or not. Some had just finished but some other had not finished yet. Then I gave five minutes to finish their writing. When the rest of the time was over I asked all of the students to submit their works. They submitted it and I asked them "Are you happy to write?" They answered "Yes". When some of them had finished writing, they said "*Weh, kokcepatbangets*." Finally, I closed the meeting by parting and saying good bye.

Vignette 5

Day/ date : Monday, 3rd December 2012

Time : 08.00 – finish

I started the activity by saying "Good morning, Students" and the students replied "Good morning, Miss". I continued asking "How are you today?" and some students responded "I'm tired". I continued again "You have much time to take a rest before, don't you?" Some started stared at each other after listening to what I had just uttered. A student spontaneously said "Yes...

Kitahabisbantuinmasukin bola kegudangkokMiss” Few others then added “*LaperMisshabisolahraga.*” Then I said, “*Kita belajarnyaambil main samaceritaajakalaugituya.*” Some male students in the back replied, “*Siap Miss.*” All students seemed happy and ready to join the lesson. To begin the lesson I showed the students a picture of bedroom and I asked them some questions. “Do you have your own bedroom at home?” They replied, “Yes, Miss.” Some students made fun of their friends, “*Majidmasihdikeloniibuke, Miss.*” All students laugh. Then Majid replied, “No, Miss. *Daripadakoweananekandangapidudukamar.*” All students laugh again. “Ok, ok, I believe that all of you have a bedroom at home. *Masayasegedeiniimasihdikeloni.Malu dong yasamasapinya. Hehe.*” Once again, they laugh. “Well, mention some things inside your bedroom?” A male student replied loudly, “Bed lah Miss.” I said, “Ya, of course, bed, another things?” All students replied together, “*Bantal, guling, selimut, buku, lemari, komik, keset, korden, mejabelajar, boneka, komputer, ps.*” All students were enthusiastic to mention many things. “Ok, ok, very good, you got many things in your bedroom but one by one, please. *Miss Wulanbingung tokalaujawabnyasaut-sautangitu.Cobaulangilagi, in English yaa.*” Some students were busy to open their dictionary and start to answer my questions. “Pillow, Miss.”, “Blanket.”, “Book.”, “*GulingbahasaInggrisnyaapa, Miss?*” Then I said, “Anyone? *Ada yang tau ‘guling’ in English?*” Some students replied, “*Dikamuskunggakada e Miss.*” “*Masagaadadikamus?Yaudahayokitacari tau sama-sama.*” Then I spread some pictures to all students. I said that we were going to play a matching game. I explained the rules to the students then started playing the game.They should match the picture with the meaning in the whiteboard. Then they had to stick it with the appropriate meaning in Indonesia. They were excited to do this. They involved happily with the activities. All students were actively involved in the activity. It was quite noisy but all students could finish the matching correctly with my guidance. The teacher also helped me to control the students. After the entire matches were complete, we were discussing it together. I also asked the students topronounce the words in the whiteboard to check their pronunciation.

After playing the matching game, I gave the students a descriptive text about a bedroom. I asked them to read and discuss it together with their friends. “Miss, *inikalaugak tau artinyabolehbukakamuskan?*” “Yes, of course. *Kamuskanbuat bantu kalian pahamjuga.*” They were reading the text quietly. I said to them that they have been learning the vocabulary used in the text through the games before.After 5 minutes, I stopped them reading. I gave a brief explanation related to the text. Then I asked some students to describe their own bedroom. “Well, I want to ask some of you to describe your bedroom like what the writer did. *Siapa yang mauceritaduluan? Kayak apasikamar kalian?*” No one answered. “Ok, *mau Miss Wulantunjuk* or there’s a volunteer? *Tidikan Miss Wulanbilangkitabelajarsambilcerita. Giliran kalian yang cerita.*” One of them shouted, “*Tunjukaja Miss.*” Then I asked one of them, “*Yaudahkamujakalaugitu.*” All students were laughing. “*Ssstt, katanyatadimintaditunjuk.*” “*Wah, tapikokyaaku Miss.*” “It’s ok, you just need to describe your bedroom. Use simple sentences like what you’ve read in the text.” After that, I asked three more students to describe their bedroom.

Unfortunately, the time was up. We were concluding the lesson together. I asked the students to prepare for the next meeting. Finally, I close the meeting by parting and saying goodbye.

Vignette 6

Day/ date : Thursday, 6th December 2012
Time : 10.05 – finish

At 09.45I had been at school and then came into the class. The class started at 10.05. The allocated time was 90 minutes. I opened the class by greeting and praying. I asked the students about their condition and they answered enthusiastically. Then I checked students’ attendance. After that I told the students that there we were going to continue the lesson from the previous meeting, “Okeguys, today we’re going to continue the lesson.” The students then asked me, “*Main game lagi to Miss?*” I answered “Yes, we’re going to play again. *Nggak bosan kan?*” They said enthusiastically “*Ya nggak lah Misssss, malah seneng.*” They were happy to hear that and then I divided the students into six groups. I also gave a piece of paper to each group for playing the game. Then I asked them to read the instructions on the handout while I’m explaining to them.

The activity was continued with giving handouts by the teacher containing a text of description of a bedroom and some exercises to guide them to write. Then I asked them to read the text and I gave some questions related to the text. They seemed to understand it well since they had been given vocabularies before. They could answer researcher's questions easily. The next activity was studying the language used in the text. We're together discussed the text. The class became noisy but I tried to manage the class.

After that, I gave the students a task to arrange words into correct sentences in the form of descriptive. They were asked to arrange the words with their partner. They did it quickly and they were proud since they could do it easily. "*Gampangini* Miss" said some of the students. I moved around the class and helped some students who got difficulties. After the students finished the task, they were asked to write it in the board. I asked some volunteer to write it. Some of them voluntarily wrote it. Then the students and I discussed the answer together. Most of the students answered the answer correctly.

The time was over and I checked students understanding. However, before she closed the meeting, I gave them homework. The homework was to continue paragraph. It must be submitted in the next meeting. I then summarized the lesson and closed it by parting.

Vignette 7

Day/ date : Monday, 10th December 2012

Time : 08.00 – finish

I arrived at school at 07.30. I entered the classroom at 07.50. As usual I prepared the media for the teaching and learning process. I opened the class at 08.00 by greeting and praying. I also checked students' attendance. The allocated time for the meeting was 90 minutes. The students were ready enough to start the lesson. I began the lesson by explaining the objectives of the lesson, "We're not going to play a game today. I'll give you tasks to check your understanding so far." asking them to do a dictation activity. I asked them to do it individually. They have to listen to me and copied what I read to their work book. All students were excited to do that because they never had that kind of activity before. But I read it too fast at the beginning, some students complained. "*Miss jangan cepet-cepet si ngomongnya. Aku ketinggalan.*" "*Iya, Miss.*" Then I read it slowly. "Sorry guys, I'll repeat it slower."

After they finished copying the text, I asked them to exchange their work with their friends and check their works together. I showed up the text in the slide. They corrected their work seriously. I asked the students' difficulties of the task. They seemed to be all right that meant they did not find any significant difficulties with the task. Some of them also consulted the dictionary to find the correct spelling and pronunciation.

The activity was continued with writing a descriptive text. The students were asked to describe their own bedroom. Then I delivered the worksheet and some guidance questions to help the write. "Now you are going to write your own description and here I give some guidance to help you write." Then I explained the guidance and the students started to write. I moved around the class to help them in difficulties. Some of the students asked some vocabularies that they used in their writing. However, I asked them to open their dictionary first and I would help them if that did not find it in the dictionary. "Miss, *iniartinyaapa*?" I answered "Consult to your dictionary first. I will help you if you don't find it in the dictionary." They said "Oke, Miss." The students were busy with their writing.

Finally, I asked them to submit their writing. I gave 5 minutes left to finish their work. The students submitted their work. After they had submitted their work, then I thanked to them since they have participated in the research. The researcher then closed the class by parting and saying goodbye.

Appendix B

Interview

Transcripts

Interview Transcripts

Interview 1

- R : Maaf ganggu istirahatnya ya. Mbak boleh nanya-nanya sebentar dek?
- S : Boleh mbak.
- R : Sebelumnya kenal dulu dong, namanya siapa? Aku Tyas.
- S : Vina mbak.
- R : Gini dek Vina, mbak kan mau penelitian disini dan kebetulan kelasmu yang mbak pake.
- S : Penelitian buat apa e mbak?
- R : Buat sekripsiku dek.
- S : Oh. Mbake kuliah dimana to?
- R : Di Jogja dek, di UNY.
- S : Oh. Jurusan?
- R : B. Inggris.
- S : Wah.
- R : Kenapa?
- S : Kan angel to mbak Bahasa Inggris ki?
- R : Ya kalo menurutku si gampang-gampang susah dek. Kok kamu bilang angel? Emang angele dimananya?
- S : Ya angel wae mbak. Ngomongnya terus kata-katanya sok susah inget artinya lho mbak.
- R : Oh gitu. Apa ya semua kata-kata dalam Bahasa Inggris susah kamu inget artinya dek?
- S : Yo enggak si mbak. Kalo cuma kata-kata benda apa kata kerja sing gampang gitu yo inget mbak. Tapi nek wes kalimat paragraf gitu mulai mumet mbak.
- R : Hmm yaya. Kalo di kelas biasanya Bu Desi ngajarnya gimana dek?
- S : Ya dijelasin gitu, kadang pake LKS, kadang dikasih materi yang di'copy'ke sama Bu Desi, kadang pake buku paket juga mbak. Nerjemahin gitu ya pernah.
- R : Oh gitu. Terus kalo belajar kosakata Bu Desi ngajarnya kayak gimana dek?
- S : Oh nek itu kita dikasih daftar kata-kata gitu mbak. Kita suruh ngisi kata kerja 2, 3nya sama artinya juga terus suruh diapalin.
- R : Habis diapalin terus udah gitu?
- S : Yo enggak mbak, kita suruh maju satu-satu ngomong kata-kata yang udah diapalin sama artinya.
- R : Sekelas maju semua?
- S : Enggak, ya cuma beberapa.
- R : Oh gitu. Kalo pake games pernah gak dek?
- S : Belum pernah.
- R : Oh gitu. Ya udah dek segini dulu aja mbak nanyanya, udah bel. Makasih ya waktunya.
- S : Oh ya mbak, sama-sama.

Interview 2

- R : Halo dek, lagi pada ngapain? Aku duduk sini ya?
- S1 : Iya mbak, lagi ngobrol aja kok.
- R : Nggak pada jajan?
- S1 : Enggak mbak, hehe.

- R : Aku mau ngobrol bentar boleh ya? Aku Tyas, namanya sapa aja ni?
- S1 : Tina mbak. (S1)
- S2 : Silvia. (S2)
- R : Gini dek Tina sama dek Silvia, aku kan mau penelitian disini terus kan kelas kalian yang mau tak pake. Makanya aku mau nanya-nanya sedikit.
- S2 : Penelitian buat apa e mbak?
- R : Buat sekripsiku dek.
- S2 : Oh.
- S1 : Udah mau lulus ya mbak?
- R : Amin. Doain aja dek cepet lulus.
- S1 : Iya mbak, penelitiannya ngapain mbak?
- R : Ngajar.
- S1 : Ngajar apa?
- R : Bahasa Inggris.
- S1 : Oh.
- R : Menurutmu Bahasa Inggris susah nggak dek? Menurut Silvia dulu.
- S2 : Kadang gampang kadang susah.
- R : Wah gimana tu?
- S2 : Ya sok tergantung materinya mbak. Sama kata-kata yang diajarin sama cara ngomongnya juga. Kadang ada yang gampang kadang ada yang susah.
- R : Oh gitu. Kalo menurut dek Tina?
- S1 : Sama mbak kadang gampang kadang susah, tapi aku suka sih sama Bahasa Inggris.
- R : Sukanya dimana?
- S1 : Ya suka aja mbak, hehe. Kayaknya keren gitu kalo bisa Bahasa Inggris.
- R : Hehe, gitu ya. Kalo di kelas Bu Desi ngajarnya gimana dek?
- S1 : Siapa mbak? Aku apa Via?
- R : Siapa aja deh terserah.
- S2 : Em kalo Bu Desi sering-seringnya njelasin gitu mbak, terus kadang dikasih soal-soal, kadang suruh ngerjain LKS, pake buku paket juga.
- S1 : Nerjemahke tau.
- S2 : Oh he'em mbak pernah suruh nerjemahin juga.
- R : Nerjemahin apa?
- S1 : Ya kalimat, paragraf.
- R : Oh gitu. Kalo belajar kosakatanya gimana dek kalo dikelas?
- S1 : Kosakata? Kayane ra tau diajari kosakata ya?
- S2 : Sing kon ngapalke kae dudu sih?
- S1 : Oh iya ding mbak, kita dikasih daftar kata-kata terus suruh ngapalin habis itu suruh maju-satu-satu.
- R : Oh gitu. Kalo di kelas belajar pake games pernah nggak dek?
- S1 : Games ndak wes tau?
- S2 : Emm kayake kok belum pernah diajari pake games gitu to mbak.
- R : Oh gitu, ya udah. Kalo gitu sampe sini dulu aku nanya-nanyanya, besok kita ngobrol-ngobrol lagi. Makasih ya waktunya.
- S1&S2 : Iya sama-sama mbak.

- T : Tadi gamenya bagus mbak, menarik. Anak-anak juga kelihatan menikmati.
- R : Alhamdulillah kalau gitu, bu. Tapi bagaimana menurut ibu, apa siswa bisa mengikuti dengan baik?
- T : Sepanjang pengamatan saya anak-anak enjoy mbak. Sebagian besar mereka juga bisa inget kosakatanya, cara ngucapinnya. Kemarin-kemarin saya ngajarin mereka kosakata pake drilling gitu, belum sampai habis jam pelajaran udah ada yang lupa.
- R : Saya senang kalau menurut ibu siswa bisa belajar melalui game tadi. Mungkin kalau pakai game lebih menyenangkan ya bu, jadi siswa lebih mudah inget.
- T : Iya mbak. Selain itu anak-anak yang duduk di bangku paling depan tadi, yang biasanya gak aktif kelihatan antusias waktu dibilang belajarnya mau pake game. Walaupun ya agak ngglidik mereka tu.

Interview 4

- T : Tadi sudah cukup sesuai dengan rencana awal mbak. Tapi waktu buat gamenya kok kayaknya agak kelamaan ya.
- R : Iya bu, saya rasa juga gitu. Tadi siswa antusias banget waktu maen jadinya saya juga kurang kontrol waktunya.
- T : Nha itu masukin ke refleksi aja mbak biar bisa diperbaiki buat selanjutnya. Harus pinter-pinter ngatur waktu biar kegiatan selanjutnya juga bisa maksimal.

Interview 5

- R : Bu, rencana saya besok game yang pertemuan ketiga saya mau ngajak siswa keluar kelas. Bagaimana menurut ibu?
- T : Oh gapapa mbak. Saya malah senang, anak-anak jadi ada suasana baru. Tapi tetep dijaga ya mbak biar gak mengganggu kelas lain.
- R : Iya bu. Lagian kalau diluar lebih luas juga tempatnya.

Interview 6

- R : Gimana dek kalau belajar pakai game kayak tadi?
- S1 : Asik Miss, nggak bosen. Aku juga jadi gampang inget sama materinya.
- R : Yang bikin gampang inget apanya?
- S1 : Soalnya kita diajarinnya sambil senang-senang gitu jadinya gampang inget kata ini pernah buat maen game ini itu. Atau inget gambar yang pernah dipake di gamenya. Gitu Miss.
- R : Oh gitu. Iya besok kita main game yang lebih bervariasi lagi ya.

Interview 7

- R : Gimana dek tadi gamenya?
- S2 : Wah seru Miss.
- R : Serunya gimana?
- S2 : Ya seru aja. Lha wong kita nggak pernah diajak maen game gitu sebelumnya sama Bu Desi, jadinya ya seru.
- R : Oh gitu. Game tadi bantu kamu buat lebih gampang inget sama kosa katanya nggak?
- S2 : Iya Miss. Jadi pas ada katanya di latihan langsung oh ini tadi yang dibuat maen game, yang gambarnya kayak gitu. Gitu Miss.

Interview 8

- R : Dek gimana tadi gamenya susah nggak?
 S3 : Nggak si Miss. Malahan lucu.
 R : Kok lucu?
 S3 : Ya waktu temen-temen disuruh ngomongin katanya. Ngomongnya ternyata pada salah. Hehe.
 R : Ya nggak apa-apa. Namanya kan lagi belajar wajar kalau salah dulu.
 S3 : Tapi enak juga Miss, salah juga langsung dibenerin sama Miss Wulan jadi ya kita juga langsung tau benarnya gimana. Jadi nggak takut juga kalau salah ngucap.
 R : Gitu ya. Jadi mendingan pake game atau ngapalin sehari 20 kata?
 S3 : Ya mending game Miss. Belajar sambil bermain. Hehe.

Interview 9

- R : Sampai pertemuan ketiga tadi gimana dek penguasaan kosakatamu?
 S : Lumayan Miss. Kalau aku daripada disuruh apalan sehari 20 kata mendingan belajar pake game terus soale aku nggak suka apalan Miss.

Interview 10

- R : Gimana kalau Miss Wulan ngasih tau tujuan belajarnya dulu kayak tadi sebelum mulai belajar?
 S4 : Hmm aku malah nggak ngeh tadi Miss. Yaudah kalau mulai pelajaran ya mulai aja gitu. Hehe.
 R : Gitu aja?
 S4 : Iya soalnya Bu Desi juga gak pernah ngomongin tujuan-tujuan belajar gitu Miss.

Interview 11

- R : Gimana dek, tadi Miss Wulan juga ngasih tau tujuan pembelajaran dulu sebelum mulai kayak pertemuan sebelumnya.
 S4 : Iya Miss, ternyata penting tau tujuan kita belajar. Jadi lebih ada motivasi juga lah. Tau oh kita belajar ini itu. Gitu Miss.

Interview 12

- R : Bagus kalau gitu. Terus menurut kamu kalau Miss Wulan kasih feedback kayak tadi gimana?
 S5 : Kalau buat aku si bantu banget Miss.
 R : Hm gitu ya. Terus?
 S5 : Ya kayak tadi misalnya pas ada yang salah ngucapin, dibenerin sama Miss Wulan jadi gak salah lagi. Terus tulisannya juga kan kalau kita salah Miss Wulan koreksi yang salah dimananya. Ya kalau aku si jadi gampang paham kata-katanya Miss.

Interview 13

- R : Bu, gimana tadi saya ngajarnya? Kayaknya siswa rame banget tadi waktu main gamenya.
 T : Iya mbak memang agak rame, tapi ya bagus soalnya menurut pengamatan saya tadi ramenya mereka ikut partisipasi gitu lho mbak. Saking semangatnya mungkin. Bahkan si Prayit yang biasanya males dikelas.

- R : Oh iya bisa jadi bu. Saya juga agak kewalahan tadi waktu mereka berebut pengen jawab. Mengenai kegiatan mereka yang berkelompok bagaimana menurut ibu?
- T : Bagus mbak. Menurut saya kegiatan berkelompok bisa bikin mereka PD lho mbak. Kalau bisa diskusi atau ngerjain soal bareng-bareng gitu mereka lebih aktif. Ya buat selanjutnya kegiatan yang berkelompok gitu bisa tetap dilakukan mbak, wong anak-anak juga seneng ngikutinnya walaupun ya agak rame.

Interview 14

- S6 : Iya, Miss. Kalau dikasih handout kayak tadi tu aku jadi nggak usah nulis banyak-banyak apa yang diterangin sama Miss Wulan. Tinggal tambahin aja kalau ada yang kurang.
- R : Hmm gitu. Handoutnya bantu kamu nggak selama proses belajar tadi?
- S6 : Bantu banget lah Miss. Aku jadi gampang paham yang Miss Wulan terangin. Soalnya di handout ada juga penjelasannya.

Interview 15

- R : Bu, ternyata nggak gampang juga ya minta siswa pakai kamus.
- T : Iya mbak. Soalnya mereka jarang pakai kamus. Selama saya ngajar juga gitu. Mendingan langsung nanya dari pada buka kamus.
- R : Gitu ya bu. Terus ternyata ada juga siswa yang nggak punya kamus.
- T : Nha itu mbak. Anak-anak yang sekolah disini kan rata-rata orang tuanya pas-pasan. Ya golongan menengah kebawah lah. Nggak cuma kelas 1 mbak. Lha wong anak kelas 2, 3 yang saya ajar aja banyak kok yang nggak punya kamus.
- R : Lho terus mereka belajarnya gimana bu? Kalau ada kata yang mereka nggak ngerti.
- T : Ya gitu mbak, kalau disekolah ya mereka pakai kamus yang ada di perpustakaan. Itu juga masih belum memenuhi sama jumlah siswa.
- R : Berarti harus ngendika sama kepala sekolah ya bu, buat pengadaan kamus lagi.
- T : Iya mbak. Saya sama teman-teman yang lain juga udah diskusi sama pak kepala cuma ya belum terealisasi aja.

Interview 16

- R : Gimana tadi gamenya dek? Nggak bosen kan pakai game terus?
- S7 : Asik Miss. Wah ya nggak lah, malahan kalau bisa trus pake game seneng Miss. Wong bikin waktunya cepet gitu, nggak terasa udah abis aja jamnya.
- R : Apa yang bikin menarik dari game tadi?
- S7 : Ya gamenya menarik beda dari game sebelum-sebelumnya sama hadiahnya juga Miss. Kita kan jadi semangat banget buat menang biar dapet hadiah Miss. Jadi ya nylesein gamenya semangat juga. Hehe.

Interview 17

- R : Berarti rewards itu cukup membantu memotivasi siswa ya bu.
- T : Iya mbak, jelas itu. Anak-anak jadi lebih antusias to. Istilahnya jiwa kompetitif mereka tu terus ada gitu lho. Bikin mereka lebih semangat karena semua pengen dapet rewards juga.

Interview 18

- R : Gimana dek belajar pakai game?

S8 : Seru Miss. Aku juga jadi pengucapannya lancar to Miss soale sering disuruh si. Hehe. Tapi kok terakhir e Miss? Minggu depan udah nggak kesini lagi po?

R : Iya, udah nggak malu lagi to ngomong di depan temen-temennya. Nggak e dek, soalnya emang waktunya terbatas. Ini udah hari terakhir.

Interview 19

S9 : Miss, kok minggu depan nggak kesini lagi to?

R : Hehe. Waktu penelitiannya udah abis e dek. Paling kalau kesini ya main aja, nggak ngajar. Gimana selama ini diajar Miss Wulan?

S9 : Oh gitu. Ya sering main sini kalau gitu Miss. Hehe.

Enak-enak aja, jelas ngajarnya. Apalagi kalau pas main game, Miss. Wuu seru banget. Aku seneng Miss kalau belajar pake game terus gitu.

R : Ya bagus lah kalau pada jelas. Senengnya gimana? Apa nggak bosan kalau game terus?

S9 : Ya belajarnya kan bisa sambil seneng-seneng gitu Miss nggak seriuuuus terus. Aku juga jadi gampang inget kosa kata yang diajarin lho Miss. Daripada ngapalin 20 kata tiap hari, males banget.

Interview 20

R : Bagus, berarti nggak pasif. Kalau gamenya selama ini gimana? Manfaatnya buat kamu?

S10 : Hm ya aku jadi lebih gampang belajar kosa kata gitu Miss, daripada ngapalin enak kayak gitu. Terus kalau katanya dipakai ditugas-tugas gitu jadi lebih gampang.

Interview 21

R : Kalau ngerjain tugas atau task gitu mendingan sendiri atau kelompok dek?

S11 : Kalau aku si lebih suka kalau kelompokan Miss. Soale kan enak tu bisa diskusi. Kayak kemaren waktu aku nggak dong, temen sekelompokku mudeng. Ya jadi saling bantu Miss.

Interview 22

R : Kalau ngerjain tugas atau task gitu mendingan sendiri atau kelompok dek?

S12 : Mendingan kelompokan Miss.

R : Kenapa?

S12 : Ya jadi bisa sambil diskusi Miss.

Interview 23

R : Tapi, kalo pemahaman pada materi yang Miss Wulan sampein tadi gimana?

S13 : Bisa kok, Miss... Paham. Paham. Kan di handout ada contohnya, jadi bisa dipake belajar.

Interview 24

R : Ya... bagus sekali. Kalo belajar pake game, kalian dapet apa aja to?

S14 : Ya, macem-macem, Miss....

R : Maksudnya?

S14 : Kalo menang dapet hadiah.

Appendix C

Course Grids

IMPROVING VOCABULARY MASTERY OF VII GRADE STUDENTS IN SMP 2 GRABAG THROUGH GAMES IN THE ACADEMIC YEAR OF 2012/ 2013

COURSE GRID

School : SMP N 2 GRABAG
Subject : English

Class : 7F

Standard of competence : Conveying meaning in a short functional text and short essay in the form of descriptive to communicate in daily life context.
Basic competency : Conveying meaning in a written descriptive text in accurate, fluent, and acceptable manners to communicate in daily life context.

Topic	Name of Lesson Unit	Indicators	Goals	Materials	Activities	Media	Evaluation
People (Cycle 1 Meeting 1,2,3)	Describing people	<ol style="list-style-type: none"> Identifying the vocabulary. Identifying the organization of the text. Using noun phrases in describing part of the body. Making correct sentences by using simple present tense. Developing a paragraph to describe people. 	By the end of the lesson the students will be able to write a descriptive text individually.	Input : descriptive text, pictures of parts of the body such as face, head, hair, forehead, eyes, eyebrow, nose, cheeks, ears, mouth, lips, neck, shoulder, arm, hand, leg, skin, etc.	1. Warming Up <ul style="list-style-type: none"> Greeting. Checking the attendance list. Attracting the students' attention by showing a picture of famous people. Giving questions leading to the topic. 2. Teaching and Learning Activities Content focus <ul style="list-style-type: none"> Students complete cross-word puzzle. Students play "Bingo" game. Students read the text about describing people individually. Students answer true-false questions. <i>(meeting 2)</i> Language focus	Whiteboard, LCD, power-point slides, pictures, games	Written tasks

		6. Writing the descriptive text correctly.		Vocabulary (name of parts of the body)	<ul style="list-style-type: none"> Students identify incorrect punctuation and verb forms in the text and then correct them. Students rewrite the correct version of the text on their workbook. Students arrange words into sentence by playing “Rays of Sunlight” game. <p>(meeting 3)</p> <p>Communication focus</p> <ul style="list-style-type: none"> Students play “Part of the Body Chain” game. Students continue to write paragraph. Students describe someone (based on a picture they brought) individually. Students submit their writing to the teacher. <p>3. Closing</p> <ul style="list-style-type: none"> Questions-answer about the material and the vocabulary given. Asking students’ opinion about the lesson. Gives homework. Tell the students about the topic for the next meeting. Ask the students to prepare for the next meeting. Thank the students for participating on the lesson. 		
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IMPROVING VOCABULARY MASTERY OF VII GRADE STUDENTS IN SMP 2 GRABAG THROUGH GAMES IN THE ACADEMIC YEAR OF 2012/ 2013

COURSE GRID

School : SMP N 2 GRABAG

Class : 7F

Subject : English

Standard of competence : Conveying meaning in a short functional text and short essay in the form of descriptive to communicate in daily life context.
 Basic competency : Conveying meaning in a written descriptive text in accurate, fluent, and acceptable manners to communicate in daily life context.

Topic	Name of Lesson Unit	Indicators	Goals	Materials	Activities	Media	Evaluation
Bedroom (Cycle 2 Meeting 4,5,6)	My bedroom	7. Identifying the vocabulary. 8. Identifying the organization of the text. 9. Making correct sentences by using simple present tense. 10. Developing a paragraph to exchange information about the description of their own bedroom. 11. Writing the descriptive text correctly.	By the end of the lesson the students will be able to write a descriptive text individually.	Input : descriptive text, pictures of bedrooms, bed, pillow, blanket, window, curtain, door, etc. Vocabulary (things inside a bedroom)	4. Warming Up <ul style="list-style-type: none"> Greeting. Checking the attendance list. Attracting the students' attention by showing a picture of famous people. Giving questions leading to the topic. 5. Teaching and Learning Activities Content focus <ul style="list-style-type: none"> Students mention some things inside their bedroom. Students are given pictures related to the topic. Students play matching game. Students read a paragraph that describes a bedroom together. Students tell about their own bedroom. <i>(meeting 2)</i> Language focus <ul style="list-style-type: none"> Students play "Crossword Chain" game. 	Whiteboard, LCD, power-point slides, pictures, games	Written tasks

					<ul style="list-style-type: none"> • Students read a paragraph that describes someone's bedroom individually. • Students study the language use in the text. • Students arrange words into correct sentences in the form of descriptive. • Students continue to write paragraph. <p>(meeting 3)</p> <p>Communication focus</p> <ul style="list-style-type: none"> • Students have a dictation activity. • Students describe their own bedroom individually. • Students submit their writing to the teacher. <p>6. Closing</p> <ul style="list-style-type: none"> • Questions-answer about the material and the vocabulary given. • Asking students' opinion about the lesson. • Tell the students about the topic for the next meeting. • Ask the students to prepare for the next meeting. • Thank the students for participating on the lesson. 		
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Appendix D

Lesson Plans

Lesson Plan

A. Setting

Meeting	: Cycle 1 Action 1, 2, 3
Day	: Monday and Thursday
Date	: 19, 22, and 26 November 2012
Time	: 08.00 a.m and 10.05 a.m
Place	: SMP N 2 Grabag
Participants	: Students of 7F class
Teacher	: Desi Avia Warningrum, S.Pd
Practitioner	: Retnaningtyas W.W.P

B. Standard of Competence

12. Conveying meaning in a short functional text and short essay in the form of descriptive to communicate in daily life context.

C. Basic Competency

- 12.1 Conveying meaning in a written descriptive text in accurate, fluent, and acceptable manners to communicate in daily life context.

D. Objective

By the end of the lesson the students will be able to write a descriptive text individually.

E. Indicators

12. Identifying the vocabulary.
13. Identifying the organization of the text.
14. Using noun phrases in describing part of the body.
15. Making correct sentences by using simple present tense.
16. Developing a paragraph to describe people.
17. Writing the descriptive text correctly.

F. Teaching Method

Contextual-Communicative teaching-learning

G. Teaching and Learning Items

Topic	: People
Input text	: Descriptive text
Language focus	: * use of nouns and pronouns to identify people or things involved; * use of present tense; and * use of noun phrases to describe part of the body.

- Vocabulary : head, hair, forehead, eyes, eyebrow, nose, cheeks, ears, mouth, lips, neck, shoulder, arm, hand, leg, skin, etc. (look at list of vocabulary)
- Teaching media : whiteboard, LCD, power point slide, pictures
- Time allocation : 6 x 40 minutes

H. Learning Activities

1. Warming Up	<ol style="list-style-type: none"> 1. Greeting. 2. Checking the attendance list. 3. Attracting the students' attention by showing a picture of famous people. 4. Giving questions leading to the topic.
2. Teaching and Learning Activities	
Content focus	<ol style="list-style-type: none"> 1. Students complete cross-word puzzle. 2. Students play "Bingo" game. 3. Students read the text about describing people individually. 4. Students answer true-false questions.
Language focus	<p><i>Meeting 2</i></p> <ol style="list-style-type: none"> 1. Students identify incorrect punctuation and verb forms in the text and then correct them. 2. Students rewrite the correct version of the text on their workbook. 3. Students arrange words into sentence by playing "Rays of Sunlight" game.
Communication focus	<p><i>Meeting 3</i></p> <ol style="list-style-type: none"> 1. Students play "Part of the Body Chain" game. 2. Students continue to write paragraph. 3. Students describe someone (based on a picture they brought) individually. 4. Students submit their writing to the teacher.
5. Closing	<ol style="list-style-type: none"> 1. Questions-answer about the material and the vocabulary given. 2. Asking students' opinion about the lesson. 3. Gives homework.

	4. Tell the students about the topic for the next meeting. 5. Ask the students to prepare for the next meeting. 6. Thank the students for participating on the lesson.
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I. References

1. Cambridge Advance Learner's Dictionary
2. Developing a Lesson based on The Contextual Communicative Model of EFL Teaching-Learning (Handout for English Instructional Technology) by Prof. Suwarsih Madya, Ph.D
3. Function in English by John Blundel.
4. Lewis, G. and Bedson, G. 1999. *Games for Children*. Oxford: Oxford University Press.
5. (<http://www.scribd.com/doc/86447887/Descriptive-Text>)

Classroom English :

- * Pardon me...
- * Any questions?
- * Very good / well done
- * Listen to you friend
- * Time is up
- * This is the end of our lesson
- * Lets pray together

Practitioner

Teacher

Retnaningtyas W.W.P

Desi Avia Warningrum, S.Pd

TASKS

Describing People

Task 1 Look at the picture and answer the questions orally.



1. Do you know who she is?
2. What type of hair does she have?
3. How does she look like?
4. What does she do?

Task 2 Read the following text about the description of someone's favorite actor.

My Favorite Actor



My name is Tina. I like watching movie. The Twilight Saga is one of my favorite movies. I like the main character very much. His name is Robert Pattinson. He is known as Edward Cullen in the movie. He is a popular actor in Hollywood. He is about 27 years old. He is tall. His height is about 185 cm. He has brown short hair. He has beautiful eyes but he likes wearing sun-glasses. He is handsome. He has many fans and I am one of his fans.

Task 3 Read the text again and then write T if the statement is TRUE and F if the statement is WRONG according to the text. Look at the example.

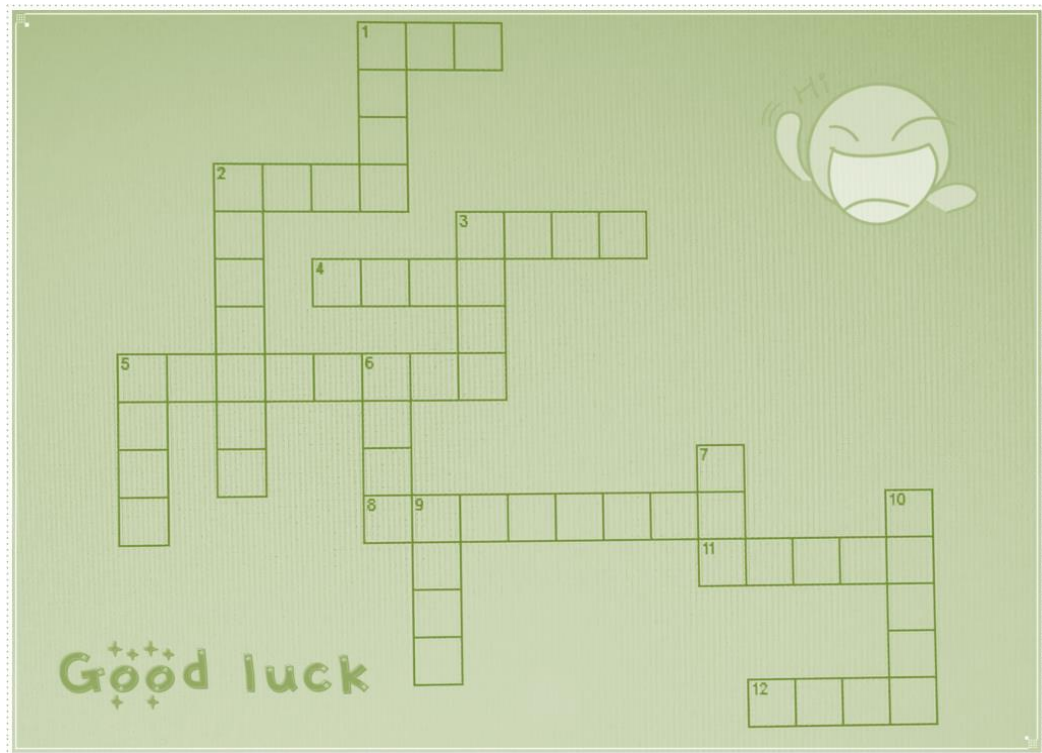
1. The writer's name is Tina. (T)
2. Robert Pattinson is a singer. (F)
3. Robbert Pattionson is known as Jacob Black in the movie. (F)

4. He is about 27 years old. (T)
5. Robbert Pattinson is short. (F)
6. He has brown short hair. (T)
7. He is ugly. (F)

Task 4 Complete the crossword puzzle below.

CROSSWORD PUZZLE

In a group of three, find the words horizontally or vertically based on the given-clues.



Across:

1.



2.



3.



4.



5.



Down:

1.



2.



3.

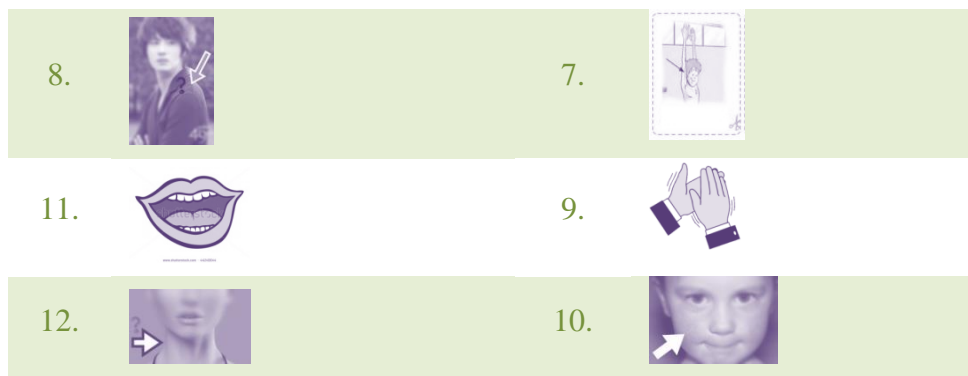


5.



6.





Task 5 Lets play

Bingo

Game type: word game

Time: ± 20 minutes

Preparation:

- 1) The teacher divides the students into 6 groups.
- 2) The teacher and the students rearrange the class to play the game.

Procedure:

- 1) The teacher gives handout consists of six empty boxes to each group.
- 2) Every group has to fill every box with two names of the part of the body.
- 3) After all groups fill in the boxes, a representative student called out a name of the part of the body, for example, “Hair”
- 4) Then the group who has the same answer with what he/she said should shout “B!”
- 5) Another representative student called out a name of the part of the body again, for example, “Nose” and, next, the group who has the same answer should shout “I!”
- 6) He/ she will called out a name of the part of the body until the students shout the letter “O!”
- 7) Finally the fastest group who shouts the word “BINGO!” will be the winner.

Task 6 Circle the incorrect punctuation and verbs in the text below and then correct them. Write the correct version on your workbook.

A Close Friend

jacques has been my close friend for two years. i first met him on a school exchange trip to calais, france. i asked him the way to the library and we started talking. we've been friends ever since.

jacques is quite good-looking. he's tall and slim, with olive skin and curly dark hair. like many french people, he has a great sense of style, so he always looks well-dressed even in casual clothes. jacques is very outgoing. he is always friendly and loves to have fun. he's got a fantastic sense of humour and he always makes me laugh. however, he can be a bit immature at times. for example, when he doesn't get what he wants, he acts childishly and stamps his feet. jacques is very keen on water sports. he likes sailing and he spends a lot of time on his boat. he enjoys scuba diving, too, and loves exploring life under sea.

all in all, i'm glad to have jacques as my friend. it's a pleasure to be with him and i really enjoy his company. i'm sure we'll always be close friends.

Task 7 Lets Play

“Rays of Sunlight”

Game type: dice game

Time: ±40 minutes

Material: picture, colored dice

Preparation:

- 1) The teacher prepares at least 6 different pictures of people.
- 2) The teacher makes at least 6 descriptions of each picture.
- 3) The teacher sticks the pictures in front of the class and make sure the whole class can see the picture.

Procedure:

- 1) The students divided into 6 groups.
- 2) Each group gives a set of cards consist of the 6 descriptions. But remember that each description must be in the form of jumbled words.
- 3) Then each group sends one representative to roll the dice. The one who get the red side can start the game.
- 4) Each student on the group has to arrange the jumbled words into the correct sentences and stick down the sentences on the board based on the picture.
- 5) The other students must decide if it is correct.
- 6) Do it until all descriptions of each picture complete.

Task 8 Lets play

Clues:



Task 10 Describe the picture you bring. You may use these questions to help you.

1. What is her/ his name? (optional)
2. Who she/ he is?
3. How old is she/ he? (optional)
4. How tall is she/ he?
5. What type of hair does she/ he have?
6. How does she/ he look like?
7. What does she/ he do?

Lesson Plan

J. Setting

Meeting	: Cycle 2 Action 1, 2, 3
Day	: Monday and Thursday
Date	: 19, 22, and 26 November 2012
Time	: 08.00 a.m and 10.05 a.m
Place	: SMP N 2 Grabag
Participants	: Students of 7F class
Teacher	: Desi Avia Warningrum, S.Pd
Practitioner	: Retnaningtyas W.W.P

K. Standard of Competence

12. Conveying meaning in a short functional text and short essay in the form of descriptive to communicate in daily life context.

L. Basic Competency

- 12.2 Conveying meaning in a written descriptive text in accurate, fluent, and acceptable manners to communicate in daily life context.

M. Objective

By the end of the lesson the students will be able to write a descriptive text individually.

N. Indicators

18. Identifying the vocabulary.
19. Identifying the organization of the text.
20. Making correct sentences by using simple present tense.
21. Developing a paragraph to exchange information about the description of their own bedroom.
22. Writing the descriptive text correctly.

O. Teaching Method

Contextual-Communicative teaching-learning

P. Teaching and Learning Items

Topic	: My Bedroom
Input text	: Descriptive text
Language focus	: * use of nouns and pronouns to identify people or things involved; * use of present tense; and * use of noun phrases to describe things.

- Vocabulary : bedroom, door, wall, color, window, curtain, ventilation, bed, pillow, blanket, bedclothes, bedcover, doll, photo, bag, book, etc. (look at list of vocabulary)
- Teaching media : whiteboard, LCD, power point slide, pictures
- Time allocation : 6 x 40 minutes

Q. Learning Activities

3. Warming Up	5. Greeting. 6. Checking the attendance list. 7. Attracting the students' attention by showing a picture of bedroom. 8. Giving questions leading to the topic.
4. Teaching and Learning Activities	
Content focus	5. Students mention some things inside their bedroom. 6. Students read a paragraph that describes a bedroom together. 7. Students tell about their own bedroom. 8. Students are given pictures related to the topic. 9. Students play matching game.
Language focus	<i>Meeting 2</i> 4. Students play "Crossword Chain" game. 5. Students read a paragraph that describes someone's bedroom individually. 6. Students study the language use in the text. 7. Students arrange words into correct sentences in the form of descriptive. 8. Students continue to write paragraph.
Communication focus	<i>Meeting 3</i> 6. Students have a dictation activity. 7. Students describe their own bedroom individually. 8. Students submit their writing to the teacher.
9. Closing	7. Questions-answer about the material and the vocabulary given.

	8. Asking students' opinion about the lesson. 9. Gives homework. 10. Tell the students about the topic for the next meeting. 11. Ask the students to prepare for the next meeting. 12. Thank the students for participating on the lesson.
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R. References

1. Cambridge Advance Learner's Dictionary
2. Developing a Lesson based on The Contextual Communicative Model of EFL Teaching-Learning (Handout for English Instructional Technology) by Prof. Suwarsih Madya, Ph.D
3. Function in English by John Blundel.
4. Lewis, G. and Bedson, G. 1999. *Games for Children*. Oxford: Oxford University Press.
5. (<http://www.scribd.com/doc/86447887/Descriptive-Text>)

Classroom English:

- * Pardon me...
 - * Any questions?
 - * Very good / well done
 - * Listen to you friend
 - * Time is up
 - * This is the end of our lesson
 - * Lets pray together
- ect.

Practitioner

Teacher

Retnaningtyas W.W.P

Desi Avia Warningrum, S.Pd

Task 5 Read the paragraph carefully.

My bedroom is the most comfortable place in my house. It becomes my favorite room since I lived in this house five years ago. Actually it is not too large, the width is just 4 x 4 meters, but it is clean enough. It looks like a small cottage with a bed placed in the corner of this room. The color of the bed cover is pink, so soft and calm. On this bed, there are a pillow, a bolster, and 15 cute dolls that always accompany me when I am sleeping. If you enter to my bedroom, you can see a table and a chair next to the bed as my place for study. You can feel the wind blowing from a big window that always make my room cozy and bright near the bed. You can also see a beautiful garden that is full of wonderful flowers from this window. It can change your bad mood to become more cheerful. At the opposite of the window, there is a large cupboard with Bali's carving. The carving is so smooth and gorgeous. It looks like a carving in the great temple. If you see around my bedroom, you will find a colorful wall. It is combination of attractive colors like pink, violet and blue. The colors are mixed perfectly and it shows the girlie room. It is also completed with some artificial flowers near the window that decorate my room beautifully. I like to spend my time in this room. For me my bedroom is my little palace.

Task 6 Tell about your bedroom orally.

Task 7 Read the paragraph carefully and pay attention to the language. (individually)

My bedroom is the most comfortable place in my house. It becomes my favorite room since I lived in this house five years ago. Actually it is not too large, the width is just 4 x 4 meters, but it is clean enough. It looks like a small cottage with a bed placed in the corner of this room. The color of the bed cover is pink, so soft and calm. On this bed, there are a pillow, a bolster, and 15 cute dolls that always accompany me when I am sleeping. If you enter to my bedroom, you can see a table and a chair next to the bed as my place for study. You can feel the wind blowing from a big window that always make my room cozy and bright near the bed. You can also see a beautiful garden that is full of wonderful flowers from this window. It can change your bad mood to become more cheerful. At the opposite of the window, there is a large cupboard with Bali's carving. The carving is so smooth and gorgeous. It looks like a carving in the great temple. If you see around my bedroom, you will find a colorful wall. It is combination of attractive colors like pink, violet and blue. The colors are mixed perfectly and it shows the girlie room. It is also completed with some artificial flowers near the window that decorate my room beautifully. I like to spend my time in this room. For me my bedroom is my little palace.

Task 8 Arranged the jumbled words into correct sentences.

1. My bedroom is a nice place in my house.
2. It is my favorite room.
3. There is a big bed in the room.
4. I have many paintings on the wall.

5. There are two bookshelves beside the cupboard.

Task 9 Continue to write the description of a bedroom below. A picture provided may helps you.



My bedroom is the most comfortable place in the house. I decorates it by myself. I puts many things in my bedroom. There is a medium size bed in the middle of the room. _____

Task 10 You will listen to a text from the teacher. Listen it carefully and write down on a piece a paper and submit it to your teacher. Your teacher will read it twice.

Task 11 Describe your own bedroom in 8 – 10 sentences. Then submit your writing to your teacher.

Appendix E

Students'

Writing

No
Date

Nama : : Ajijah Ratna

No. absen : 2

I have a big bedroom. It has a big window. There is an ac and always turn on when I sleep. There is a bookshelf near the door. I put my book and my dictionary in the bookshelf. My bed is big too and put near the window. It covers with green bedclothes. There is also a big cupboard and I put my clothes there. I always clean my bedroom always always clean and small good. I am very comfort in my bedroom.

Name : Ilham Fian Ardhani

Student number : 16

Title : My nephew.

Description :

Hilma is my nephew. She is 7 years old and now she studying at an elementary school, SDN 2 Cerabag, she is a smart students and tlakattip child. Every morning she wake up on 05.00 o'clock, then she prepare her schedule before go to school. Her hair is long curly, her small flat nose, beautiful girls, thin lips, and tall body, every body loves her. Her hobby are swimming, dancing and drawing. Her favorite food are pizza and ice cream. She has a nice smile and I love her so much.

Appendix F

Letter



PEMERINTAH KABUPATEN MAGELANG
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SMP NEGERI 2 GRABAG

Jalan Telaga Bleder No. 01 Grabag Magelang 56196 Telp. (0293) 5528835

SURAT KETERANGAN

NOMOR : 074 / 1721/ 20.44.SMP/ 2013

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Grabag Kabupaten Magelang:

Nama : H. Suwardi Suryo, S.Pd
NIP : 19590417 198803 1 005
Jabatan : Kepala Sekolah

menerangkan bahwa mahasiswa di bawah ini :

Nama : Retnaningtyas W.W.P
N P M : 08202241016
Program Studi / Fak : Pendidikan Bahasa Inggris / Universitas Negeri Yogyakarta

telah melaksanakan penelitian di SMP Negeri 2 Grabag Kabupaten Magelang, pada tanggal 19 November 2012 s.d 10 Desember 2012 dengan Judul " *Improving Vocabulary Mastery of VII Grade Students in SMP Negeri 2 Grabag Kabupaten Magelang through Games in the Academic Year of 2012 / 2013* "

Demikian Surat keterangan ini dibuat, untuk dipergunakan sebagaimana perlunya.



Grabag, 9 Oktober 2013
Kepala Sekolah

H. SUWARDI SURYO, S.Pd
Pembina
NIP.19590417 198803 1 005