Expanding the Students' Vocabulary by Using Language Games
(A Research Conducted at Vacation High School Almamater Telaga Gorontalo Regency)

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Abstract: The aim of this research is to investigate whether the games techniques can improve the students' vocabulary in the English learning. This research was conducted the second class of SMK Almamater Telaga by taking 30 students as a sample. The method used is quasi experimental one with research design one group of pre-test and posttest design. The data were collected from a test, notably vocabulary multiple choice test consists of 35 items. Each item has been analyzed by using item analysis in order to take its validity and reliability. The results indicate that the students' vocabulary can be expanded by using the Games technique. It is proved by the result of statistical analysis in which the criteria used to verify the hypothesis of this research was received Ho if $t_{count} < t_{test}$. In this cases, t count = -2.36 and t list = 2.00.By looking the result of the data analysis, it can be concluded that the students' vocabulary increase after treatment. It means that the vocabulary teaching by using games promise better result.
Based on the results of the study, it is recommended that language games be implemented in teaching English, especially in other English language components and English language skills.

Key Words: English Vocabulary, Teaching, Games

1. RESEARCH BACKGROUND
1.1 BASIC CONSIDERATION

Teaching is to transfer of culture like experience and capability for the students or the effort to generalize the culture of society. Teaching is not only transfer knowledge but also an activity to help and guide someone to find change or develop his skill, attitude, appreciation and knowledge.

A teacher is the most important factor in teaching and learning process. One of the important works of the teacher is to eliminate the difficulties faced by the students in the process of learning and teaching English. She/he must be able to find the most effective way to make the students more easily in learning and understanding the English.

One of the language elements that the students should master is vocabulary. That is way teaching vocabulary serves as the determinant in activity of language. Talking about the teaching of vocabulary means that dealing words. In the process of vocabulary teaching, the students are expected to be able to reproduce the words that they've learnt by expressing their ideas.

Teaching vocabulary too the students means to make them owning the ability to understand the meaning of the English words.

Besides that, the ability to pick up the most appropriate word in using conversation. The students will represent some ideas that they want to express. And the teacher can build up the students' bravely in use the new words in doing the communication. As a facilitator, she/he improve her/his capability and skills in the teaching process. The successfulness or not may determine by intellectual growth but also to apply a method in learning.

As the writer experience, sometimes the teacher of English is not clear to the students who are not interest. As the result, some of the students are doing what they want to do without giving attention to the subject. The other is bore and sits in silence.

Studying by learning those new words by memorizing them does not attract the students. Instead, it is boring think to do. In the process of learning vocabulary in class, generally, the students are faces as its practice. For example they have to fill the blanks with the suitable word according to the context of the sentence. The technique provides no motivation at all. It can kill students' interests to learn the subject. But if the teacher is capable to find some techniques, the students, surely will motivate to learn the subject.

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To find out solution this problem in order to reach the aims of teaching above, the progressive teacher always to try a new method. She/he has a way to increase the students' motivation in learning. The learning process must interests on more meaningful; and enjoyable. So the teacher must believe that the second language teaching must fun.

Actually, there are some ways to increase students' ability in studying English. According to Augrade (1984:IX) "Games is one way that can be used in teaching English vocabulary". The writer thinks that games can improve the student's ability to master vocabulary in studying English.

Consideration the explanation above, the writer wants to make a research about the students' ability vocabulary by using games technique. The writer believes that the students really enjoy the games, they will encourage to learn English more carefully and seriously. By play games the students will work for each other. They will have a good learns disposition. If games become familiar and help to create a confident and secure atmosphere interaction with others. In this case, the writer chooses this title because games as one of the alternative strategy increasing the students' interest in learning vocabulary. So, the writer presents the title of this research follow:
 "EXPANDING THE STUDENTS' VOCABULARY BY USING LANGUAGE GAMES"

1.2 PROBLEM STATEMENT

Based on the description above, the writer formulates the following statement: "Can games improve the students' mastery of vocabularies?"

1.3 REASON FOR CHOOSING THE TOPIC

 There are several reasons which inspire the writer to take a research concerning this topic, they are as follows:
1) Games are one way that can use in teaching English vocabulary. Games can overcome problems that means from inter-personal relationships or environmental condition. They can learn English social in adequacy by developing co-operation with groups, developing students' sensitivity problems. That needs a need trust, and promote inter-dependency as well as in independence of problem identity.
2) A game is one of the instruments to develop the students' ability in studying English can be used at Junior high school and Senior high school students.
3) Vocabulary is one of the most important elements in language that must be mastered by the students. In order to make they can practice English actively.
4) The writer believes that through games, the teacher will easier and more successful I teaching English.

1.4 THE OBJECTIVES OF RESEARCH

The objectives of this research are:
1) The students have a large vocabulary in their mind
2) Games can also promote logical thinking and reasoning and can used for making an assessment of a students' knowledge.

1.5 SCOPE AND DELIMITATION OF STUDY

In this research, takes the games as one of alternative choices in developing the students' ability in studying English. Beside that with games the students will have master vocabulary.

There are various ways of teaching to improve the students' interest to follow or study English like games. There are several games can be presented like spelling games, pronunciation games, vocabulary games, etc. In this research the writer just limits her research about vocabulary games.

1.6 BASIC ASSUMPTION

This research will be carried out based on the basic assumption which is follows: "Games are an agreeable way of getting a class to uses its initiative in English. As they are gently competitive, they increase motivation. They are also a contrast to periods of intensive study.

2. THEORETICAL BASES

As the writer has explained before, what motivation doing this research because the function of the vocabulary itself which is very important in the activity of language. If someone has a little vocabulary, she/he will find difficulties to express his idea. Therefore, the students should have a large vocabulary. As a matter of fact, many students' bored to earn a great ammount of vocabularies by memorizing. Most of them memorize some words but they will not really know the meaning of those words. Moreover, they will not practice using words in real situations.

Based on the case presented above, the writer presents games as an effort motivate the students to learn vocabulary. In relating to this case, it is necessary to present the following description.

2.1. Definition of Vocabulary

In Oxford Advanced Learner Dictionary of Current English (Hornby, 1979:959) formulated that vocabulary is:

1. Total number of words that (with rules for combining them) make up a language.
2. (Range of) words known to used, or used by, a person, in a trade, profession, etc.
3. Books containing a list of words in a book, etc. Use with definition or translation.

Carter (1988:26) states that "Vocabulary is the content and the function words of language which are learned so thought that they become a part of children understand speaking, reading and writing".

According to Coleman and Michael West (in Subyakto, 1988:19) states that "Vocabulary is one of the most aspect in teaching a language".

From the definition above, it is clear that vocabulary is a word treasury in a language which has a correlation with society life, science and technology.

2.2. Definition of Language Games

Newton !1975:295) explain that "Language games is a wonderful to break the routine of classroom drill, because it provides fun and relaxation while remaining very much within the framework of language learning and may even reinforce that learning". Language games can add fun and communicative phase of language learning. Of course, for maximum benefit from a language game in either phase, the teacher must select only the best from the hundreds of language games available.

Augrade (1984:4) states that "Games is one of ways that can be used in teaching English vocabulary. Games can sort out problems, the kind of problems found in inter-personal relationship".

By reading the opinion description above, the writer can conclude that games as a typical communicative approach. A fun variety situation can increase the students' interest to study in learning the language.

Before applies the game in teaching English especially vocabulary subject it is important to know the function of game itself. In any case a language teacher must know the effect that will attain in the teaching vocabulary subject by using games.

There are several functions of games, they are: "games call for a "Total response" from the player, games can also be highly motivating the students, through games the learners can do various exercise in the classroom, games can guide the students to be able to face the actual situation".

2.3. Technique of Using Games In Teaching Vocabulary Subject

In giving the material, the teacher has to be able to choose one technique to ensure the learning and teaching process especially in vocabulary subject. Thus, the game is a suitable technique can use in teaching English. The teacher must not only teach structure but also to make them participate in a meaningful situation. In this case the teacher can use the games and can motivate the students in learning especially in vocabulary subject. Games are used frequently in communicating practice because it implies a information gap, choice and students feedback.

Most of games are played in pairs or in small groups, each participant an opportunity to use language in applying the games in teaching English the teacher must familiar

with a variety of games. She/he has to choose an appropriate games and more suitable with the students' needs. Before they play the game, the teacher must explain the rules of the games. Make sure that everyone exactly how to play. Then, the teacher must control students' participation in the games to realize educational benefits. And also the teacher must act as a coach. If necessary, gives to the player advice that enables them to play better.

2.4. Games as The Alternative Choice to Learn Vocabulary

It has been stated in the previous point that the basis of the choice of games as one way to learn vocabulary are because: first, it is a fact that to master the vocabulary, the students must learn some new words by heart. This process is surely a boring thing to do. Thus, in order to make the students feel like to do it, as the teacher we need one technique that arouse the students' interest to learn the vocabulary. And this demand can fulfill by using games. Through games, the students will more enthusiast to study and surely to learn some new words by heart. Besides that, by using games, the studying atmosphere will more relax and happier also. Second, the fact that learning vocabulary needs high motivation. Without motivation, the students will have low spirit to learn the subject. They have no distinct aims what for they must learn those words by heart. In their opinion, there is nothing they can again from learning it. But, by using games, the students will highly motivate. It is because there is a competitive aspect in the games that the students like very much.

From the two description above, it is clear that games is very important role in arousing students' motivation to learn vocabulary. Besides that, games can improve their study achievement in the vocabulary subject.

2.5. Kinds of Games

As a tool to help the teacher to teach as well as the learner to understand the given materials, games can divided into several kinds. Relation to this, Nye Dorry (1996:II), classify the games into seven games, they are

Number games, Spelling games, Vocabulary games, Structure-Practice games, Pronunciation games, rhyming games, and Miscellaneous games. But in this research, the writer just choose five games, they are: Vocabulary on the double, Follow the alphabet, Score First, Category Bingo and Chain Spelling.

In order to make the class lively, the writer can divide in groups or with individual. In divide groups, the students sit in pairs is consists of two or three or four person. So, by arrange the class, students can work with the person sitting next to them, besides that each students must represent himself/herself in doing the game.

The writer will explain the procedures of each games are given to the students.

There are follows:

1. *Vocabulary on The double*

   The teacher gives a three-letter word like hat 0r bag and then begins to count to 12. The students address must, before the count 12, give words beginning with each of the letters in the word gives or become it.

   For example, if the word is hat, the player, might say, "Hand, arm, toe". If the word bag, the player might say, "bean, apple, gum".

2. *Follow the alphabet*

   For this game, the students may sit in a circle or their seats in the classroom. The students may begin the play. He will name a person, the place where he lives, and an adjective describing him, all beginning with the letter A. For example, he might say, "I know a girl named Alice. She lives in Australia, and she is amiable". The second student will do the same with letter B, and so on around the group and thought the alphabet.

3. *Score first*

   This game may be used to practice the recognition of the grammatical categories of words: Nouns, Verbs, Adjectives, and Adverbs.

   The students in the group may ask for 10 words (5, if the group is large). The first player to call a correct answer gets one point. The teacher should act as the referee, deciding

which student was the first to call a correct answer.

The first play might go like this:

	Answer by
First player	Different players
Noun – T	Table
Verb – L	Like
Adjective – P	Peaceful
Adverb – F	Fast

Letters may be repeated during the game, but words may not.

<u>Variations</u>

The game may also be played with pencil and paper, the students writing down their answers. In this case, he students may be more challenging by requiring the letter called to be the second or last letter of the word to be written.

4. Category Bingo

Take the category fruit, for instance, and list various kind as of fruits-as many fruits are you can think of. Similarly, make another list called Vegetable containing only the names of vegetables. Other suggested categories for list are animals, furniture, languages, countries, sport, relative, musical instruments, flowers, trees. Etc. Be sure, when making these list, that each one has 16 or more entries.

Ask each student to draw 16 squares on a piece of paper. Then, choose one of your categories-Animals, for instance-and tell each student to fill in each of his 16 squares with the name of a different animal, working as rapidly as he can. Give a signal to begin and allow exactly ten minutes for everyone to fill in the squares. You should stress, of course, that the words must be spelled correctly to count.

Now call out a word at random from your master Animal list. Be sure to cross this word off your list as you announce it. If a student hears a word that appears on his paper, he should draw a line through the word.

Just as soon as a student has four words crossed out in a line going up and down, across, or diagonally (Bingo-fashion), he shouts, "Bingo"!. Then he brings his paper to

you, so you can check it with your master list and make sure that you called out the words he has crossed out-and that the words are spelled correctly. If everything is correct, he is declared the winner of that game, and you can begin a new Bingo game in another category.

If the students have a limited vocabulary to draw on for this game, you can write all of the items from one of your master lists on the blackboard. Explain the meaning of each word, then have each student select any 16 of the words on the board to fill in the squares on his paper. Then erase the words from the blackboard and play the game as out lined above.

5. Chain Spelling

This game is a game that provides enjoyable practice in spelling. It is played as follows:

With the students standing beside their desks, have one student begin the game by pronouncing a word and spelling it. The next students must pronounce and spell a word that begins with the last letter of the first word spelled, and so forth.

For example, the first student say, "Car-c-a-r". Then the next student must think of a word beginning with the final letter of car. Which is r; so he might say "Read-r-e-a-d". The third student might say "Dog-d-o-g" and so on.

If a player cannot think of a word, or begins a word with the wrong letter, or misspells his word, or pronounces a letter in the word incorrectly, he must sit down and is out of the game. The game continues until only one student is left standing. If the students are fairly advanced, the teacher may wish to limit the words to special category, such as nouns, verbs, adjectives, etc. Thus makes the game even more challenging.

3   METHODOLOGY OF RESEARCH
3.1.   Method of Research

This research uses quasi experimental method to carry out research project. In this research the students' achievement in learning English will measurement after gives treatment.

3.2.   Population and Sample

a). Population

Sudjana (1986:6) explain that "Population is a possible totality of values as the result of counting or measuring, either quantitatively or qualitatively of the special characteristic of a set of complete and clear objects to be learned".

The population of this research is the first class students of SMK Almamater Telaga.

b). Sample

Arikunto (1991:104) state that the sample is the part or the representatives of population which are going to investigate. If the population is less than 100 persons, we have to take part of them. He says that if population is more than 100 persons, we take 10 – 15 % or 20 – 25% as sample. So, in this research the writer takes 20% as a sample consist of 36 students.

3.3. Hypothesis

Hypothesis is a provisional answer to a research problem until it is proved through data (Nasution, 1996; 38). The hypothesis of this research is the students' vocabulary.

3.4. Design of Research

The design of this research is one of group pre-test and post-test design in conducting this research. Pre-test is given to know the students' basic knowledge before treatment, while post-test is given after treatment. In order to extend whether games can improve their vocabulary.

3.5. Technique of Collecting Data

In this research the writer just uses test. Test is an instrument to assess the students' skill in teaching learning process. The writer analyze and evaluate and response to the question are giving by using the pre-test and post-test items.

3.6. Technique of Analyzing The Data

In this research, the writer uses a qualitative analysis in analyzing the data. In analyzing the data, the writer will list statistical technique by the following steps.

3.6.1.   Item analysis

Before determine as an instrument, firstly the test was tried out to 34 students to get eligible test, which use to measure the students' knowledge of vocabulary. Secondly, to set sum upper group and lower group from the result of tried out, test are arrange from high rank to low rank. In this case, the writer uses the following formula:

$$r_{diwp(i)} \quad : \quad \frac{x_i - x_t}{St} \sqrt{\frac{p_1}{q_1}}$$

Notes: $r_{dwip(i)}$: Point biserial correlation of item to (i)

x_i: Sum of the total right answer of item to (i)

x_t : Sum of the total score of all students

St: Total score of standard deviation

p_t : Right answer of item to (i)

q_1: Wrong answer of item to (i)

3.6.2. Reliability Analysis

Arikunto (1999:142) says that "*Realibilitas menunjuk pada suatu pengertian bahwa suatu instrument cukup dapat dipercya untuk digunakan sebagai alat pengumpul data karena isnstrumen tersebut sudah baik*".

This reliability of test can see by using the following formula:

Formula K –R.20

$$R11 = \left(\frac{K}{k-1} \right) \left(1 - \frac{vt - \sum pq}{vt} \right)$$

Notes: r11   =Instrument reliability

K   = Amount of item

Vt   = Varian total

P   = Right answer

Q   = Wrong answer

3.6.3 Normality analysis

The last step in analyzing data is normality analysis. The normality analysis is intended to know whether the data is normal or not. In analyzing the data, the writer used Liliefors method by the deal stage $\alpha = 0, 05$ by using procedure as below:

a.   Observation x_1, $x2$ ………x_n to become deviation z1,z2 ……. Zn

Formula: $Z_i = \dfrac{X_1 - X}{S}$

Note: X = Average total score

S = Total score deviation

b.   For every deviation it is used the normal distribution, and then is counted the deviation : $F(Z_1) = P(Z < Z_1)$

c.   The next is to count proportion of Z1, Z2 ….. Zn where is smaller or similar with

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Zi. If the proportion is stated with S (Z1) it means that :

S (Z1) = the mount of Z_1, Z_2 ..... Z_n which = Z_i

N

d. Count the deviation of f (z1)- s(Z1), then set the absolute value.
e. Take the big value among the absolute value deviation, which is called L count
f. Criteria the analysis the data is normal distribution if $L_{count} < L_{list.}$
Sudjana, 1992:466)

3.6.3. Hypothesis verification

In hypothesis verification, the writer used t analysis, by using formula as below:

$$T = \frac{X1 - X2}{\sqrt{\dfrac{S\,1 + 1}{n\quad n}}}$$

$$S = \frac{(n_1 - 1)\, S_1 2 + (n_2 - 1)\, S_2^2}{N_1 + n_2 - 2}$$

(Sudjana, 1992:239)
Where:
X_i = the average value of pre – test
X_2 = the average value of post-test
n_1 = the number of pre-test
n_2 = the number of post-test
S_1 = standard of deviation of pre-test
S_2 = Standard of deviation of post-test

4. DISCUSSION
4.1 The description of data

This research is conducted at SMK Almamater Telaga, the writer takes 20% as a sample consist of 36 students. In carrying out this research, the writer take time more than one month including the pre-test and post-test (from April up to May).

The aim of this research is to improve the students' vocabulary by using games.

There are achievement will report in this part. Firstly, the students are given the test before treatment. And the second one is the students' achievement after treatment. The description of both the test will presents as follows:

4.1.1 The description of Pre-test Data

The description of pre-test data as follows: the lower score is 13 and the high score is 27. The mean of score (x) = 19.36. To make clearly about this explanation, the writer makes the interval relative frequency and the polygon graphics as table 1:

Table 1
The interval relative frequency of pre-test

The Pre-test result	F	F Relative
13 – 15	7	19.44
16 – 18	9	25.00
19 – 21	10	27.78
22 -24	5	13.89
25 - 27	5	13.89
	36	100

Figure 1 : Polygon Graphic of Pre-Test
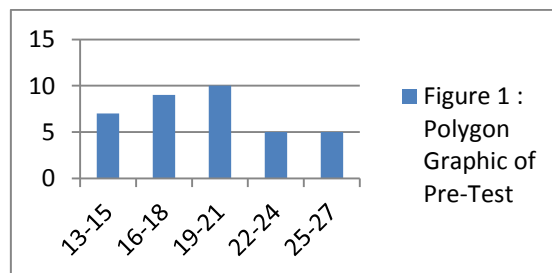
After doing the item analysis, in order to see whether the test is reliable or not, the writer uses r11 formula with count as follows:

|			
M	= 23.5	$\sum x^2$ = 22456	
$(\sum x)^2$	= 638401	Vt	= 108.22
n	= 34	k	= 35

This result of the values above is 0.958. According to the criteria of reliability that thus result is categorized into very high. It means that the test is reliable.

4.1.2 The description of Post-test Data

To know the result of post-test, the writer presents the description of post-test as follows: the lower score is 21 and the high score is 3̶2̶. The mean score (x) is 26.72. The interval frequency graphics will be presented to make this explanation more clearly.

Table 2
The interval relative frequency of post-test

The post-test result	F	F Relative
21-23	7	19.44
24-26	11	30.56
27-29	9	25
30-32	9	35
	36	100

Figure 2 : Polygon graphic of Post-test
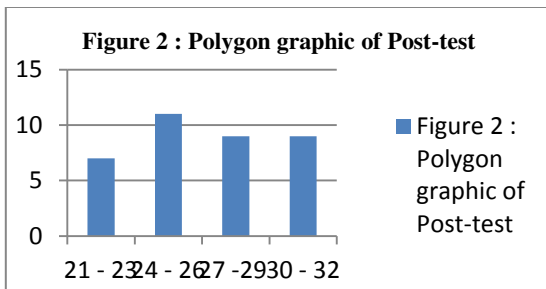
4.2 Normality Analysis

The last step in analyzing the data is done after item analysis and reliability analysis. Normality analysis is used to examine the hypothesis. In conducting this, the writer use Liliefors method as what have been stated in Chapter III.

Normality analysis is done in pre-test and post-test. Based on the result calculation that values for each test as follows:

1. For the pre-test data

$\sum x$ = 697 $(x_i - \bar{x})^2 = 548.31$
S = 3.96 L_{count} = 0.0875
N = 36 $\bar{x}$ = 19.36

From the analysis is found that L count = 0.0875, the value is got by seeing the difference of F (Zi) – S (Zi). The criteria analysis receive Ho if L count < L list in α = 0.05. Based on the criteria above that L count = 0.0875, L list = 0.147. So, it can conclude that the data of pre-test is normal.

2. For the post test

$\sum x$ = 962 $(x - \bar{x})^2 = 375.22$
S = 3.27   L count = 0.143
N = 36   x = 26.72

From the analysis is found that L count = 0.135, this value is got by seeing by difference of F (Zi) – S (Zi). The criteria analysis receive H_0 if L count, L list in level of significance α = 0.05. Based on the criteria above that L count 0.143, L list = 0.147. So, it can conclude that the data of post-test is normal.

4.3 Hypothesis Verification

Hypothesis verification is done after the normality analysis of pre-test and post-test. As what has been stated in the previous chapter that the hypothesis of this research is the students' vocabulary can improve through games.

The criteria is used in analyzing this hypothesis is receive H_0 if $t_{count} < t_{list}$ by level of significance α= 0.05 and dk = (n_1+n_2-2).

From the table is found that t count = -2.36, if this value is connected with t list find that t list in level of significance α=0.05 and dk=(n_1+n_2-2) t(0.975)(70)=2.00. So, it can be conclude that $t_{count} < t_{list}$. It means that the hypothesis can be acceptable. In other words that the student' vocabulary improved by using games technique.

4.4 Discussion of Research Finding

In this research, to test hypothesis the writer used the statistical analysis. Firstly, the writer gives the test was tried out to by the students' to get eligible, which use to measure the students' knowledge of vocabulary. Secondly, to set upper group and lower group from the result of tried out test are arrange from high rank to low rank.

Based on the result of testing, the value of finding variants is 108.22 and value of finding reliable is 0.958. According to criterion, the test is categorized into very high.

Hypothesis verification is done after the normality analysis of pre-test and post-test. In testing of hypothesis the value t_{count} is -2.36. Where deviation (s) = 13.188 while t_{count} = -2.36. From the table is found that if this value is connected with t list in level of significance α = 005 and dk = (n_1+n_2-2) t (0.975)(70) = 2.00.

Based on the result of data analysis above, the writer can conclude that this hypothesis which say: "The students 'vocabulary can improve through games.

By paying attention description above, it means that teaching vocabulary is not simple thing, but also needs a new method of the teacher to create pleasant situation of teaching and learning process in order making the students' interest.

Basically what the students' enthusiast to learn vocabulary through games technique is because of the teaching and learning situation. With games makes the learning process pleasant for the students'. And the students'

will be motivated to learn and have to chance to practice English.

Based on the statement above, it can conclude that game is really a most effective way to arouse the vocabulary of the students' in learning process.

The last but not least, the writer states that it makes much to get a better result. The same goes with the use of this technique. In order to improve the students' study achievement. The teacher should give a lot of time for the students' to practice their English. It is realized that this will be a problem because time allocation for English subject is not enough. However this case this case the teacher should find solution by providing time in order to build up the students' vocabulary in learning English. Of course, need the teacher creativity.

5. CONCLUSION AND SUGGESTION
5.1. Conclusion

Based on the research finding the writer would like to present some conclusion, those are follows:

a. Games is one of the effective way to arouse the students' interest and motivation to learn English especially vocabulary subject.
b. The result pointed by the post-test is better than of the pre-test. The result average of the improvement of students' ability got by the post-test is 26.72, while the pre-test only had 19.36. This is show that after treatment the students' vocabulary increased 76.34.
c. The average of students' basic knowledge of vocabulary before treatment is significant because $L_{count} < L_{list}$. Whereas the average of the students' vocabulary after treatment done is significant too, because 143 < 147. This means that both of treatment are significant.
d. The hypothesis of this research is acceptable in level is significant α=0.05 where t_{count} is small than t_{list}. In case, t_{count} = - 2.36 < t_{list} = 2.00.
e. Based on the result of data analysis, it can be stated that higher and lowest students' achievement in teaching vocabulary can be determined by the teacher in choosing

media that suitable with the material will be taught.

5.2. Suggestion

Based on the conclusion above, the writer gives the following suggestion:

a. Games has positive influence in teaching and learning process especially in vocabulary, the students' will be interested and they can express their ideas, opinion and feeling
b. Games should be selected its content whether can improve the students' vocabulary or not.
c. Using games in teaching vocabulary is very good in order to give the material presented by teacher and the students' will easy to receive the material.
d. To make a game successfully in the classroom, the teacher should be friendly and always encourage the students to express their idea.

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