THE USE OF KIM'S GAME FOR TEACHING VOCABULARY

(A Quasi Experimental Study of the Seventh Grade Students of SMPN 1

Kandeman in the Academic Year of 2015/2016)

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by

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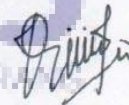   NIP. 198505282010121006

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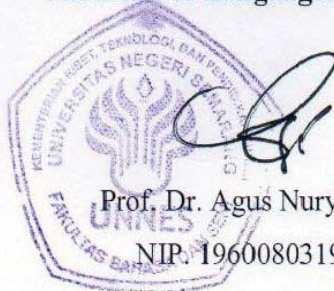   Maria Johana Ari Widayanti S.S., M. Si.
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(A Quasi Experimental Study of the Seventh Grade Students of SMPN 1 Kandeman in the Academic Year of 2015/2016)

saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana pendidikan bahasa Inggris ini benar-benar merupakan karya saya sendiri. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/ tugas akhir/ *final project* ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian terdapat pelanggaran terhadap tata penulisan karya ilmah, saya bersedia menerima akibatnya dan mengadakan perbaikan. Demikian, pernyataan ini dibuat dengan sebenarnya.

Semarang,   April 2016

Haifa Khairunnisa

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MOTTO AND DEDICATION

" If you are grateful, I will give you more"

(Surah Ibrahim ; 7)

To:

My father Ahmad Kalim

My mother Hartatik

My sister Atika Yulfida

Everyone who had helped me in doing this final project

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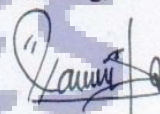
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I realize that a lot of shortcomings may be found in this final project. Therefore, suggestions and criticisms are always needed for the better achievement. I hope this final project will be useful for all the readers.

Semarang,   April 2016

The writer

ABSTRACT

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Keywords: *vocabulary, Kim's game, quasy-experimental study.*

This final project is about the use of Kim's game to teach vocabulary in the seventh grade students of SMPN 1 Kandeman in the academic year of 2015/2016. Kim's game is one of games which can be used for young learners to know about new vocabulary by using some realia around their surroundings. The objectives of the study are; to describe the use of Kim's game applied to teach vocabulary at the seventh grade students of SMPN 1 Kandeman and to find out whether the use of Kim's game is effective to improve the seventh grade students' vocabulary mastery compared to conventional technique.

The research design of this study is a quasi experimental research. The population is the seventh grade students of SMPN 1 Kandeman in the academic year of 2015/2016. The samples consisted of 72 students. The data were obtained by giving vocabulary test to the VII H as the control group and VII I as the experimental group. The study was started by giving pre-test, treatments and post-test to both groups. Kim's game was used as treatment in the experimental group, while conventional technique was applied in the control group. The results of the test were analyzed by using *SPSS* program to know the difference of the students' achievement in vocabulary mastery between two groups.

In the pre test result, the mean score of the experimental group was 63,33 and the control group was 64,3. After the treatment, the post test was conducted to both groups. In the post-test, the mean score of the experimental group was 83,47 while the control group got 76,1. The result showed that the students` improvement of the experimental group was higher than that of the control group. In addition, based on the *t*-test computation, the result of t-value in the post test obtained 4.541 and Sig. (2-tailed) value was 0.000. Because t-value was higher than t-table (4.541 > 1.994) and Sig. (2-tailed) value was lower than 0.05, it meant that there was a significant difference between the two groups. Moreover, the analysis of the questionnaire also showed that most of the students gave positive responses towards the use of Kim's game in their learning.

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CHAPTER I

INTRODUCTION

In this chapter the writer presents the background of the study, reason for choosing the topic, research problems, objectives of the study, significance of the study, limitations of the study and outline of the study report.

1.1 Background of the Study

English is very important because it is an international language which is used by a lot of people all over the world to communicate, either in spoken or in written. Payne (2014) stated that "more people around the world than ever before are studying and learning English because it has become the international language of education and business." Not only to communicate among people all over the world, but English is also used to develop many sectors such as sciences, culture technology, and economics. Considering its important role in the international world, the Indonesian government has included English into its education curriculum and chose English as the first foreign language to be studied.

Based on the Curriculum 2013 recently applied in Indonesia, English is one of the subjects that has to be studied by the students in every grade at junior high school. As a subject, English covers language skills and components. One of the components that holds a very important role is vocabulary. The importance of learning vocabulary has been recognized by experts. Linse (2006: 97) stated that "Language ability of learners will be improved overall by vocabulary

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improvement". It can be argued that vocabulary is a tool of communication which needs to be taught in context and the students should always be given plenty opportunities to learn vocabulary in order to make their language ability better.

Wilkins in Thornbury (2002:13) asserted that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". So, when somebody only knows about grammar stucture but they do not know words to say that, it means nothing. In line with Wilkins, McCarthy (1990:8) defined that "no matter how well the students learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way." Both Thornburry's and McCarthy's statements mean that in learning a foreign language, vocabulary plays an important role and the students who have strong vocabulary mastery will help them not only in a particular skill but in any language skills.

Problem faced by the students in learning English vocabulary is they often have difficulties to memorize words they have learned. So, teaching vocabulary is not an easy job to do espescially for young learners. Cameron (2001: 1) stated that

> Children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult.

So, children are active learners. They love to do an activity in a lesson, but they also get bored quickly when they find that something is not interesting anymore,

especially when they feel that the exercise is difficult to do. So, it is important for the teacher to keep them motivated in a lesson.

Based on the writer experience in teaching English during preliminary observation, the students were not interested in the material if they just read the handout and listened to the teacher's explanation. The students paid more attention to the teacher when they were taught by using media such as games. The purpose of using game is to create the feeling of excitement and enjoyment in learning activity. According to Lewis and Bedson (1999) "Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. The game context makes the foreign language immediately useful to the children." Therefore, teaching by using game also can make the students easier in understanding the material.

In line with the experience above, the writer wants to shows that the use of an interesting activity such a game will help students in mastering vocabulary. The writer uses "Kim's Game" in teaching vocabulary. Albrecht et al (2011:11) stated that:

> Kim's Game helps children to improve memory and they learn to be aware of their surroundings. By playing this game, children learn the processes involved in studying and remembering objects. Children also learn to recognise these objects within their everyday surroundings. It also teaches categorisation (for example the spoon and the cup belong in the kitchen whereas the leaf and the bark belong outside)

Through "Kim's Game", the students will be more enthusiastic to give attention in learning vocabulary. It is easier for them to understand and memorize the lesson because the students see the object directly. Moreover there are many

variations which can be appropriated by the students' level. In this study, the writer use Kim's game to increase students' interest in learning vocabulary and memorizing words.

1.2   Reasons for Choosing the Topic

Based on the background, the writer chooses the topic because of some following reasons :

1) Vocabulary is a basic component of language. In learning a language, it is the content of how to make the sentences to communicate with others. So, it is important to find the way to make students interested in learning and improving their own vocabulary mastery.

2) Problem faced by the students in learning English vocabulary even in Junior High School. They still easily forget the words that they have learnt. They are also less motivated in learning vocabulary which hampers their understanding towards the meaning of words.

3) Kim's game is an interesting game to teach English vocabulary. By playing the game, the students will easier in memorizing words because it is supported by things around them and some realia.

4) Teacher still use conventional technique in teaching vocabulary. The students often get bored when they learn about it since the teaching and learning process is less of communicative strategy such as only listening to the teacher's explanation and doing exercises of the textbook. They need to be engaged in practicing real communication.

1.3   Research Questions

1) How can the Kim's game be applied to teach vocabulary at the seventh grade
    students of SMP Negeri 1 Kandeman?

2) How effective is the use of Kim's game to improve the seventh grade
    students' vocabulary mastery compared to conventional technique?

3) What is the students' perception towards the use of Kim's game?

1.4   Objectives of the Study

The objectives of this study are:

1) To describe the use of Kim's game applied to teach vocabulary at the seventh
    grade students of SMP Negeri 1 Kandeman

2) To find out whether the use of Kim's game is effective to improve the seventh
    grade students' vocabulary mastery compared to conventional technique.

3) To determine the students' perception towards the use of Kim's game.

1.5   Significance of the Study

The result of this study is hoped to be beneficial:

1) Theoretically

The finding of this study can give information to develop further research related

to techniques or media for teaching vocabulary.

2) Practicality

a.   For the students

     It can improve their interest in learning English vocabulary since they find

     out that it is easier to understand and memorize the words by using game.

b. For the teachers

It is expected that the teachers will apply or develop more strategy in teaching vocabulary.

c. For the readers and other researchers,

This study can be useful as a reference for those who have the interest in doing research in the same topic.

1.6 Limitations of the Study

The limitations of this study are:

1. The observation of this study is only conducted for the seventh grade students of SMP Negeri 1 Kandeman in the academic year of 2015/2016.

2. The present study only focuses on vocabulary achievement of the seventh grade students of SMP Negeri 1 Kandeman in the academic year of 2015/2016.

3. This study is focused on the effectiveness of Kim's game as a media to improve students` vocabulary mastery of the seventh grade students of SMP Negeri 1 Kandeman in the academic year of 2015/2016.

1.7 Outline of the Study Report

This final project consists of five chapters, which can be defined as follows:

Chapter I gives introduction that contains the background of the study, the reasons for choosing topic, the research questions, the objectives of the study, the significance of the study, the limitations of the study, and the outline of the study.

Chapter II presents the review of related literature consists of the review of the previous study, the review of the theoretical studies and the theoretical framework.

Chapter III is research methodology, which presents the research design, the subject of the study, the research variables and hypothesis, the instruments for collecting data, the method of collecting data and the method of analysing data.

Chapter IV discusses data analysis and research findings which consist of the analysis of test result, the implementation of the experiment, the effectiveness of Kim's game to improve students` vocabulary mastery, the analysis of questionnaire, and the discussion of research findings.

Chapter V presents the conclusions and the suggestions based on the research findings and analysis.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature, which is divided into three sub chapters: review of the previous studies, review of the theoretical studies, and theoretical framework

2.1 Review of the Previous Studies

In the the previous studies, there have been several numbers of studies with the similar topic. They can be used as references in this study. The researchers in this topic include the research below.

Nugroho (2007) conducted a study with the title *The Use of Circle Games as a Strategy to Improve the Student's Mastery in English Vocabulary (An Action Research in the Case of Elementary School Students of SDN 01 Banyumanik Semarang in the Academic Year 2007/2008).* The objectives of the study were to describe what circle game was like and how it worked in the learning process and to find out the students' achievement in vocabulary related to noun. The average achievement of the students was 68% at the pre-test, 89% at first cycle, 94% at second cycle and 83% at the post test. The result of the study showed that the students' progress in mastering vocabulary related to noun during the activity was really good. The achievement of the students in learning vocabulary through this strategy was improved. It was supported by the significant result of the test. It means that Circle Game was effective to improve students' vocabulary mastery.

Second, Putri (2011) conducted a study entitled *The Use of Vocabulary Tree as a Technique in Teaching Vocabulary at Elementary School (An Experimental Research for the Fifth Grade Students of SD Negeri Ngelowetan Mijen Demak in the Academic Year of 2010/2011)*. The objective was to investigate whether there was any significant difference in the result between teaching vocabulary by using vocabulary trees and using conventional method. The results of her study showed that the students` scores increased after they got the treatment. The mean score of the pre test in the experimental group was 50.53 while the control group was 48.33. In the post test, the mean score of the experimental group was 81.07 and the control group was 69.73. The result of the study revealed that through Vocabulary Tree the teaching vocabulary was more effective than those which used conventional method. It avoided students' boredom in learning vocabulary and increased students' motivation to learn new vocabulary.

The third study was conducted by Nurrahman (2013) entitled *The Effectiveness of Make a Match Game in Teaching Vocabulary (An Experimental Study at First Grade of SMK Wicaksana Al Hikmah 2 Benda)*. The purpose of his study was to find out whether using Make a Match game was effective or not in teaching vocabulary to the tenth grade students of SMK Wicaksana Al Hikmah 2 Benda. From his observation result in one classroom at the tenth grade of SMK Wicaksana Al Hikmah 2 Benda, he found that the students' competence in vocabulary mastery was still not good enough. Furthermore, there was no student's anxiety when they followed English learning process in the classroom. From the result of the data analysis, it was found that t-test result (3,005) was

higher than t-table (1,685). It means that Make a Match Game was effective in teaching vocabulary. In addition, this study suggested that traditional strategy in teaching vocabulary should be avoided and the variation of vocabulary teaching techniques should be applied in teaching vocabulary.

Besides, Aslanabadi (2013) in his journal entitled *The Effect of Games on Improvement of Iranian EFL Vocabulary Knowledge in Kindergartens* aimed to find a way to help young EFL learners fix the novel vocabulary in their minds. The researcher divided the learners into the experimental group (giving an online language teaching game taken from: http//anglomaniacy.pl) and the control group (giving regular teaching). The results of the study were analyzed by using (T-test). The result showed that there are some differences between the two groups in vocabulary learning feature; that is, the mean for the experimental group is 15.53 which is significantly higher than that of the control group which is 13.47. The difference in the mean scores of the two groups is 2.06. So, it is obvious that the learners in the experimental group got rather higher scores than the learners in the control group. This means that online language teaching games affected learners' vocabulary learning at kindergarten level more than ordinary method of teaching foreign languages in Iranian kindergartens.

The last, Neyadi (2007) conducted a journal entitled *The Effects of Using Games to Reinforce Vocabulary Learning*. The objectives of her research are: Do language games enhance students' ability to memorize the words? Do language games develop positive interaction? And do language games enhance students' motivation? The result of the study are: First, using games to practice vocabulary

improves learners' ability to memorize the words effectively. Second, games provide comprehensible input while learners interact in the group, allowing students to clarify meanings of words in such contexts. Third, the use of games also enhanced students' motivation to learn vocabulary. She stated that this might be happened because the students have experienced new methods of teaching, as they have been only learning new language through drilling the vocabulary.

According to those previous studies, it can be concluded that teaching vocabulary by using interesting media or technique is important for it is effective to improve the students' vocabulary mastery. Thus, the writer wants to conduct an experiment study using Kim's game to teach vocabulary at the seventh grade students of SMP N 1 Kandeman in the academic year of 2015/2016.

2.2 Review of the Theoretical Studies

This subchapter discusses some theories which support this study. The writer takes some relevant theories related to the topic from many sources.

2.2.1 General Knowledge of Game

2.2.1.1 Definition of Game

Game is an activity, usually played by the children which is engaged in amusement or entertainment. According to Wright (2006: 1), game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Moreover, Hornby in Aslanabadi (2013: 188) stated that "a game can be defined as an activity that you do to have some fun." Game is one of many teaching technique that can be engaged to foreign language learners, because it can give an elements of fun to learners. It has

been the reason for the writer to present a teaching technique which involves a game for teaching vocabulary.

Based on the definition above, it can be concluded that the games can create interesting and fun situation during teaching learning process. By using games, the students' concentration focuses on learning process. Thus, students are easier to understand the material which is learnt.

2.2.1.2 Types of Games

Hadfield (1998:4) stated that game is activity with rules, a goal, and element of fun, which is divided into two kinds; competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal. Here can be said that there are two kinds of game individual and cooperative game.

According to Wright (2006: 4) there are eight types of game:

1) Care and Share

    'Caring and sharing' games include all those games in which the learner feels comfortable while sharing personal information with other learners. These games relate more to invitation than to challenge.

2) Do : Move, Mime, Draw, Obey

    The learner is expected to do something non-verbally in response to a read or a heard text.

3) Identify : Discriminate, Guess, Speculate

    The learner is challenged to identify something which is difficult to identify or to hypothesis about something which is then compared with the facts.

4) Describe

The learner is challenged to described something to another learner, by speaking or writing, so well that the other learner can do something, for example, draw a picture. The learner may describe something objectively or subjectively, communicating his or her own feelings and assosiations.

5) Connect:, Compare, Match, Group

The learner is challenged to connect, compare, match or group various items of information, perhaps pictures or texts, objectively or subjectively. He or she uses language to describe or comment on the pairs or groups of information.

6) Order

The learner is challenged to put various bits of information into an order of quality and importance, subjectively or objectively, or to put texts, pictures, objects, into a developmental sequence.

7) Remember

The learner tries to remember something and then communicate what he or she has remembered.

8) Create

The learner is challenged or invited to make a story, write a poem or produce some other kind of material using their imagination.

There are many clasifications of games based on the way in which it engages the learner. Games can be played in individual, pairs, groups, or with the whole class. They can be used at any stages of a class. In this research, the writer

uses Kim's game as the technique for teaching vocabulary. Kim's game is categorized into remembering game.

2.2.1.3 Advantages of Using Games in Learning Process

Aslanabadi (2013: 4) stated that games have long been advocated for assisting language learning for some advantages:

1) Games add interest to what students might not find very interesting. Sustaining interest can mean sustaining effort because learning a language involves long-term effort.

2) Games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful communication takes place as students seek to understand how to play the game and as they communicate about the game: before, during, and after the game.

3) This meaningful communication provides the basis for comprehensible input i.e., what students understand as they listen and read, interaction to enhance comprehensibility, e.g., asking for repetition or giving examples, and comprehensible output, speaking and writing so that others can understand.

4) The emotions aroused when playing games add variety to the sometimes dry, serious process of language instruction

5) The variety and intensity that games offer may lower anxiety and encourage the learners to take part, especially when games are played in small groups.

6) Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game.

7) Games are student-centered in that students are active in playing the games, and games can often be organized such that students have the leading roles, with teachers as facilitators.

8) Many games can be played in small groups, thereby providing a venue for students to develop their skills in working with others, such as the skill of disagreeing politely and the skill of asking for help.

According to Boye and Tapp (2010 : 45), there are some advantages of using game in learning process: (1) involves students in active learning (2) enlivens rote memorization (3) can encourage students to draw on analysis, synthesis, evaluation. (4) can increase student motivation (5) leverages a common experience among students (6) provides intrinsic rewards (7) can foster a more positive attitude toward the classroom experience – more attention, better attendance, better participation. (8) can improve retention, decision-making skills, and comprehension of general principles. (9) can encourage cooperation.

Based on the explanation above, it can be concluded that using games can give many advantages in learning English. Games can make class to be more fun. Students are more interested in learning English. When the students are interested in learning the material, they will give more attention to the material given and it is easy to be understood by the students.

2.2.2 Language Games

Students, especially young learners like to play fun activities like games. Playing games is a vital and natural part of growing up and learning. Language games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. According to Chen (2005) "the aim of all language games is for students to use the language." Moreover, Lewis and Bedson (1999) stated that "language games are a healthy challenge to a child's analytical thought. The rules of the game set clear limits within which the children's natural decision-making processes must function." It can be concluded that the game context makes the foreign language immediately useful to them.

2.2.3 Kim's Game

Kim's game is one of games which can be used for young learners to know about new vocabulary. Albrecht (2011:11) emphasized that "Kim's game helps children to improve memory and they learn to be aware of their surroundings". By playing this game, children learn the processes involved in studying and remembering objects. They will easily learn new words from remembering them in direct observation.

The use of Kim's game also encourages the student to think and process the information from what they have looked. Blaylock (2012) stated that "Kim's game explores the meaning of some key artefacts, the other a creative team task that enables children to use 'making time' as 'thinking time'."

2.2.3.1 Steps of Playing Kim's Game

There are several procedures of playing Kim's game according to some experts.

First, according to Kliepel (1994:84) :

1. Before the lesson the teacher arranges 20 to 30 objects - the names of which the students know - on a table and covers them with a cloth.

2. At the beginning of the game the cloth is taken away and everyone looks at the display for two minutes.

3. Then the objects are covered up again and every student makes a list of all the things he remembers.

Second, according to Ur and Wright (1992:45) :

1. Collect about seven or eight objects belonging to the students (with their agreement).

2. Let the class see the each object before you put it into a bag.

3. If there is sufficient time, ask the students to write down from memory the names of all the objects, what they look like and who they belong to.

4. Do not immediately confirm or reject descriptions.

5. Finally, show the objects and return them to their owners.

And the last, based on Interchange Games (2013) :

1. Put the objects on your desk and cover them.

2. Explain the task. Uncover the objects and ask the students to look at them for three minutes. Then cover them. In pairs, they list the objects they remember. Set a three-minute time limit.

3. The students complete the task.

4. Uncover the objects. The pair with the most correct words wins.

    Variation 1: Write words on the board. Then erase them.

    Variation 2: Put a picture with a lot of details on your desk. The students use

    a specific structure (e.g., *there is/there are*, prepositions of place) to write

    sentences about the objects.

2.2.4 General Knowledge of Vocabulary

2.2.4.1 Definition of Vocabulary

Vocabulary is one of the components of language, which support the speaker in

communication. According to Hatch and Brown (1995:24), vocabulary is a list or

set of words particular language or a list or set or words individual speakers of

language might use. Meanwhile, Linse (2006: 121), vocabulary is the collection of

words that an individual knows.

Hornby (2004:147) stated that,

Vocabulary is all the words that a person knows or uses in a particular
language. Vocabulary is the words that people use when they are talking
about particular object. It is a set of words with meaning that we deal with
everyday to learn and to gain.

Based on the definitions above, it can be inferred that vocabulary is a set of

words that has meaning in particular language and it is used to learn and

communicate.

Vocabulary itself is a core component of language proficiency and becomes

the basis for how well the learners listen, speak, read, and write. Without having

vocabulary mastery, it is difficult for learners to convey the information which

they want to express.

2.2.4.2 Kinds of Vocabulary

Vocabulary is a central component of a language to convey and receive information both in oral and written communication. The use of vocabulary will be different in the certain context.

According to Kamil and Hiebert (2005:3), there are two kinds of vocabulary: oral and print. Oral vocabulary is the set of words for which we know the meanings when people speak or read orally. Print vocabulary consists of those words for which the meaning is known when people write or read silently.

In line with Kamil and Hiebert, Nation (2001: 24) stated that there are two kinds of vocabulary; receptive and productive vocabulary. Receptive vocabulary refers to the words that an individual can recognize and understand but hardly ever use. It is used passively in either listening or reading. Conversely, productive vocabulary is utilized actively either in speaking or writing and it is familiar and frequently in use. One's listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary. So, vocabulary can be presented in four units. They are reading vocabulary, listening vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the words found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to the radio and television. Speaking vocabulary includes the words people use in their daily life and conversation. The last writing vocabulary consists of the words people use in writing essays, letter, etc.

From the explanation above, it can be concluded that the choice of words is different in every single particular language skill. It is based on its context because every person has different intention to convey his or her ideas. The vocabulary which is used in speaking or writing will be different from that of reading or listening

2.2.5 Teaching Vocabulary

In teaching vocabulary, teacher should find the strategy that is suitable for the students, so the learning process will be effective. Hatch and Brown in Cameron (2001: 68) mentioned that there are five essential steps of learning vocabulary. First, having source for encountering new words. Second, getting a clear image for the form of new words. Third, learning the meaning of new words. Fourth, making a strong memory connection between the form and the meaning of the words and fifth, using the words. From the five steps we can see that each step is something that needs to happen over and over again so that something new is learnt or remembered.

In teaching vocabulary, the teacher must be able to select the words that will be given to the students, according to the curriculum and the goal of teaching. It is important for a good teacher to know how to teach vocabulary. Finocchiaro (1974: 73) gives some comments related to vocabulary teaching. They are:

1. Not all the words which students hear during a lesson or even in later lesson need to become a part of his "active" vocabulary. In other words, not all of vocabularies have to memorize. The active vocabulary should be presented and practiced continuously.

2. New vocabulary items should always be introduced to know structures, so it is easy for students to understand them. Words about part of our body should be given in one lesson, while words about food in another.

3. Vocabulary items should be taught in various ways. It can be in a picture, game or even puzzle to attract their interest.

4. Vocabulary items should be introduced many times. It helps them to improve their understanding.

5. Vocabulary should be practiced as structure in practiced. It could be answering question, drilling, etc.

6. Students should be encouraged to learn to use nouns; verb, adjectives and adverbs that contain the some root.

   In order to help the teachers teach the students effectively, Wallace (1982: 27) gives some explanation about the principles in teaching vocabulary as follows:

1. Aims

   The aims have to be clear for the teacher. How many of the thing listed does the teacher expect the learner to be able to achieve the vocabulary? What are kind of words?

2. Quantity

   The teacher may have to decide on the number of vocabulary items to be learned. How many new words in the lesson can the learner learn.

3. Need

   In teaching vocabulary, as the communicator, the teacher has to choose the words really needed by his students. The students should be put in a situation where they have to communicate and get the words they need.

4. Frequent exposure and repetition

   Frequent exposure and repetition mean that the teacher should give much practice on repetition so that his students master the target well.

5. Meaningful presentation

   In teaching vocabulary, the teacher should present the target words in the way that their meanings are perfectly clear and unambiguous.

6. Situation of presentation

   The teacher should tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are speaking and depends on the person to whom they are speaking (from informal to formal).

   As discussed above, the teacher should be able to identify who the students are, what their needs are, and how the teacher should teach in a simple and interesting way. Different age of students indicate that they also have different needs and interest.

2.2.6 Technique of Teaching Vocabulary

We have to learn vocabulary whenever we will use a new language. However, studying language causes some problems because many students consider learning vocabulary is a boring activity. So, the teacher should keep finding out ways to

make learning vocabulary easier and more pleasant. For that reason, the teacher should use appropriate techniques and media. Concerning with the technique of teaching vocabulary, Gains and Redman in Uberman (1998), explained the following types of presentation techniques:

1. Visual technique

   Visual tehniques lend the students to presenting concrete items of vocabulary-nouns; many are also helpful in conveying meanings of verbs and adjectives.

2. Verbal explanation

   To know the meaning of new vocabulary in a context, students can use verbal explanation such as context clues. This pertains to the use of illustrative situations, synomymy, opposites, and scales.

3. Use of dictionary

   Students can use dictionary to find out meanings of unfamiliar words. There are some kinds of dictionaries, monolingual dictionaries, thesaurus and the like.

   Another technique is also defined by Nagaraj (1996: 48), who stated that the techniques the teacher can use for classroom are using:

1. Object

   Object in the classroom or those brought from outside can be used to teach vocabulary.

2. Pictures

   In the initial stages, pictures can be used to teach vocabulary orally. Later, the learner can be asked to fill the correct word with the picture.

3. Text

   Texts are often used for the teacher in teaching vocabulary.

4. Context

   Vocabulary teaching becomes meaningful when it is done in context. A word gets its meaning from the context.

5. Vocabulary game

   The use of game is useful for vocabulary expansion.

   Looking at the theories above, it can be defined that there are many kinds of techniques which can be used by the teachers to teach vocabulary. Using the appropriate technique will improve students` vocabulary mastery better.

2.2.7 Teaching Vocabulary to the Seventh Grade Students of Junior High School

English is taught as a subject at schools from Junior High School up to Universities. The goals of English teaching at Junior High School are to give language skills in speaking, listening, writing, and reading. They also have to master the English components, which include grammar, vocabulary, and pronunciation (in speech) or spelling (in writing).

   Accoding to Thornbury (2002: 75), teachers need to consider the level of the learners (whether beginners, intermediate, or advanced), the learners' familiarity with the words, the difficulty of the item, the teachability of the items, whether they can be easily explained or demonstrated. So, in teaching vocabulary, the teacher has to select the words that are presented in a given topic that they start from the easier to the more complex and difficult ones. In addition, the teacher

should not discuss another topic until the topic being taught is completed in order to not make the students confused.

Because of the unlimited number of vocabulary, it is better for the teacher to select suitable words to be taught. The words should be in line with the level of the students and the topics, in this study for the seventh grade students. Besides, he or she may also select media and techniques to be applied in the class. In this study the writer assumes that Kim's game is one of interesting games for Junior High School students in learning vocabulary. So that the students are expected to have big interest to learn vocabulary much more.

2.3 Theoretical Framework

In conducting the present study entitled *The Use of Kim's Game for Teaching Vocabulary* the writer concerns to the students` vocabulary achievement. In her study, she uses a quasi-experimental design. She divides the subject of the study into two groups, experimental group and control group. In the experimental group, she teaches students by using Kim's game, while in the control group, she teaches the students by using conventional technique.

When conducting the study, the writer designs vocabulary test as the main instrument to collect the data from both groups and to compare the effectiveness of two techniques in improving students` vocabulary mastery. Besides, to get more additional information on the students' perceptions and interests of the implementation of Kim's game that could not be noted by the tests, the writer uses questionnaire.

Before the writer gives a treatment, the pre-test is given for both groups to measure students' basic ability on vocabulary mastery. After giving the treatment, she gives post test in both groups to measure the significant differences of students` vocabulary mastery between experimental group and control group. The questionnaire is given to the experimental group only.

After finding the result of the test, the writer calculates the computation of the mean score using the t-test formula. The mean scores are compared in order to know whether there is a significant difference between the post test of the two groups or not and to know which one is more effective to teach vocabulary. The theoretical framework of the present study visualized below:
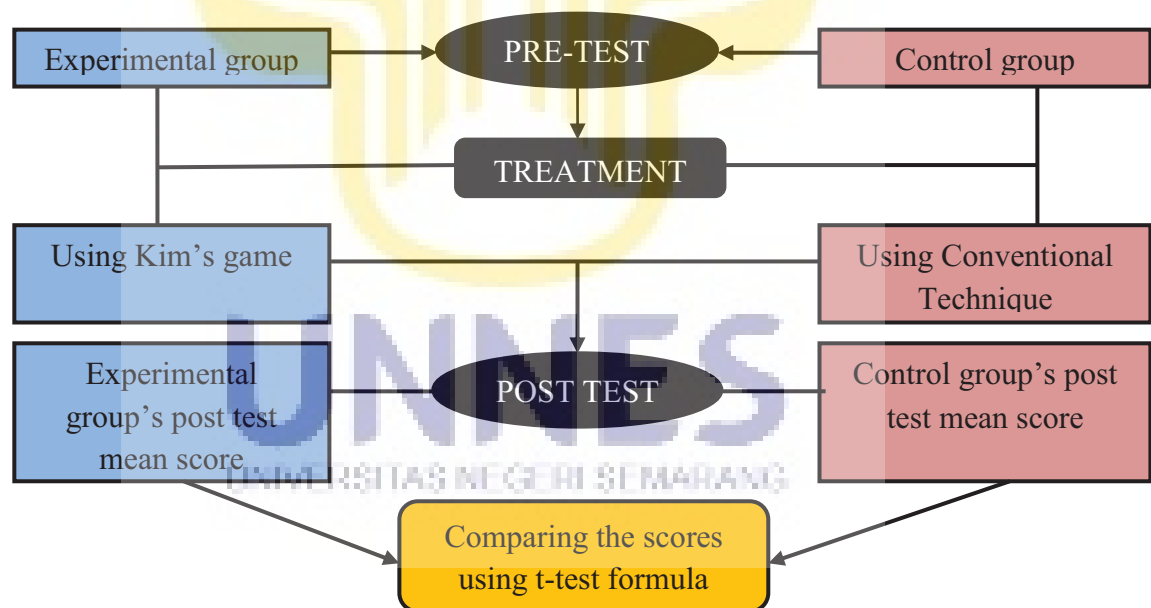

Figure 2.1 Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and the suggestions based on the discussion of data analysis and research findings in the previous chapters.

5.1 Conclusions

The purposes of this study are to describe the use of Kim's game applied to teach vocabulary at the seventh grade students of SMP Negeri 1 Kandeman and to find out whether the use of Kim's game is effective to improve the seventh grade students' vocabulary mastery compared to conventional technique at the seventh grade students of SMP N 1 Kandeman in the academic year of 2015/2016 or not. Based on the study that has been done, here are the conclusions;

Answering the first research question, the implementation of Kim's game in the class ran well. It used pictures and realia which could be easily found in their surrounding. In the beginning, the students would be shown many things or pictures related to the topic before the teacher covered them with the tablecloth or slide in the powerpoint. They were asked to memorize all the things they had seen with the time given. Then, they wrote or mentioned the names of all. By using this game, the students were asked to memorize many words related to the the topic in fun way. It could help the students to remember words easily and made the learning more interesting. Moreover, the students became active both individually or in group while Kim's game was applied for teaching vocabulary in

the class. During the treatment was conducted, Kim's game succeeded in helping the students to memorize many vocabularies.

On the second research question, based on the independent samples t-test result, it showed that there was better improvement of the students' vocabulary mastery in the experimental group which had been taught by Kim's game than the control group which had been taught by conventional technique. In the pre test, there was no significant difference between the two groups that the S.(2-tailed) value obtained 0.656 which meant it was higher than 0.05. After giving the treatment, the post-test was conducted. There was a significant difference of the post test results of both groups. The experimental group got 83,47, while the control group got 76,1. The percentage of the students' improvement in the experimental group was 20,14%, while there was less improvement in the control group which was only 11,8%. From the results, the experimental group achieves higher score than the control group. In addition, the result of t-value in the post test obtained 4.541 and Sig. (2-tailed) value was 0.000. Because t-value was higher than t-table (4.541 > 1.994) and Sig. (2-tailed) value was lower than 0.05, it meant that there was a significant improvement in vocabulary mastery between the experimental group and the control group. So, it can be concluded that Kim's game was effective to help them to improve their vocabulary mastery.

Answering the third question, based on the questionnaire analysis, most of the students liked Kim's game as the technique to learn vocabulary. It was proved by the students' responses to the questionnaire. They liked Kim's game because it was fun and interesting. It also made them become more active and feel motivated

in learning English vocabulary. By playing the game, the students could understand and remember new vocabularies easily. They also stated that Kim's game was effective to help them to improve their vocabulary mastery.

5.2 Suggestions

Based on the conclusion above, the researcher would like to offer some suggestions;

Theoretically, Kim's game will help students to motivate them in learning English vocabulary. For English teachers, they should give an interesting technique to the students. It is in order to make them fun and enjoy in learning English. Moreover, teachers can build students' motivation and make them not easily bored in learning English. For the next researchers, the writer hopes that this research could be the one of the references for the further research dealing with vocabulary.

Practically, for the students, they can use Kim's game to help them improve their vocabulary mastery. For English teachers, they should apply or develop Kim's game in order to guide the students in achieving the better vocabulary mastery. For the next researchers, they can use Kim's game to be applied in teaching and learning studies.

Pedagogically, this research would be useful for the teachers and the researchers related to teaching vocabulary. For the students, they are expected to enrich their vocabulary mastery in a fun way. For the teachers, hopefully the result of this study can help them to find an interesting technique of teaching

vocabulary. For the next researchers, they are expected to do further research regarding Kim's game or another technique and vocabulary teaching to be able to provide answers to problems in teaching English, particularly in teaching vocabulary.

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APPENDICES

The situation of giving treatments(VII G & VII I)

The situation of post test and giving questionnaire(VII G & VII I)