



**THE USE OF 20-SQUARES: ADD ONE MORE WORD AND
WORD CLAP GAMES TO TEACH VOCABULARY**
**A Quasi Experimental Study at the Seventh Graders of SMPN 5 Magelang in
the Academic Year 2015/2016**

A final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English

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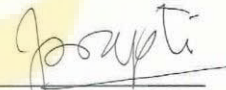
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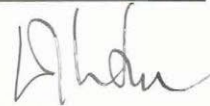
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DECLARATION OF ORIGINALITY

I, Afrilita Mardiana Putri, hereby declare that this final project entitled *The Use of 20-Squares: Add One More Word and Word Clap Games to Teach Vocabulary (A Case of the Seventh Graders of SMPN 5 Magelang in the Academic Year of 2015/2016)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references page.

Semarang, March 2017



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MOTTO AND DEDICATION

In the name of Allah, the Most Gracious, the Most Merciful.

(The Holy Qur'an, Surah Al-Fatihah: 1)

Everyone you meet is fighting a battle you know nothing about. Be kind.

(Anonymous)



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*To those who have always been supporting
me;*

- *My Beloved Parents*
- *My Cute Little Brother*
- *All of My Friends*

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ABSTRACT

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Vocabulary is one of the foremost things in mastering a new language. This study was conducted based on some considerations after observing the seventh graders of SMPN 5 Magelang. Most of the seventh graders found difficulties in acquiring new vocabulary since they have not got English subject in their elementary school. The objectives of this study were to describe how the use of 20-Squares: Add One More Word and Word Clap Games and to find out whether there was significant difference of the use of 20-Squares: Add One More Word and Word Clap Games on the students' vocabulary achievement.

To meet the research objectives, I conducted a quasi-experimental research. The subjects of this study were the students of VII G and VII H as the respective control and experimental groups. The vocabulary testing used was multiple choice items which were be given in the try out test, pretest and posttest. After analyzing 30 items of the try out test, there were 21 items which were valid and 9 items which were not valid. Next, I conducted the pretest to check the equivalence of the experimental and the control groups. Afterwards, I gave treatments. The treatments were given in three meetings. During the treatments, the experimental group was performed by using 20-Squares: Add One More Word Game, while the control group was taught by using Word Clap Game. The post-test was conducted after the treatments. The items test used in the posttest was the same as the pre-test but the question numbers were reshuffled.

The results of the t-test analysis showed that the experimental group got better scores than the control group. In the pre-test, the mean scores of the experimental group and the control group were 63 and 62.67. In the post-test, the mean scores of the experimental group and the control group were 81,17 and 70,67. The result of the t-test was 3.895 and t-table was 1.67. It means that the t-value was higher than t-table ($3.895 > 1.67$). Therefore, it can be concluded that the students which were taught by using 20-Squares: Add One More Word Game got better improvement than the students which were taught by using Word Clap Game, but the result can not be generalised. It depends on the teachers, students, and materials in playing the game.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, research problems, objectives of the study, significances of the study, definition of the key terms, and outline of the study.

1.1 Background of the Study

Language takes an important part in social relationship among human beings. People need language to express their feeling, thought and desire. People use language to communicate properly with others in many fields and many places. One of the languages that are most widely spoken in the world is English.

Ramelan (1992:2-3) states “English as an international language is used to communicate, to strengthen and to fasten relationship among all countries in the world in all fields, for example: in tourism, bussiness, science and technology, etc”. Considering the importance of English, people from various non-English speaking countries including Indonesia learn English. Ramelan (1992:6) says regarding to the importance of English, it has accordingly been chosen as the first foreign language to be taught at schools in Indonesia.

In indonesia, English has been taught as a foreign language. It is taught as a compulsory subject in Junior High School and Senior High School. As stated in School Based Curriculum (2006:36), the purposes of English language teaching are to develop students’ competence in spoken and written communication and to reach the informational literacy level.

One of the students' difficulties in learning English is the vocabulary. Vocabulary is one of the foremost components that has to be primarily learnt because people could not express what they want if they do not have enough vocabulary. As quoted by Thornbury (2002: 13), without grammar very little can be conveyed, without vocabulary nothing can be conveyed. People can still understand what others try to convey by any vocabularies that they have although the grammar is incorrect.

Dellar and Hocking in Thornbury (2002: 13) also mentioned:

If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words!

Vocabulary is one of the English components, which has to be mastered and acquired by students in learning a new language (Frank 1972:6). According to John Langan (2006:521), studies have shown that students with a strong vocabulary, and students who work to improve a limited vocabulary, are more successful at school, and it is found that a good vocabulary, more than any other factor, was common to people enjoying successful careers. Vocabulary expresses meanings that make communication happen. McCarthy (1990: viii) states that no matter how well the student 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.

Teaching and learning English to beginner students is not easy. Based on my experience in my Teaching Internship (*PPL*), students at junior high school, especially seventh graders felt anxious to learn English. They thought that learning English was difficult. They were so afraid of making mistakes in the learning that they felt give up to learn. Hence, it is important for teachers to choose an appropriate technique to make students interested in learning English. When the students feel excited to challenge themselves to learn, it will ease the job of the teachers to give the material and it will be easier to reach the goal of the lesson.

Games can be used as an alternative way to attract students' attention in vocabulary teaching and learning. Games can make students enjoy the learning, because they do not feel that they are forced to learn. Games can lower anxiety, thus making the acquisition of input more likely (Richard-Amato, 1988). The use of games in vocabulary teaching is a way to make the lessons more interesting. Teachers play an important role in creating good conditions in class. As Allen (1983) assumes that language teachers are responsible for creating conditions which encourage vocabulary expansion, and a well-chosen game can help the students acquire English words.

I use 20-Squares: Add One More Word game to teach vocabulary in this research. 20-Squares: Add One More Word is a vocabulary games in which students are divided into groups and work in groups. The groups will be given some papers that consists of lists of words in 20 squares in each paper. Every squares contains three words which have the same type, for example: a group of

fruit (apple, orange, grape, . . .etc.), a group of flower (jasmine, rose, tulip, . . .etc.). Then, students have to try to add one extra word (in the same type) to three that are already given in every square. This game has purpose to ease the students learn vocabulary by grouping the words.

In brief, I conducted this research in order to find out whether or not the use of 20-Squares: Add One More Word can be used as an alternative way to teach vocabulary for the seventh grade students. Through this research, I expect for the game gives positive effect to students' vocabulary mastery.

1.2 Reasons for Choosing the Topic

In this study, I choose the topic “The Use of 20-Squares: Add One More Word and Word Clap Game to Teach Vocabulary”, with the following reasons:

First, I propose teachers to use 20-Squares: Add One More Word Game because the game is practical and simple to be applied in class. The game is also suitable to teach English vocabulary for beginner students because this game is a kind of word grouping that eases the students in learning new words.

Second, vocabulary takes an important portion in learning a new language. Based on my *PPL* experience in SMPN 5 Magelang, most of seventh graders of SMPN 5 Magelang got bad marks on doing shopping list test in their midterm test. That was because the students were still confused about the English vocabulary of the items in shopping list lesson. An attractive atmosphere to learn vocabulary is needed to make teaching and learning process more interesting and enjoyable. Since 20-Squares: Add One More Word has never been applied, I was

interested to have an experimental research to find out whether or not it can be an alternative way to teach English vocabulary.

1.3 Research Problems

The problems investigated in this study are stated as follows:

- 1) How can the use of 20-Squares: Add One More Word game be applied to teach vocabulary for the seventh graders of SMP Negeri 5 Magelang?
- 2) How effective is the use of 20-Squares: Add One More Word Game to teach vocabulary for the seventh graders of SMP Negeri 5 Magelang compared to Word Clap Game?

1.4 Objectives of the Study

Based on the statement of the problems, the objectives of this study can be stated as follows:

1. To describe how the use of 20-Squares: Add One More Word Game to teach vocabulary for seventh graders of SMP Negeri 5 Magelang in the academic year of 2015/2016.
2. To measure the effectiveness of using 20-Squares: Add One More Word Game which is performed in the experimental group compared to Word Clap Game which is served in the control group.

1.5 Hypothesis

In this study, there are two hypotheses; they are:

H₀: There is no significant effect in the use of 20-Squares: Add One More Word Game to teach vocabulary.

H₁: There is significant effect in the use of 20-Squares: Add One More Word Game to teach vocabulary.

1.6 Limitation of the Study

In this research, I focus on using 20-Squares: Add One More Word to teach vocabulary of shopping list. Shopping list is one of short functional texts that has to be learnt by the seventh graders based on School Based Curriculum. It is mentioned that the seventh grade students are demanded to be able to understand the meaning of short functional text to interact to their nearby environments. Shopping list is a written list of things that contains everything that have to be bought. Shopping list is important to be made because it can help us when we forget to buy something or to control our money, so we can do shopping effectively.

I choose the seventh graders of SMP N 5 Magelang in the academic year of 2015/2016. I choose VII A as the try-out class, VII G as the control class and VII H as the experimental class. I focus on quasi experimental research design because I need to know the difference between the two groups as the samples; the class using 20-Square: Add One More Word and the control one, Word Clap Game.

1.7 Significances of the Study

The results of this study are expected to give some benefits related to pedagogical, practical and theoretical significance.

Pedagogically, I hope this study eases the students to learn English vocabulary, study with pleasure, and motivate them to improve their interest to learn English.

Practically, teachers hopefully will get new suggestion to improve their technique in teaching English vocabulary to attract students' attention. 20-Squares: Add One More Word can be an alternative way in teaching vocabulary. The result of this study is also expected to help the readers to enrich their knowledge about interesting way to teach vocabulary.

Theoretically, it is hoped that this study can be used as a reference and will help future researchers to get inspiration to follow up the result of this study to improve the quality of English teaching and learning process, especially in teaching vocabulary to improve students' vocabulary mastery better in the future.

1.8 Definition of Key Terms

There are three terms in this study as following:

1. 20-Squares: Add One More Word Game is a vocabulary game in which students divide into groups and work in groups. Each two students in a group will be given a piece of paper that consists of a list of words in 20 squares. In this teacher-led activity, students have to try to add one extra word (in the same type) to three that are already given. (Peter Wacyin-Jones, 2002:5).
2. Word Clap Game is a game that uses claps and collaboration with other students. Students stand or sit in a circle, and following the teacher's lead, maintain a four-beat rhythm, clapping their hands on their thighs three times

(one-two-three...) and then both hands together (four!). (Thornbury, 2002:102).

3. Vocabulary is total number of words which (with rules for combining them) make up a language (Hornby, 1974: 959).

1.9 Outline of the Study

The outline of the study is as follows:

Chapter I contains introduction, covering background of the study, reasons for choosing the topic, research problems, objectives of the study, hypothesis, limitation of the study, significances of the study, definition of key terms and outline of the study.

Chapter II discusses review of related literature as the theoretical basis of the research, including previous studies, definition of vocabulary, tiers of vocabulary, kinds of vocabulary, principles of teaching vocabulary in classroom, using game to teach vocabulary, 20-Squares: Add One More Word Game to teach vocabulary, Word Clap Game to teach vocabulary, advantages of using game in classroom, disadvantages of using game in classroom, and framework of the study.

Chapter III explains the methods of investigation. It consists of research design, object of the study, population and sample, variables and hypothesis, type of data, instruments of data collection, methods of data collection, and methods of analyzing the data.

Chapter IV deals with the result of the study including activities of the research, research findings and findings discussion. In the findings, there are the result of try out test, the result of pre-test, the result of post-test, and t-test statistical analysis.

Chapter V consists of research conclusions and suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter concerns with review of previous studies, review of related literature and figure of the theoretical framework.

2.1 Review of Previous Studies

The use of games in teaching a foreign language can be an interesting way that makes students attracted to the lesson. Review of the previous studies mentions some researches in the same topic. Those researches used games to teach English vocabulary. They can be used as references in this study. The researchers of current topic as follows.

First, Jauhari (2015) conducted a research at the eight grade students of SMP N 1 Batealit, Jepara. The objectives of this research were to identify whether there was significant effect in the use of bingo game technique to improve students' vocabulary mastery and to show the advantages and disadvantages of using bingo game technique in class. The design of this research was a case study. The subject of this study was eight grade students in junior high school, which included 28 students in the try out class, 30 students in control class, and 30 students in experimental class. The test in this study used multiple choice items related to invitation card. From this study, increasing students' achievement happened after the students got the treatments. It was proven from the average score of post-test between the control group and experimental group that was 60.44 and 74.14. The t-test also showed that the value of experimental class was

6.18 and control class was only 2.64 at 0.05 alpha significant value. It meant that the improvement in post-test was statistically significant for experimental class, and the use of Bingo Game to teach vocabulary was successful.

The research improved the students' achievement in vocabulary mastery. He used game as a technique in his teaching learning process. He used game as a technique in class to attract students' attention. The game that he used could help students master the vocabularies about the material.

Mastering a new language is not easy for the most students. The lack of vocabulary can be one of the reasons. It can be handled by using attractive teaching and learning technique. Students can enjoy learning by the use of game in learning foreign language in class.

Based on the explanation of the research result, there was an improvement from pre-test to post-test in students' vocabulary mastery. There was also improvement in the students' motivation. In the teaching learning process, the students were enthusiastic and excited in playing the game.

In line with Jauhari, I conducted an experimental research to junior high school students and used game as a technique in teaching and learning process. Moreover, the skill which was improved was the same. That was vocabulary mastery. Jauhari used individual game, while in my research, students worked in groups to get individual assessment at the end.

Second, Putra (2015) conducted a case study at the eight graders of SMP N 1 Ngadirojo. The objectives of the research were to find out the result of teaching English vocabulary using scrabble game and to find out the effectiveness

of using scrabble game to teach vocabulary. The research was carried out in the eight grade students of SMPN 1 Ngadirojo in academic year of 2013/2014. There were 40 students involved in this study. To gain the objectives, I conducted an experimental research. The research design was quasi-experiment research, one experimental class and one control class. After computing and analyzing the data, the average score of experimental group was 81.25. Meanwhile, the average score of the control group was 71.25, which was lower than the average score of experimental group. After calculating the test of significance, the result of the t-value was 3.403 and t-table was 2.002. The t-value of the post test was higher than the critical value, which meant that the difference was statistically significant. It can be concluded that teaching vocabulary using scrabble resulted a better achievement.

This research improved the students' achievement in learning vocabulary. He used a kind of board and card game in his teaching. He used game to attract students' attention so that the students got excited to learn. The game that he used could help the students in mastering vocabulary.

The implementation of games to teach vocabulary can be used to make teaching and learning more attractive. Children like playing games. The use of game in teaching and learning process can make students enjoy the learning. Using game in learning foreign language in class is an effective way to improve students' vocabulary mastery.

Based on the result, the use of scrabble game in teaching vocabulary resulted a better achievement. The t-value of the post test was higher than the

critical value, which meant that the difference was statistically significant. The result proved that the students got better understanding when they used scrabble game in learning vocabulary.

In accordance with Putra, I implemented games in class. Teaching vocabulary using scrabble game had been proven brought a better achievement to the students' vocabulary mastery. Consequently, I wanted to carry out another practical and simpler game to teach vocabulary.

Third, Setyaningsih (2015) conducted a research at the eight grade students of SMP N 3 Ungaran. The objectives of this research were to find out whether word clap game can be used as a strategy in teaching vocabulary and to find out whether the use of word clap game can improve the students' vocabulary achievement in learning vocabulary. The design of this study was an action research. The subjects of this study were 33 eight grade students. From this study, there was students' vocabulary improvement by 19.7%. It meant teaching vocabulary by using word clap game brought a better improvement.

Her research improved the students' achievement in mastering vocabulary. She used game in class to teach vocabulary to attract students' attention. The game that she used gave a better improvement to the students' vocabulary mastery.

Learning a new language has become a problem for beginner students. They have thought that learning a foreign language is so difficult that make them feel anxious. They are afraid of making mistakes. Teacher needs a creative

strategy to make students enjoy learning the language. Using attractive strategy in classroom teaching can be an alternative way in teaching vocabulary.

According to the research result analysis, there was a better improvement of pre-test to post-test in students' vocabulary mastery. Moreover, the students appreciated the teaching and learning process when I conducted the research. The game helped the student in mastering English vocabulary.

In line with Setyaningsih, I conducted an experimental research to junior high school students and I used game as a classroom technique. The skill which was improved was also the same. That was vocabulary mastery.

After reviewing those three previous studies, I found that teaching English using games were proven brought better improvements. Jauhari, Putra, and Setyaningsih conducted the same in their research; using game in their teaching and learning vocabulary. The skill they were concerned about was also the same. That was vocabulary mastery. The differences was just on the kinds of the game and the methodologies in doing the research. Thus, I was interested to conduct a research related to the use of game to teach vocabulary.

In this study, I conducted an experimental research to find out whether or not the use of 20-Squares: Add One More Word can also bring a better improvement to the students' vocabulary mastery.

2.2 Theoretical Review

In this part, I presents explanation of the theory related to the study. They are definition of vocabulary, tiers of vocabulary, kinds of vocabulary, principles of teaching vocabulary in classroom, using game to teach vocabulary, 20-Squares:

Add One More Word to teach vocabulary, Word Clap Game to teach vocabulary, and the advantages and disadvantages of using game in classroom.

2.2.1 Vocabulary

Vocabulary is the first and foremost components in learning a new language. Richly (2006:1926) states vocabulary is a list of words and often phrase, usually arranged alphabetically and defined or translated; a lexicon or glossary. Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards and Renandya, 2002:255).

It is in line with Nunan (2003:134):

“Vocabulary must not only be known, it must be readily available for use. The fluency development strand of a course aims at helping learners make the best use of what they already know. It is important to see fluency as being related to teach of the four skills of listening, speaking, reading, and writing with fluency needing to be developed independently in each of these skills.”

To sum up, vocabulary is all the words or phrase with explanations of their meaning that is arranged to speak, listen, read, and write of a particular language. Vocabulary is the foremost thing in acquiring a new language that makes communication could happen.

2.2.2 Tiers of Vocabulary

According to Beck, McKeown, and Kucan (2002) in Haynes and Zacarian (2010:58), there are three tiers of vocabulary; they are:

- (1) “Tier 1 includes basic words or phrases that do not need explanation, are commonly used in everyday conversation and are familiar to most

English fluent students.” In other words, the teacher does not need to give further description or explanation for the students, because these words or phrases are easy to understand and can be found in everyday conversation.

- (2) “Tier 2 includes words or phrases that are used often and included in a variety of contexts but that need explanation because they are more descriptive or precise.” It means students may not be familiar with words or phrases in this tier. Unlike words or phrases in tier 1, teacher’s further explanation and description are needed to help the students to comprehend the meaning of these words or phrases.
- (3) “Tier 3 includes words or phrases that are not commonly used, are limited to a particular context, and are not likely to be used outside the classroom.” In this tier, words or phrases are related to the specific discipline or content of a subject and most likely to be found in written academic text. Since it is limited to specific fields or studies, it has low frequency to be used in daily conversation outside the classroom.

From the explanation above, teaching the words or phrases that are usually found in everyday conversation, those which are frequently used but need explanation, and those which are less commonly used in daily conversation but found in written academic text to different students’ level must be different. Teachers take an important role in choosing appropriate technique based on the students’ level and the vocabulary tiers.

2.2.3 *Kinds of Vocabulary*

Thornbury (2002: 3-10) claims that there are six kinds of vocabulary; they are as follows:

(1) Word classes

Words classes or parts of speech. They are divided into eight classes, namely; noun, pronoun, verb, adjective, adverb, preposition, conjunction, and determiner.

1) Nouns

Nouns are the names of person, thing or place. Noun can be the subject of the sentence, object of the verb and object of preposition. The example of nouns are Paul, book, Indonesia and etc. There are types of noun as follow:

a) Countable noun

Countable noun can usually be made plural by the addition of -s.

b) Uncountable noun

Uncountable noun is a noun which does not have a plural form and this refers to something that could not count (Frank, 1972: 7)

c) Proper noun

Proper noun is a noun that wrote with capital letter, since the noun represents the personal name, names of geographical units such as countries, cities, rivers, etc. the name of nationalities and religions, names of holidays, names of time units and words use for personifications (Frank, 1972:

6).

d) Common noun

Common noun is a noun referring to a person, place or thing in general sense: usually we should write it with capital letter when it begins a sentence.

e) Concrete noun

Concrete noun refers to objects and substances, including people and animals, physical items that we can perceive through our senses, it means concrete nouns can be touched, felt, held, something visible, smelt taste, or be heard.

f) Abstract noun

Abstract noun is noun which names anything which can't perceive through physical sense.

g) Collective noun

Collective noun is noun which describes groups, organization, animals or person. For example: the committee of football meets every Monday.

h) Noun plural

Most of nouns change their form to indicate number by adding -s/ -es. For example: tomorrow, I want to buy two books on the shop.

2) Pronouns

Pronouns are words that are used to replace a person or thing, for example:

I, you, we, they, he, she, it.

3) Verbs

Verbs are a word or phrase that describes an action, condition or experience.

Some examples of verb are like, looking, doing, etc.

4) Adjectives

Adjectives are words that are used to explain or modify a person, place, or thing, for example: old, beautiful, good, etc.

5) Adverbs

Adverbs are words that used to describe verb adjectives or adverbs, for example: beautifully, now, ago, etc.

6) Prepositions

Prepositions are words that are uses with noun or pronoun that are placed in front of them to show a relation between these words with another part of the sentence. They are: at, on, in, from, into, etc.

7) Conjunctions

Conjunctions are words that are used to connect word on a group of words or sentences. Conjunctions are usually used in the adverbial clause, for example: as, if, because, for, others, and although.

8) Determiner

To make easier in learning about determiner, Thornbury divides them in to two groups they are: grammatical words or function words and content words. Grammatical words consist of preposition, conjunctions, determiners and pronouns, and belonged to the domain of grammar

teaching. While content words are usually nouns, verb, adjectives and adverbs.

(2) Word Families

It discusses about affixation, inflexions, and derivatives. Affixation of a word, such as: prefixes (pre-, de-) and suffixes (-er, -ful). Inflexions, for example: play: play-plays-played and playing. Derivatives, for example: play: play-player-replay and playful.

(3) Word formation

Affixation is one of the ways new words are formed from old. Another ways are:

- 1) Compounding, that is the combining of two or more independent words (second-hand, word processor, paperback, typewriter and so on).
- 2) Blending, breakfast + lunch = brunch, information + entertainment = infotainment etc.
- 3) Conversion, I always television every information. (Television is noun, and it is converted into verb)
- 4) Clipping, electronic mail = email; influenza = flu.

(4) Multi-Word Units

Phrasal verbs: look for, look after, wipe off, and throw on etc.

(5) Collocations

Two words are collocates if they occur together with more than chance frequency. Example: interested in, decided to, deal with.

(6) Word meaning.

1) Synonym

Synonym is words that share a similar meaning (Thornbury, 2002: 9) for example: sadness = unhappiness, fine = good.

2) Antonym

Antonym is a word expressing an idea directly opposite to that of another word in the same language. For example: accept ><refuse, like >< dislike

3) Homonyms

Homonyms are words that share the same form but have unrelated meanings, such as: shed, well, left, fair, bat etc. (Thornbury 2002: 8)

Taking everything into consideration, the kinds of vocabulary that I chose in this study related to nouns; singular plural, countable uncountable, and the quantifiers. Those are chosen since the samples of this research was seventh graders of Junior High School which belonged to beginner students. They may learn English for the first time since they have not got English lesson in their elementary school. Thus, the teachers have to teach the basic words from the start with an interesting technique to make students excited to learn English. In the School-Based Curriculum, seventh grade students are demanded to be able to understand the meaning of short functional text to interact to their nearly environments. Shopping list is one of short functional text which must be learnt by the seventh graders according to School-Based Curriculum (KTSP). In this

research, the writer will focus on the list of things which must be bought in various places to shop.

2.2.4 Principles of Teaching Vocabulary in Classroom

In teaching vocabulary, Nation (1997) lists six principles that teachers must have; they are:

- 1) Keeping the teaching simple and clear. Teachers are not allowed to give complicated explanations;
- 2) Relating the present teaching to past knowledge by showing a pattern or analogies;
- 3) Using both oral and written presentation – writing it on the blackboard as well as explaining;
- 4) Giving most attention to words that are already partly known;
- 5) Telling the learners if it is a high frequency word that is worth noting for future attention;
- 6) not bringing in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.

Furthermore, Wallace (1982: 27-30) describes the principles in the vocabulary teaching; they are:

a. Aim

The aim has to be clear for the teacher: How many of things listed does the teacher expect the learner to be able to achieve the vocabulary?

b. Quantity

The teacher may have decided on the number of vocabulary items to be learned. How many new words in lesson can the learner learn? If there are too many words, the learner may become confused and discouraged.

c. Need

In any case, one would hope that the choice of vocabulary will relate to the aims of a course and the objectives of individual lesson. It is also possible for the teacher, in a sense, to put the responsibility or choosing the vocabulary to be taught on the students, in other word, the students are put in a situation where they have to communicate and get the words they need, as they need them, using the teacher as an informant.

d. Frequent exposure and repetition.

It is seldom, however, that we can remember a new word simply by hearing at the first time. There has to be a certain amount of repetition until there is evidence that students have learned the target word.

e. Meaningful presentation

The learner must have a clear and specific understanding of what it denotes or refers to, i.e. it means that although meaning involves many other things as well. The word is presented in such a way that its denotation or reverence is perfectly clear and ambiguous.

f. Situation of presentation

The choice of words can be varied according to the situation in which we are speaking and according to how well we know the person, to whom we are speaking (from informal to formal). So that a student will learn words in the situation in which they are appropriate.

Weighing up both sides of the argument, teachers should know the aims of the lesson first to decide the students' need and the quantity of vocabulary that have to be learnt. Teacher takes an important part to choose appropriate technique to teach vocabulary in clear, attractive, and simple way. The appropriate technique can ease the students in learning the vocabulary to reach the goal of the lesson.

2.2.5 Using Game to Teach Vocabulary in Classroom

Thornbury (2002) states that useful games are those that encourage learners to recall words and, preferably at speed or consistent with the principle that learners need to make multiple decisions about words. Then, Reilly and Ward (2003:26) claims that “games help children to acquire language in the natural way that native speakers do. Games also teach social skills such as co-operating and obeying rules”. Moreover, Rixon (1992:82) suggests “games help students revise vocabulary and recalling something that happened in a game may help a student remember the language connected with it”.

From some opinions above, it can be concluded that games help children acquire and remember language connected with it by recalling something that happened in a game. Games also teach students to have a good cooperation with

others. Games can make the vocabulary learning of acquiring new language become more fun and joyful.

There are some principles of using games in the class according to Houston (2003):

1. Specify your purpose. The teacher should know what the purpose of the games that he or she plays in the class.
2. Explain the rules clearly before you begin. It is important to make sure the students understand how to play the games. The purpose of the game cannot be reached if the students do not understand how to play the game. It is fine if the teacher explain the rule in native's language.
3. Be prepared for the "extra student". The teacher has to make sure all of the students join to the games.
4. Avoid drifting off during the game. When the games is playing, watch for potential problems that can be remained. If you feel that is a student who is not understands the rules, stop the game and go for the rules again.
5. Look for signs that students are getting tired. If the students look tired, the teacher should stop the game before the students lost their attention.
6. Choose games carefully to save money and time. Try to use a game that can be prepared easily.
7. Find new sources. Try to use a new game that never be used before.
8. Recycle. If there is an old game that success applied in the class before. It is ok to use it again in another class.

9. Make a file. Make a file that consists of games. It can make you easy if you want to use games in another time.

10. Share. If you have a favorite game that you use to play with your best friend. You can use that game to your class.

11. Do not overdo it

Game is joyful and interesting play in the class, but if you do it too much, it can waste the time and make another important thing do not have time to teach in the class.

There are many games that are used to attract students' attention. Each game has its advantages and disadvantages. Teachers are responsible to choose which one is appropriate based on the principles of using games in classroom. Games should be practical; it saves money and time. Games also should be in its proportion, should not overdo it, or it can make another important things do not have time to be taught in class.

2.2.6 20-Squares: Add One More Word Game to Teach Vocabulary

Teaching vocabulary to the beginner students must be different with teaching vocabulary to intermediate and advanced students. They have different difficulty levels. Teachers have to choose which technique is best based on the students' level.

Peter Wacyin-Jones in his book entitled *Vocabulary Games and Activities 2* claims that 20-Squares: Add One More Word is a teacher-led activity in which students have to try to add one extra word (of the same type) to three that are already given. This game is a group activity.

2.2.6.1 Procedures to Teach by Using 20-Squares: Add One More Word Game

As mentioned in Peter Wacyin-Jones (2002:5), here are the procedure of 20-Squares: Add One More Word;

1. First, divide the class into four groups A-D. Give each group sufficient copies of the hand out. Decide which group will start (e.g. Group A). The game then continues in clockwise direction.
2. Next, hold up the first number (e.g. 5). The first group look at square number 5 of the hand out and try to think of one more word that will go with the three given. In this case, they would have to think of another vegetable (e.g. *onion, cucumber, lettuce, peas, etc*).
3. Then, if correct, everyone puts a cross through this square and writes in the letter of the group that gave the correct answer – in this case they would write A in the square. If incorrect, the number s put at the bottom of the pack to be used later on in the game.
4. Play continues in this way. The team with the highest number of ‘square’ at the end is the winner.

The reason for using the number cards is that it creates a certain amount of suspense – no one knows which square is going to be next. This result in heightened attention.

The following is the example of students’ paper of 20-Squares: Add One More Word Game as attached in Peter Wacyin-Jones (2002:58):

1 Apple Banana	2 Dog Horse	3 Bookcase Chair	4 Bathroom Bedroom
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Pear	Lion	Table	Living-room
5 Carrot Potato Tomato	6 Coffee Milk Tea	7 Doctor Pilot Teacher	8 Basketball Golf Tennis
9 Bicycle Bus Car	10 London Rome Stockholm	11 March May July	12 Brother Father Sister
13 Black Green Yellow	14 Ant Fly Spider	15 Spring Summer Winter	16 Coat Jeans Shirt
17 Hotel Library Shop	18 England Spain Turkey	19 Guitar Piano Violin	20 Blonde Friendly Handsome

2.2.7 Word Clap Game to Teach Vocabulary

Thornburry (2002:102) claimed Word Clap Game is a game that uses claps and collaboration with other students. Students stand or sit in a circle, and following the teacher's lead, maintain a four-beat rhythm, clapping their hands on their thighs three times (one-two-three...) and then both hands together (four!).

They have to mention a word from a pre-selected lexical set (for example, fruit and vegetable) or every fourth beat. This game is like the champion in the class, someone who can mention words more than the other, he is the winner.

2.2.7.1 Procedures to Teach by Using Word Clap Game

According to Thornburry (2002: 102) there are several steps of the game, the steps are:

- a. Teacher prepares the theme.
- b. Teacher lead the game.
- c. Teacher explains the rule of playing this game.
- d. Students stand or sit in a circle and follow teacher's lead, maintain a four-beat rhythm, clapping their hands on their thighs three times (one-two-three...) and then both hands together (four!).
- e. Students have to mention a word from a pre-selected lexical set (for example, fruit and vegetable) or every fourth beat.
- f. Students who either repeat the word already mentioned, or break the rhythm or say nothing are out.

The game ends when there is only one student left as the winner.

2.2.8 The Advantages of Using Game in Teaching Vocabulary

Based on Lewis (1999) as quoted by Yin Yong Mei and Jang Yu-jing (2000), the reasons why use games in class are:

1. Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment.

2. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus.
3. The game context make the foreign language immediately useful to the children. It brings the target language to life.
4. The game makes the reasons for speaking plausible even to reluctant children.
5. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
6. Students can participate positively.

2.2.9 The Disadvantages of Using Game in Teaching Vocabulary

The disadvantages of games in classroom based on StojkoviĤ (2011:941) are as follows:

1. Discipline issues, learners may get excessively noisy.
2. Straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning.
3. If games are already familiar or boring, students might not get equally involved.
4. Some learners, especially teenagers, may find games unnecessary and childish.

Moreover, there are other disadvantages of using game in classroom:

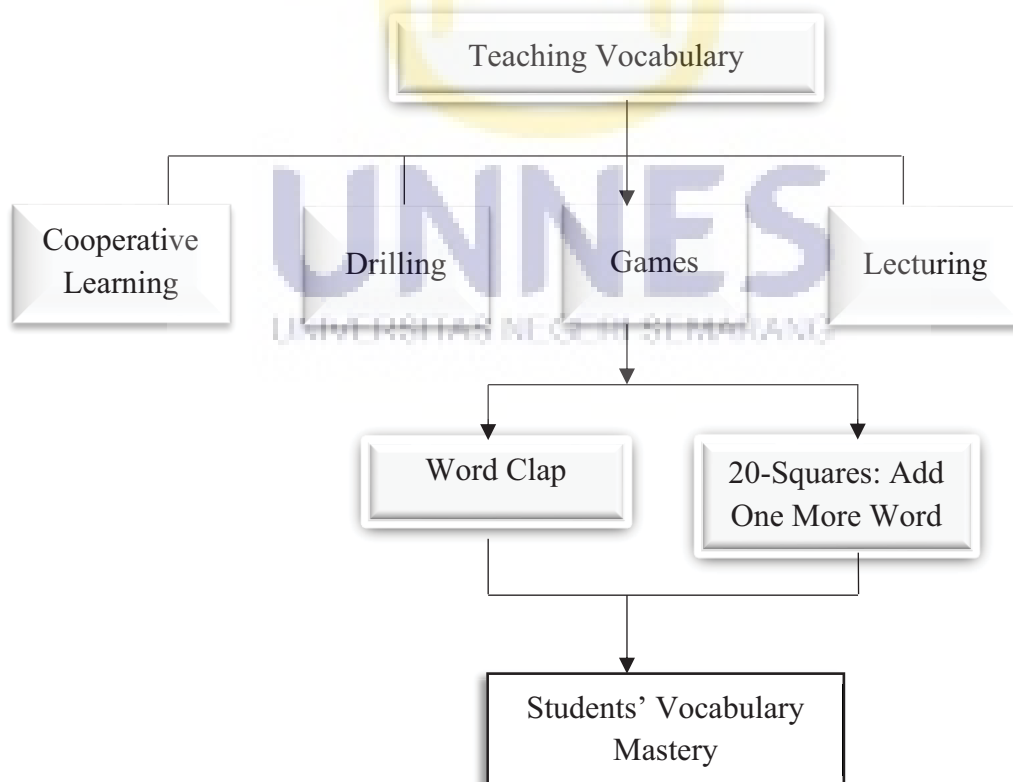
1. Sometimes a game structure may be too difficult and time consuming.
2. Maybe too expensive.
3. Learning outcomes maybe “lost” in the winning of the game.
4. Students get tired overtime when they find out that games do not match their assessment test.

2.3 Theoretical Framework

Teaching vocabulary using interactive technique have been done by some researchers. They used various techniques to their research. They also wanted to know whether their techniques are effective or not.

The theoretical framework of this study is visualized below:

Figure 2.1 Theoretical Framework



There are some techniques that are used by teachers to teach vocabulary, such as cooperative learning, drilling, games, and lecturing. This study concerned with the students' vocabulary mastery as a result of teaching English using games. This study divided the subjects into two groups: an experimental group and a control group. The experimental group was taught by using 20-Squares: Add One More Word, while the Word Clap was performed to the control group. The two groups were taught the same topic, but by using different games. After the experiment, the post-tests were administered to check whether there was any significant differences in the students' vocabulary mastery between students who were taught by using 20-Squares: Add One More Word and students who were taught by using Word Clap.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This final chapter presents conclusions derived from the whole discussion and analyses conducted in the previous chapters of the study. This chapter also covers some suggestions concerning the study for the students, English teachers, and next researchers.

5.1 Conclusions

20-Squares: Add One More Word was well-accepted by the students. During the activity, they looked active and enthusiastic. 20-Squares: Add One More Word enriched the participants' vocabulary. It was proven by the participants' improvement of vocabulary knowledge after the treatment of 20-Squares: Add One More Word. The result of t-test analysis shows that the experimental group get better achievement than the control group. In the pre-test, the average score of the experimental group is 63 and the control group is 62.67. In the post-test, the average score of experimental group is 81,17 and the control group is 70,67. The result of the t-test is 3.895 and t-table is 1.67. It means that the t-value is higher than t-table ($3.895 > 1.67$). It can be concludes that 20-Squares: Add One More Word is effective to be used as an alternative way in teaching vocabulary.

Furthermore, based on the data findings and analysis, there is significant difference in the students' achievement of their vocabulary mastery between the

experimental and the control groups after receiving the treatments. In addition, the t-test analysis resulted the students' improvement in mastering vocabulary has been determined which suggests that 20-Square: Add One More Word is effective to teach vocabulary which contributes to the improvement of students' vocabulary mastery. The treatment which is given to the experimental group affects the students' vocabulary mastery. It can be applied easily in the teaching and learning process and make the students participate in the learning activities actively.

5.2 Suggestions

Referring to the conclusions above, some suggestions are offered as follows:

Firstly, teachers need to consider an interesting way in teaching vocabulary in classroom. Teachers are expected to create more creative, fun and joyful games as a way of solving problems appearing in the English teaching and learning process to make the teaching and learning process more engaging and motivating. It is suggested that the teachers can use 20-Squares: Add One More Word as an alternative way to improve students' vocabulary mastery. This game is easy to use to help students in memorizing and understanding English words. In order to apply this game, teacher should become a good facilitator in the learning activities for the students.

Second, students should actively participate in the group and think more critically about the learning materials. The last, for readers who will carry out the similar research, they are supposed to conduct the study by giving words which

are matched with the related material. By considering the result of the research, 20-Squares: Add One More Word succeed in improving students' vocabulary mastery.

Finally, I hopes that the result of this research will be useful for the readers. I expects that the readers will have a clearer picture of the use of 20-Squares: Add One More Word to teach vocabulary. This research also can be one of the references for the next researchers who want to conduct and delevop the same research.



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