



**USING ENGLISH FLASH GAME SPEED BALLS TO
IMPROVE VOCABULARY FOR JUNIOR HIGH SCHOOL
STUDENTS**

**(An Experimental Study of the Seventh Graders of SMP N 1 Kandeman
Batang 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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DECLARATION OF ORIGINALITY

The writer, Sudarmaji Kusuma Putra, hereby declares that this final project entitled *Using English Flash Game "Speed Balls" to Improve Vocabulary for Junior High School Students* is his own work and has not been submitted in any form for another degree or diploma at any university or other institute 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 Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography. Even though this final project has been approved by the examiners and the Dean of Faculty of Languages and Arts, all of the contents in this final project still become his responsibility. Therefore, if in the future this final project is proven consisting in plagiarism, he will utterly take the responsibility.

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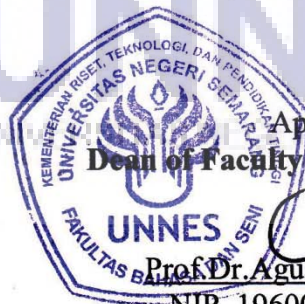
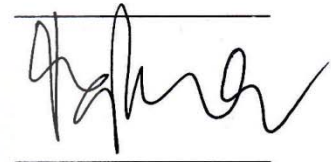
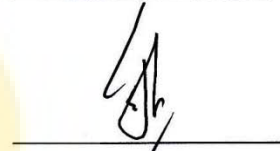
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APPROVAL

This final project entitled *Using English Flash Game "Speed Balls" to Improve Vocabulary for Junior High School Students* has been approved by board of examination and officially verified by the Head of English Department of Faculty of Languages and Arts of Semarang State University on April 11 , 2017.

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MOTTO AND DEDICATION

“Keep us on the right path”

“If you can imagine it, you can do it.”



This final project is dedicated to:

Allah S.W.T,

his beloved parents, Istiazah and Sidik Pramono,

his lovely siblings, Sukma Maulidia Rahma

and all friends of English Department 12.

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Semarang, October 2016

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ABSTRACT

Kusuma, Sudarmaji. 2016. *Using English Flash Game Speed Balls to Improve Vocabulary for Junior High School Students*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Drs. Ahmad Sofwan, M.A., Ph.D. Second Advisor: Fatma Hetami, S.S. M.Hum.

Key words: Vocabulary, Flash Game, Junior High School.

This final project aimed to describe the effectiveness of using English Flash Game Speed Balls to improve vocabulary for Junior High School students. It was conducted by quasi-experimental study as the research design. The subjects of the study was the seventh graders of SMP N 1 Kandeman Batang in the academic year 2015/2016. There were two groups that were given different treatments. The experimental group, VII I, consists of 38 students was taught by using English Flash Game “Speed Balls”, and the control group, VII G, consists of 36 students was taught by using conventional method. The results of this study show that the mean score of the pre-test in the experimental group was 84.47 while in the control group was 82.86. However, the result of post-test improved. In the post-test, the mean score of the experimental group is 95.15, and the control group got 89.67. Moreover, the result of the t -test is 4.372 and t_{table} is 1.996, then the result from t_{value} is 12.684. It can be concluded that there is a significant difference from both of groups. The research findings of this study reveals that the results of the post-test and t -test calculation are contrary to the null hypothesis and are in line with the working hypothesis which states “there is a significant difference between the students taught by using English Flash Game Speed Balls with those who are not”. It can be proven that English Flash Game Speed Balls is effective to be used in teaching vocabulary. The writer suggests to English teachers that English Flash Game Speed Balls can be an alternative technique to teach vocabulary.

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TABLE OF CONTENTS

	Page
DECLARATION OF ORIGINALITY	i
APPROVAL	ii
MOTTO AND DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	ix
CHAPTER	
I INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Reasons for Choosing the Topic	3
1.3 Research Question.....	3
1.4 Purposes of the Study.....	3
1.5 Significance of the Study	4

1.6 Research Hypothesis	5
1.7 Limitations of the Study.....	5
1.8 Outline of the Report.....	6
II. REVIEW OF THE RELATED LITERATURE	7
2.1 Review of Previous Studies.....	7
2.2 Review of the Theoretical Study.....	12
2.2.1 General Knowledge of Vocabulary	12
2.2.2 Types of Vocabulary	14
2.2.3 The Principles of Vocabulary.....	19
2.2.4 Technique of Teaching Vocabulary	21
2.2.5 General Knowledge of Flash Game.....	25
2.2.6 Steps of Playing Speed Balls.....	28
2.2.7 Advantages and Disadvantages of Using Speed Balls.....	30
2.2.8 Flash Game as Media in Teaching English.....	31
2.2.9 Teaching Vocabulary through Games.....	32
2.3 Theoretical Framework.....	34
III RESEARCH METHODOLOGY	54
3.1 Research Design	37
3.2 Location of the Study	39
3.3 Subject of the Study	39
3.3.1 Population.....	39

3.3.2	Sample	40
3.4	Research Variables and Hypothesis	40
3.4.1	Variable	40
3.4.2	Hypothesis	41
3.5	Instruments of the Study	41
3.5.1	Vocabulary Test	42
3.6	Method of Collecting the Data	42
3.6.1	Try Out	43
3.6.2	Validity of the Test	43
3.6.3	Reliability of the Test	44
3.6.4	The Difficulty of an Item	45
3.6.5	Discriminating Power	46
3.6.6	Pre-Test	47
3.6.7	Treatment	47
3.6.8	Post-Test	48
3.7	Method of Analyzing the Data	48
3.7.1	Measuring the Data	48
3.7.2	Measuring the Data Using t-Test	49
3.8	Result of Try Out Test	50
3.8.1	Validity	51
3.8.2	Reliability	52
3.8.3	Descriminating Power	52
3.8.4	Difficulty of an Item Test	53

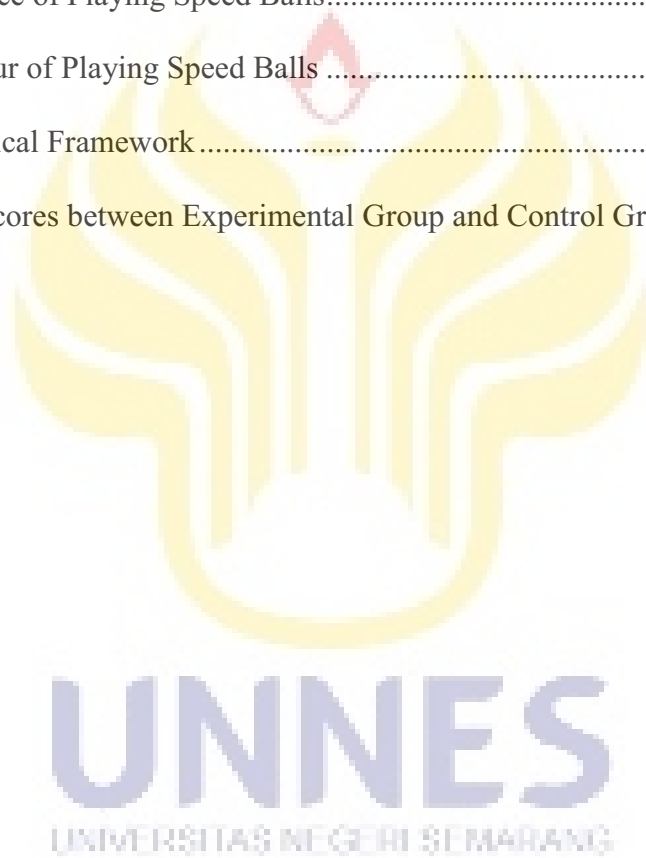
IV RESEARCH FINDINGS AND DISCUSSIONS	54
4.1 Description of the Experiment	54
4.2 Result of Pre-Test	57
4.3 Result of Post-Test	60
4.4 Detailed Results	62
4.4.1 Normality of the Test	62
4.4.2 Homogeneity of the Test	65
4.4.3 Mean Scores Differences between Pre-Test and Post-Test of Experimental Group and Control Group	66
4.4.4 t-Test Stastical Analysis of the Pre-Test and Post-Test of the Control Group	68
4.4.5 t-Test Stastical Analysis of the Pre-Test and Post-Test of the Experimental Group	69
4.4.6 t-Test Analysis of the Pre-Test of the Experimental Group and Control Group	70
4.4.7 t-Test Analysis of the Post-Test of the Experimental Group and Control Group	71
4.5 Discussion	73
V CONCLUSIONS AND SUGGESTIONS	77
5.1 Conclusions	77
5.2 Suggestions	79
REFERENCES	80
APPENDICES	83

LIST OF TABLES

Table	Page
3.8 Try Out Test Result.....	50
4.2 Pre-Test Scores of Experimental Group and Control Group	58
4.3 Post-Test Scores of Experimental Group and Control Group.....	60
4.4 Pre-Test Normality of Experimental and Control Groups	62
4.5 Post-Test Normality of Experimental and Control Group	64
4.6 Pre-Test Homogeneity	65
4.7 Post-Test Homogeneity.....	66
4.9 Mean Scores Comparison	68
4.10 Paired Sample t-Test of Control Group	68
4.11 Paired Sample t-Test of Experimental Group	69
4.12 t-Test Analysis of the Pre Test of the Experimental and Control Groups	70
4.13 t-Test Analysis of the Post Test of the Experimental and Control Groups.....	72

LIST OF FIGURE

Figure	Page
2.1 Step One of Playing Speed Balls	28
2.2 Step Two of Playing Speed Balls.....	29
2.3 StepThree of Playing Speed Balls.....	29
2.4 Step Four of Playing Speed Balls	30
2.5 Theoretical Framework.....	35
4.8 Mean Scores between Experimental Group and Control Group.....	67



LIST OF APPENDICES

Appendix	Page
1. List of the Students of the Try Out Group	83
2. List of the Students of the Control Group.....	85
3. List of the Students of the Experimental Group	87
4. Vocabulary Test for Pre-Test	89
5. Product of Control Group Pre-Test.....	94
6. Product of Experimental Group Pre-Test.....	96
7. The-Pre Test Score of the Students in the Experimental and Control Groups.....	98
8. Vocabulary Test for Post-Test	100
9. Product of Control Group Post-Test	105
10. Product of Experimental Group Post-Test.....	107
11. The Post-Test Score of the Students in Experimental and Control Groups.....	109
12. Lesson Plan of the Control Group.....	111
13. Lesson Plan of the Experimental Group	117
14. Validity of the Test.....	123
15. Reliability of the Test.....	124
16. Item Difficulty.....	125
17. Discriminating Power	127
18. Documentation	130

CHAPTER I

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the study, research hypothesis, limitation of the study, and also outline of the report.

1.1 Background of the Study

Vocabulary is one of the important aspects that must be obtained for students in learning English as a foreign language in Indonesia. Basically, there are four language skills that every single human being should require in order to be able to communicate with others. They are listening, speaking, reading, and writing. Before learning four language skills, someone is recommended to learn vocabulary because it is the basic for someone who wants to improve language skills. Someone cannot express his or her idea without having enough vocabulary. How can learners understand what they listen, speak, read, and write if they do not understand any words? A learner should keep learning new vocabulary items everyday to make his or her understanding English better.

The best time to improve vocabulary is when teachers teach their students in early time. In junior high school, teaching vocabulary is viewed as the basis of developing students' skill in listening, speaking, reading and writing. In mastering those skills, students need enough vocabulary in order to make them understand

what the teachers said. There are so many vocabularies that should be remembered. Obviously, it becomes a problem for their students and also for their teachers who will teach those vocabularies. Especially, when the students are in the junior high school, they have to remember so many vocabularies. It makes them think that learning English is difficult, uninterested, and boring.

In teaching learning process, the teacher usually follows the instruction in the students' textbook, such as explaining the material in the book, and giving the students some examples and questions from the book. Based on my observation, the teachers don't not give chance for their students to determine the meaning of the words. And also the teacher usually asks their students to read the paper and they have to memorize the words or they have to listen teacher's explanations. To make teaching learning activity more interesting, especially vocabulary lessons, the teacher might use media in teaching vocabulary.

There are many ways to improve students vocabulary such as reading books, watching TV, watching movie, learning from internet or game. Many experts of language teaching methodology agree that playing games is a good way to learn vocabulary, especially in CLT (Computer Language Teaching) class. Wright (1984), states that with the use of games, teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions.

In this case, the writer will try to use English Flash Game "Speed Balls" to improve vocabulary for Junior High School students and wish that it can be an alternative strategy for the teachers.

1.2 Reasons for Choosing the Topic

The writer has chosen the topic “Using English Flash Game “Speed Balls” to Improve Vocabulary for Junior High School Students” with the following reasons :

1. Vocabulary is one of the important aspects that must be obtained for students in learning English as a foreign language in Indonesia.
2. Teacher’s teaching technique must be effective to improve students’ vocabulary mastery.
3. English Flash Game Speed Balls is viewed as an interested way in learning new vocabulary

1.3 Research Question

In line with the background of the study, there is a research question as the following :

How effective is the use of Flash Game Speed Balls to teach vocabulary to the year VII students of Junior High School ?

1.4 Purposes of the Study

With regard to the research questions, the purposes of the study can be elaborated as follows:

1. To explain the effectiveness of using Flash Game “Speed Balls” to teach vocabulary to the year seventh students of Junior High School.

2. To investigate whether there is any significant difference in the vocabulary achievements of the students taught by using Flash Game “Speed Balls” and those who are not.

1.5 Significance of the Study

The result of the study will be hopefully useful for students, especially for English teachers, so it will upgrade the education in Indonesia. There are advantages that can be acquired from this study, they are:

1. Theoretical significance

This study is expected to be able to develop the previous study and give some contributions for education especially in Indonesia.

2. Pedagogical significance

This study will provide English teachers with the understanding of the media English Flash Game “Speed Balls” that used to teach seventh grade of Junior High School students to improve the students’ vocabulary.

3. Practical significance

By conducting this research, hopefully the writer can give useful contributions in teaching English, especially for:

1. English Teacher of Junior High School

The result of the study will be hopefully useful for English teachers of Junior High School especially in motivating students to learn English and also in improving the result of teaching vocabulary.

2. The students

Techniques that are used in this research can help students to improve their acquisition in vocabulary. They feel enjoy in learning English by playing an educational game like flash game “Speed Balls”.

3. The school

After conducting this research, it is expected that the school will be interested to conduct this research in order to improve teacher’s quality. It can also be used as the reflection in order to gain an effective and innovative teaching- learning process by applying Flash Game Speed Balls to improve student’s vocabulary mastery.

1.6 Research Hypothesis

Hypothesis 1 (Ha): English Flash Game Speed Balls is effective for teaching vocabulary to the grade seventh students of SMPN 1 Kandeman Batang.

Hypothesis 2 (Ho): English Flash Game Speed Balls is not effective for teaching vocabulary to the grade seventh students of SMP N 1 Kandeman Batang.

1.7 Limitation of the Study

The limitations of the study are as the following :

1. The present study only focuses on the vocabulary achievement of the subject of the study.
2. The study is focused on the effectiveness of using English Flash Game Speed Balls to improve students’ vocabulary of subject of the study.

1.8 Outline of the Report

This final project consists of five chapters as the following :

Chapter I consists of general background of the study, reasons for choosing the topic, research questions, purpose of the study, significance of the study, and outline of the report.

Chapter II discusses about review of the previous study, theoretical background, and also framework of the present study.

Chapter III deals with the methods of investigation which discuss several aspects, such as research design, subject of the study, research variables, instruments of the study, procedures of collecting the data, and technique of analysis.

Chapter IV describes the results of the study followed by the discussion of the findings. It covers the use of English Flash Game “Speed Balls” that can be effective media to teach vocabulary for Junior High School students, the significant difference of the students’ vocabulary achievement between the students who are taught by using conventional method and those who are taught by using English Flash Game “ Speed Balls” at the seventh grade students Junior High School.

Chapter V presents the conclusions and suggestions. It contains the conclusions of the study together with the suggestions for the students in upgrading students’ ability in vocabulary, the teacher in teaching vocabulary, and the next researchers in conducting the research about teaching vocabulary.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter the writer would explain review of previous studies and review of theoretical studies that discuss general knowledge of vocabulary that includes definitions of vocabulary, types of vocabulary, principles of vocabulary and technique of teaching vocabulary. It also discusses general knowledge of English flash game “Speed Balls” that includes definition of Speed Balls, its advantages and disadvantages, Flash game as media in teaching English and teaching vocabulary through game.

2.1. Review of Previous Studies

In this part the writer presents some previous studies related to the topic, “Using English Flash Game Speed Balls to Improve Vocabulary for Junior High School Students.”

The first study was conducted by Kurniawan (2015) entitled *The Use of Flash Animation as a Teaching Medium to Improve Students’ Vocabulary*. The objective of the study was to improve students’ achievement in learning vocabulary and to find out the students’ response toward the use of flash animation in learning vocabulary. The population of this study was in SD N Gumilir 1 Cilacap . This was an action research. This action research was carried out through a pre-test, cycle 1, and cycle 2. The result of this study showed that

there was a significant improvement in each test. The average score of students' pre-test result was 22.96. In the formative test, it increased 52.74 points and became 75.62. The average score of students' post-test was 97.22 . Therefore, it can be concluded that flash animation gives contribution to the improvement of the students' vocabulary mastery.

The second study was conducted by Agrianto (2012) entitled *The use of Flash PICTIONARY to Enhance Students Mastery of School Context Vocabulary*. The objective of the study was to improve students' vocabulary mastery of school context vocabulary using Flash Pictionary as media in teaching vocabulary.

The population of this study was in SD N 12 Purwodadi in the academic year 2012/2013. This study was conducted by using experimental and control groups. The experimental group was class IV A and the control group was class IV B. The result of this study showed that there was a significant improvement in each test. The average score of the control group was 70.00, and the average score of the experimental group was 79.67. It can be concluded that the use of flash pictionary as media in teaching vocabulary mastery was able to improve the students' vocabulary mastery of school context vocabulary.

The third study was conducted by Deni Tri Utami (2012) entitled *The Use of Macromedia Flash as Visual Aid to Teach English Prepositions of Written Descriptive Text*. The objective of the study was to know whether there is a significant difference in students' achievement to those who were taught using Macromedia Flash, and those who were taught without using Macromedia Flash

or not. In order to achieve the objective of the research, she conducted an experimental research.

The population of this study was the seventh graders of SMP 1 Randublatung. The experimental group was VII G, and the control group was VII H. The experimental group was taught by using Macromedia Flash while the control group was taught without using the media. Based on the result of the study, the pre-test score of the experimental group was 70.66 and the post-test was 87.16. It can be concluded that the experimental group score got an improvement. Therefore, there is a significant difference in students' achievement that was taught by using Macromedia Flash than the students who were taught without using Macromedia Flash. It indicates that using Macromedia Flash as visual aid is effective to be applied in class.

The fourth study was conducted by Arif Hendriyawan (2012) entitled *Teaching English Vocabulary through Flash Game "VoQuiz"*. The design of this research was experimental research. The population of this research was all of the seventh year students of SMP 2 Gebog Kudus in the academic year 2012/2013. The objective of this research was to test the significant difference between the mastery of English vocabulary of the seventh year students of SMP 2 Gebog Kudus in academic year 2012/2013 that were taught through Flash Game VoQuZ and those taught through Whiteboard.

The writer took two classes as the sample through cluster random sampling technique. Class VII F is the Control group and VII E is the experimental

group. The experimental group was taught through FlashGame VoQuZ and the control group was taught through Whiteboard. The writer instrument used by the researcher was test (multiple choices test with 40 items). The result of this study showed that the students who weretaught through FlashGame VoQuiZ is very good (Mean = 85.16) and those who were taught through Whiteboard media is good (Mean =76.69). Based on the result above, the writer stated that teaching English vocabulary through flash game voquiz is more effective.

The fifth study was conducted by Hapsari (2005), entitled *The Use of Flash Game "VoQuiz" as Media to Improve Students Vocabulary*. The reasearcher used the same Flash Game with the previous researcher in teaching vocabulary. The design used by the researcher was also the same. The population of the research was the year seventh students of SMP Negeri IKaliwungu in the 2008/ 2009 academic year.

The number of population was 309students classified into 8 classes. In taking the sample, The writer used simple random sampling. She choosed 40 students out of 309 students, whereas 40 students from class E. For this class, she divided into two groups; 20 students for control group and20 students for experiment group. Before conducting the research in SMPN 1 Kaliwungu, the writer gave a pre-test to the students. Then she gave them a treatment. At the end of the research, She gave a post-test to them.

The result of this research was the mean of post test 80.5 was higher than the mean of the pre test 68.8. It can be concluded that the students' achievement in learning vocabulary through Flash game has a significant improvement.

The sixth study was conducted by Saputra (2011) entitled *Reinforcing Students' Vocabulary through Scrabble Game*. The design of the research was action research design. The population of the research was the first grade students of MTs Nurussalam Pondok Pinang in academic year of 2011/2012. The objective of the research was to describe the application of reinforcing students' vocabulary through scrabble game at the first grade students of MTs Nurussalam Pondok Pinang.

The result of this research indicated that by using scrabble game activities in teaching vocabulary at the first grade of MTs Nurussalam Pondok Pinang can motivate the students' to learn English and reinforce their vocabulary ability. The students' average score in pre-test was 62.84, and the average score in post-test was 76.38 while the improvement of students' average score in pre-test and post-test was 13.54. From this result, it can be concluded that teaching vocabulary using scrabble game activities at the first grade of MTs Nurussalam Pondok Pinang can improve students' vocabulary ability.

Based on the some previous researches above, the writer would like to make difference with the previous researches. The first difference is on the technique of the research. The writer would like to use experimental research. Then the second difference is on the subject of the research. This study was

conducted in SMP N 1 Kandeman Batang with the seventh grade students as the subjects. And the last difference is on the type of media . The writer tries to use English flash game “Speed Balls” to improve vocabulary of the seventh year students of SMP N 1 Kandeman Batang.

2.2 Review of the Theoretical Studies

In the following section, the writer would like to explain some theoretical studies which support the research. They are general concept vocabulary that includes definitions of vocabulary, types of vocabulary, principles of vocabulary, technique of teaching vocabulary. It also discusses general concept of English flash game “Speed Balls” that includes definition of Speed Balls, its advantages and disadvantages and Flash game as media in teaching English, and teaching vocabulary through games.

2.2.1 General Knowledge of Vocabulary

Vocabulary is one of the important language components which should be mastered by English learners. Students who want to learn English must know vocabulary as the basic factor in communication in English. They cannot express his or her idea without having enough vocabulary. Vocabulary has an important role in all aspects of language skills. To know what vocabulary is, the following are several definitions suggested by several linguistics:

According to Manser (1995:641), vocabulary is total number of words or words known to a person, and list of words with their meaning. Another definition

is stated by Walters (2004: 24), he states that vocabulary is list or collection of word, and phrases usually alphabetically arranged, and explained or defined.

Hiebert (2015:1) also state that vocabulary is words represent complex and often , multiple meanings. Furthermore, this complex, multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of texts. Webster (1995) also says that vocabulary is a list of words and phrases usually arranged and explained of defined.

To complete the definition of vocabulary, there is a definition from Oxford English Dictionary which states vocabulary is all words that a person known or uses or all the words in a particular languages, and the words that people use when they are talking about particular subject.

Thornbury (2002:13) explains that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Only with sufficient vocabulary one can express his ideas effectively, can understand the language task and foreign language conversation. With the limited vocabulary the students will have the difficulties in learning and understanding the foreign language. In other word, even without good grammar, people may able to speak and understand a language if they know a lot of vocabulary. It can be a basis to master the language. That is why mastery in vocabulary is more important than grammar. From the explanation above, the writer can conclude that vocabulary is a list of words that is very important in mastering four English language skills.

2.2.2 Types of Vocabulary

Finocciaro (1974 : 73) explains that the student's vocabulary can be divided into two kinds, namely "active vocabulary and passive vocabulary". Active vocabulary refers to the words in which the students can understand and pronounce correctly and can use them in speaking or in writing used by person to encode his idea. While Passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. The words or vocabularies can be spoken and also written.

Nation (1994) states that according to the basis of frequency, vocabulary can be divided into two parts : they are high frequency vocabulary and low frequency vocabulary. High frequency vocabulary consists of words that are used very often in normal language. High frequency vocabulary consists of 2000 words , which are about 87% of the running words in formal written text and more than 95 % of the words in informal spoken text. Low frequency vocabulary covers only small porportion of the running words of continous text.

Vocabulary can be presented in four units. They are reading vocabulary, listening, and vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word 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 radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last writing vocabulary consists of the word people use in writing essays, reports, letter, etc.

In relation to kinds of vocabulary, Nation (2001 : 3) states that there are four kinds of vocabulary in the text:

1. High frequency words. These words are almost 80% of the running words in the text;
2. Academic words. Typically, these words make up about 9% of the running words in the text;
3. Technical words. These words make up about 5% of the running words in the text;
4. Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

Thornbury (2002 : 3) also states that there are several kinds of general words classes. Generally, word does not usually have a single meaning. Various meaning that we find in a word can be classified into their types. The English vocabulary can be divided into four groups, namely; noun, adjective, verb, and adverb. Each of these groups of vocabulary will be discussed in the following sections.

a) Noun

Altenberg (2010:3), says that noun is a word that names a person, place, or thing. According to Seaton (2007:8), nouns are divided into common nouns and proper nouns. Nouns come in the varieties; concrete noun, proper noun, common noun, collective noun, abstract noun, singular noun, plural noun, countable noun and uncountable noun.

- 1) Common nouns: name anything of a class, a person, place or thing (e.g. girl, city, food, book, cat, blackboard, pen, pencil, bed, etc.)
- 2) Proper nouns: name specific person, place or thing (e.g. Joe, India, Robert, Indonesia, etc).
- 3) Compound nouns : two or more nouns that function as a single unit (e.g. individual words : basket ball, book shop, book store, mini market, etc).
- 4) Collective nouns: name groups of people or things (e.g. audience, family, team, crowd, etc)
- 5) Abstract nouns are anything that cannot be touched, seen, smelled, or perceived by the sense (e.g. happiness, beauty, delicious, sweet, sadness, difficult, easy, etc).
- 6) Concrete noun is anything that we can see, touch, smell or perceive the sense (e.g. pen , pencil, book, bag, flower, animal, etc).
- 7) Countable noun is anything that can be counted (e.g. boy, cat, cow, blackboard, apple, girl, etc)
- 8) Uncountable noun is anything that cannot count (e.g. water, milk, tea, sugar, sand, salt, air, etc).

b) Adjective

Seaton & Mew (2007:52) state that adjective is a describing word. An adjective usually appears before the noun it describes. Moreover, Sargeant (2007:32) states that something several adjectives are used to describe a single noun or pronoun. They are the colour, commentator of language and the words

that give your writing and speech flavor or tell us something about noun (e.g. white, beautiful, clever, etc). When we use two or more adjectives, the usual order is: size, quality, color, origin, substance. For example: A small green plastic box. In that sentence the word small refers to the size, the word green refers to the color, and the word plastic refers to the substance.

c) Verb

Altenberg (2010:23) define verbs as words that usually express an action. Verbs are words that name an action or describe a state of being. Verbs are seriously important, because there is no way to have a sentence without them. In addition, Colman (2005:13) says that there are types of verbs, namely verbs of doing, being, and having words. There are several kinds of verb, such as:

- 1) Transitive verb is a verb that needs an object (e.g. I make a statue, she reads a book, she rides a car)
- 2) Intransitive verb is a verb that does not need an object (e.g. cries, slips, swims, dance, sing, etc).
- 3) Auxiliary verb is a verb that helps another verb or the principle verb to express action or condition or state of being (e.g. is, am, are, do, does).

d) Adverb

Adverb is a word that describes verbs, adjectives, or other adverbs. According to Seaton & Mew (2007:127), they define adverb as a word that describes a verb. There are five kinds of adverbs:

- 1) Adverb of manner. It answers the “how”(e.g. well, hard, happily, quickly, beautiful, etc).
- 2) Adverb of place and direction. This adverb answers the question “where” (e.g. outside, left, inside, near, right, etc).
- 3) Adverb of time. This adverb answers the question “when” (e.g. now, yet, soon, still, already, etc).
- 4) Adverb of frequency. This adverb answers the question “how often” (e.g. twice, often, never, usually, seldom, ever, etc).
- 5) Adverb of degree. This adverb answers the question “to what degree” and denote “how much” with respect to adjective or adverb (e.g. almost, quit, too, rather, etc).

From the statement above we know that vocabularies are used actively by a person in listening, speaking, reading, or writing to someone. If the learners lack of vocabulary, they will also have a limited capability to understand in other skills of English and they cannot communicate with others clearly in English language. When they have a large number of vocabularies, the students can speak fluently and accurately. They can also read and write the text effectively.

2.2.3 The Principles of Vocabulary

Learning vocabulary is very important. There are some key principles that we can follow to help students learn vocabulary more effectively. According to Wallace, (1982: 27-30) the principles are :

a) Aim

The aim have 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.

From the principles above, in teaching-learning process the teachers should be able to understand student's need, what kind of methods that they should use, what kind of vocabulary that they should give and how many vocabularies that they should teach. And also the teacher should teach the students in simple and interesting way. Different age of students have different need and interest.

2.2.4 Technique of Teaching Vocabulary

We have to learn vocabulary whenever we come to a contact with a new language and try to use it. However, studying language cause some problems because many students consider learning vocabulary is a boring activity therefore 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.

Wright (2006:94) states that extending the learners' vocabulary is important, right from the earliest stage, and learning vocabulary must be based on attaching meaning to the word rather than just remembering the form of the word.

The technique used by the teachers should enable to facilitate practical experience for learners in requiring the four language skills.

Chambers (2006:40) state that teaching is an integrated and complex that involves strategy, mechanism, technique, invitation, stimuli and several ways arranged by a teacher to help students in learning process and become a better learner, in order to achieve the learning objective. Many students who fail to get ideas from passage because they do not understand the meaning of unfamiliar words that appear in that section.

According to Hiebert (2005:12), to have an impact to children's comprehension, vocabulary teaching should be rich, intensive and full of interesting information. The teacher is demanded to make the learning process more innovative which can help the students study optimum both autodidactic or in the classroom. The teacher is expected to apply kind of various teaching technique, effective and selective based on the standard competence.

Concerning with the technique of teaching vocabulary, Gains and Redman as quoted by Uberman (1998), explain the following types of presentation techniques as the following :

1. Visual techniques

Visual techniques are very effective. Gerlach and Elly (1980:2667) agreed with the idea by saying, "when the facts and the concepts are concrete, specific, and structured, visual examples, and cues are more effective in eliciting verbal responses than a word and other symbols"

2. Verbal explanation

To know the meaning of new vocabulary in a context, students can use verbal explanation such as context clues. Ying (2001) says that the type of context can help the reader infer the meaning of new word, are: morphology, reference words, cohesion, synonym, antonym, definition, etc.

3. Use of dictionary

Students can use dictionary to find out meanings of unfamiliar words. There are some kinds of dictionaries, monolingual dictionaries, thesauri and the like. Another techniques also defined by Ngaraj who states that the techniques the teacher can use for classroom are:

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 which it is done in context. A word gets its meaning from the context.

5. Vocabulary game

There was useful for vocabulary expansion.

Allen (1983 :3) mentions some techniques of vocabulary teaching that can be prepared and chosen as follows:

a) Demonstration

The technique, which belongs to demonstration, is gesture and action performing. The teacher can use real objects and command. Teacher may demonstrate the material using of real objects available in the classroom such as door, windows, clock, desk, etc. when use a command technique, teacher may ask students to do something such as touching the pen, pointing the picture and so on.

b) Visual aids

Visual means something visible. Teacher may use visual aids in the teaching of vocabulary to enable students to observe and identify the objects vividly. Beside that, visualization may interest the students in their learning vocabulary.

c) Verbal Explanation

Verbal explanation can be carried out through definition and translation. Allen (1983) states that teacher can use explanation in the students' own language,

definitions in simple English, and using vocabulary that students have already known to show the meaning. For instance, the word 'umbrella' can be introduced by explaining what it looks like and when the people usually use it.

d) Word List

When using word list technique, teacher should pay attention to vocabulary selection. The words taught should relate and appropriate to the student's need and relate to their level.

Many kinds of techniques can be used in teaching vocabulary. Furthermore, it is very difficult to determine which one is the best way; however, the teacher should be able to make the students more interested by selecting the most appropriate way and media to improve students' vocabulary ability.

2.2.5 General Knowledge of Flash Game

There are many ways for teaching English vocabulary to the students, one of them is by using English Flash Game Speed Balls. First, we have to know what is the definition of the game. The definition of the games is based on the Oxford Advanced Dictionary of Current English is form of usually competitive play or sport with rules.

Another definition by Wirght (2006 : 1), who states that game is an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with others. It means that the game is a fun activity which has rules and must entertain. It is because games might make students enthusiastic to play it, sometimes it is challenging because when students

are playing games, they have to be a winner in that games and it is also entertaining because students have fun and enjoy in playing and interacting each others.

Games are a valuable activity for language learning, especially for very young learners. Games can decrease students' anxiety. Children enjoy games and participate without anxiety. Then, games are social activities which enable the development of social skills. Game has rules. The objective of the game must be clear that the students know what they expect to do in the activities. Goals and objectives of the game will decide who will be the winner. From this definition, usually the game has a winner. The teacher can determine the winner with some criteria. This is done to motivate students to play the game while learning.

According to Hadfield (1996), there are eight types of game as follows:

(1) Guessing games are a familiar variant of games. The player with the information deliberately withholds it, while others guess what it might be.

(2) Search games are another variant, involving the whole class. In these games, everyone in the class has one piece of information. Players must obtain all or a large amount of the information available to fill in a chart or picture or to solve a problem.

(3) Matching games are based on a different principle, but they also involve a transfer of information. These involve matching corresponding pairs of cards or pictures, and may be played as a whole class activity.

(4) Labelling games involve matching labels to items in a picture.

(5) Exchanging games are based on the 'barter' principle. Players have certain articles, cards or ideas which they wish to exchange for others. The aim of the game is to make an exchange which is satisfactory to both sides.

(6) Role - play games, players are given the name and some characteristics of a fictional character.

(7) Board games and card games are familiar game types, where the aim is to be the first round a board, or to collect the most cards, or to get rid of the cards first, or to build up a story. The cards and squares on the board are used as stimuli to provoke a communication exchange.

From the types of games above, English Flash Game Speed Balls is one of matching games. These involve matching corresponding pairs of pictures, and may be played as a whole class activity.

According to the Computer and Technology Information Dictionary, Flash is link to Macromedia Flash that gives definition as a software to create animation needed by internet such as site, advertisement banner, logo animated, and another animation.

Speed Balls is a computer game that uses text and images. The idea of the game is to move the image to the matching text so that you match up the image and vocabulary items. There are many vocabulary items on this game such as foods, animals, parts of the body, buildings etc.

You can select from a range of content items to play with. Then to play the game you have to read the words and look at the images and then drag the images over the text hole. The game continues until the timer runs out or you complete all the items. The timer gets quicker and quicker as you progress and you have to be quick to continue to play. If the time goes too quickly then you can choose to play in slow mode instead by clicking on the slow button instead of the fast button.

From the definition above, the writer can conclude that flash game is one kind of media that can help the teacher teach English vocabulary. The flash game itself can help the teacher to get the students' interest and motivation. If the students are motivated, they will learn by themselves in their home.

2.2.6 Steps of Playing Speed Balls

These are the steps to play Speed Balls game :

1. Open the flash game Speed Balls on its program. You will see some level options on this game. You can play the game in Fast mode or Slow mode.

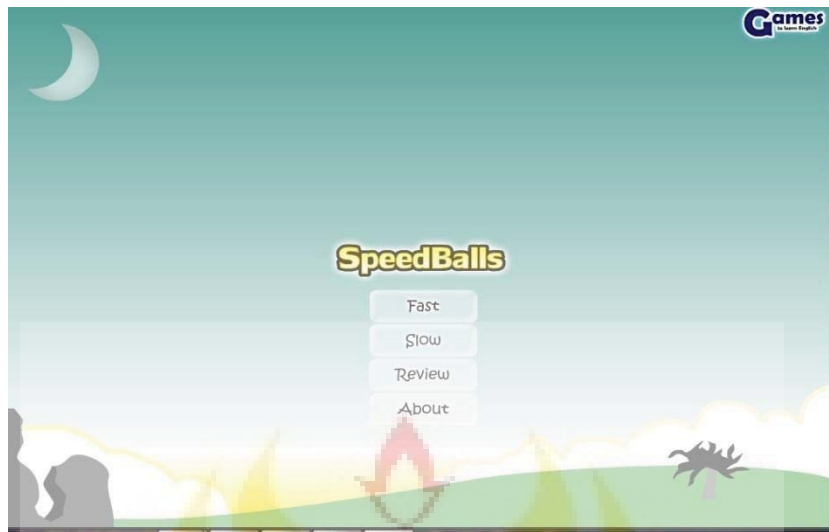


Figure 2.1 Step One of Playing Speed Balls

<https://www.gamestolearnenglish.com/speed-balls/>

2. You can select from a range of content items to play this game. There are many vocabulary items such as Food, Animal, Parts of the body, Clothes, Furniture, Kitchen, Sports, Transport, Jobs, Colours, etc.

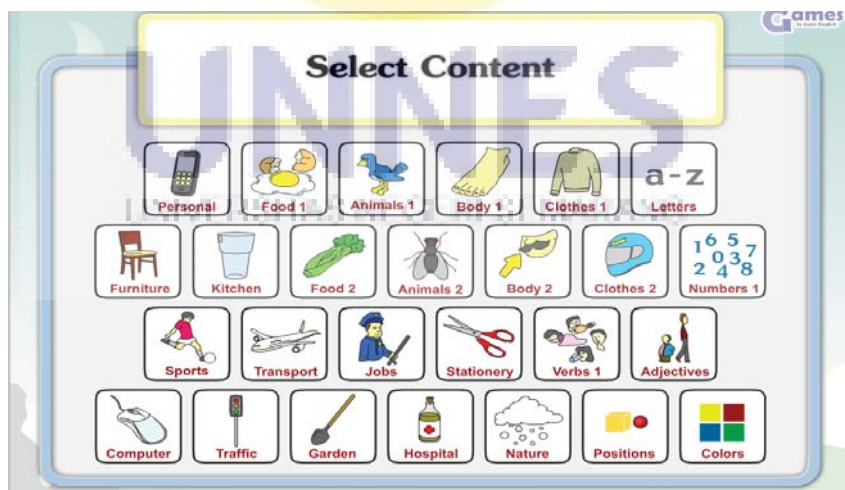


Figure 2.2 Step Two of Playing Speed Balls

<https://www.gamestolearnenglish.com/speed-balls/>

3. You have to move the image to the matching text so that you match up the image and vocabulary items as soon as you can because time gets quicker and quicker .

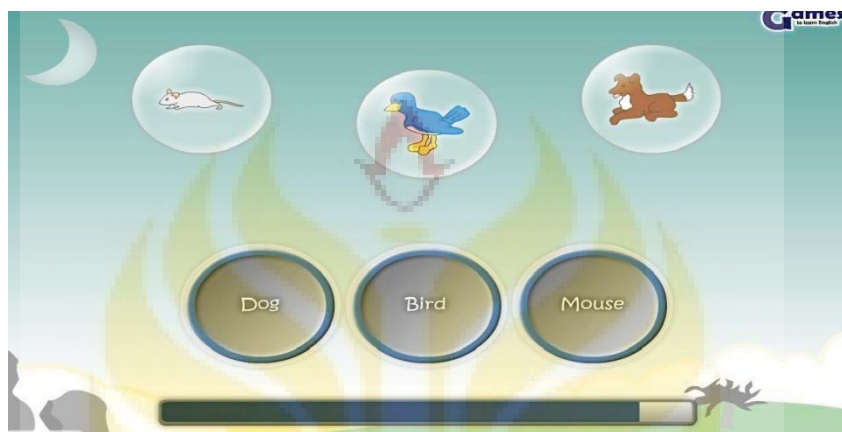


Figure 2.3 Step Three of Playing Speed Balls

<https://www.gamestolearnenglish.com/speed-balls/>

4. If you have finished with the game, it will show your scores.

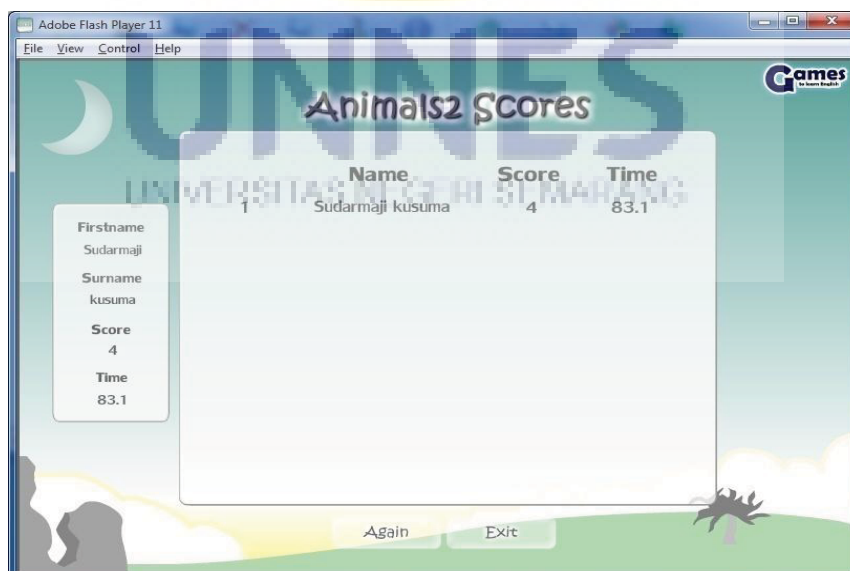


Figure 2.4 Step Four of Playing Speed Balls

<https://www.gamestolearnenglish.com/speed-balls/>

2.2.7. Advantages and Disadvantages of Using Speed Balls

These are the advantages and disadvantages of using Speed Balls :

(a) Advantages of Speed Balls

1. The game is very interesting for the students to increase their vocabulary, because they can memorize the vocabulary easily from the pictures.
2. This game is easy to play.
3. This game can be applied not only for Junior High School students but also for Elementary students.
4. This game can be applied not only for formal education, but also for non formal education.
5. This game is more fun, so the students cannot get bored easily.

(b) Disadvantages of Speed Balls

1. This game needs electricity. It becomes trouble when it is black out.
2. This is a computer game, so the teachers have to teach the students in computer laboratory.

2.2.8. Flash Game as Media in Teaching English.

There are many ways to get the students' interest and motivation in teaching English. Flash game is one of media to help her get the students' interest and motivation.

According to Sudjana and Rivai (2010:2), there are several reasons why teaching media is able to enhance the students' outcomes :

1. Teaching will be more attractive for grabbing students' attention so that it fosters the students' motivation in learning.
2. The material will become meaningful, so it will be easier to be understood by the students, and it has a better possibility for the students to master the goal.
3. The teaching method will be more varied, it is not always in the form of verbal communication by teacher, with the result that the students do not get bored and the teacher does not run out of steam.
4. The students will perform learning activities more, it occurs because the students do not only listen to the teacher's explanation but also do other activities such as observing, performing, demonstrating.

Park (2012:5) states that there is a relationship between motivation and students' activity on educational game. Computer game have positive effects on academic achievement. Most educators have been worried that game play has a negative effect on academic achievements while students spend a great deal of time playing entertainment factors. However, even fantasy can be helpful to the academic achievements indirectly by stimuli person's characteristics.

Teaching media used to help in teaching activity. Gage and Briggs (2011:4) say that teaching media include physically tool which is used to deliver the contents of the material consisting of book, tape recorder, cassette, camera,

video, recorder, film, picture, TV, graphic and computer. It is often “media” is being related to term “technology”.

From the explanations above, it can be concluded that using flash game as media in teaching English is very effective. It will make students more interested and motivate in learning English.

2.2.9 Teaching Vocabulary through Games

The students usually feel bored in vocabulary lessons because the teachers always ask them to read the paper and they have to memorize the words or they have to listen the teacher’s explanations. To make teaching learning activity more interesting, especially vocabulary lessons, the teacher might use game as media of teaching vocabulary. Game is the best way to teach vocabulary. Many experts of language teaching methodology also agree that playing games is a good way to learn vocabulary, especially in CLT (Computer Language Teaching) class. Wright, Betteridge and Buckby (1984) state that the use of games, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions.

Huang (1996 : 1) states that learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence.

Huyen and Nga (2003 : 5) state that there are three advantages and effectiveness in learning vocabulary through games. First, games bring in relaxation and fun for students, thus help them learn and retain new words more

easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

In summary, games are useful and effective tools that should be applied in vocabulary classes. The use of vocabulary is a way to make the lessons more interesting, enjoyable and effective.

2.3. Theoretical Framework

In this study, the writer uses an experimental research. The participants of the research are the seventh grade junior high school students in SMP N 1 Kandeman Batang. The writer would find out how English Flash Game Speed Balls can be used and applied to the learners in improving vocabulary.

This research consists of two random sampling groups, they are control and experimental groups. Further, it is conducted by giving the pre-test, treatments, and post-test to both groups above. The treatment in the form of a Speed Balls Game is only given to the experimental group, while the control group is only taught by conventional method. Conventional method is also known as traditional teaching. It is concerned with the teacher being a controller and playing the role of instructor in teaching learning process.

The theoretical framework of this study can be illustrated in a following figure:

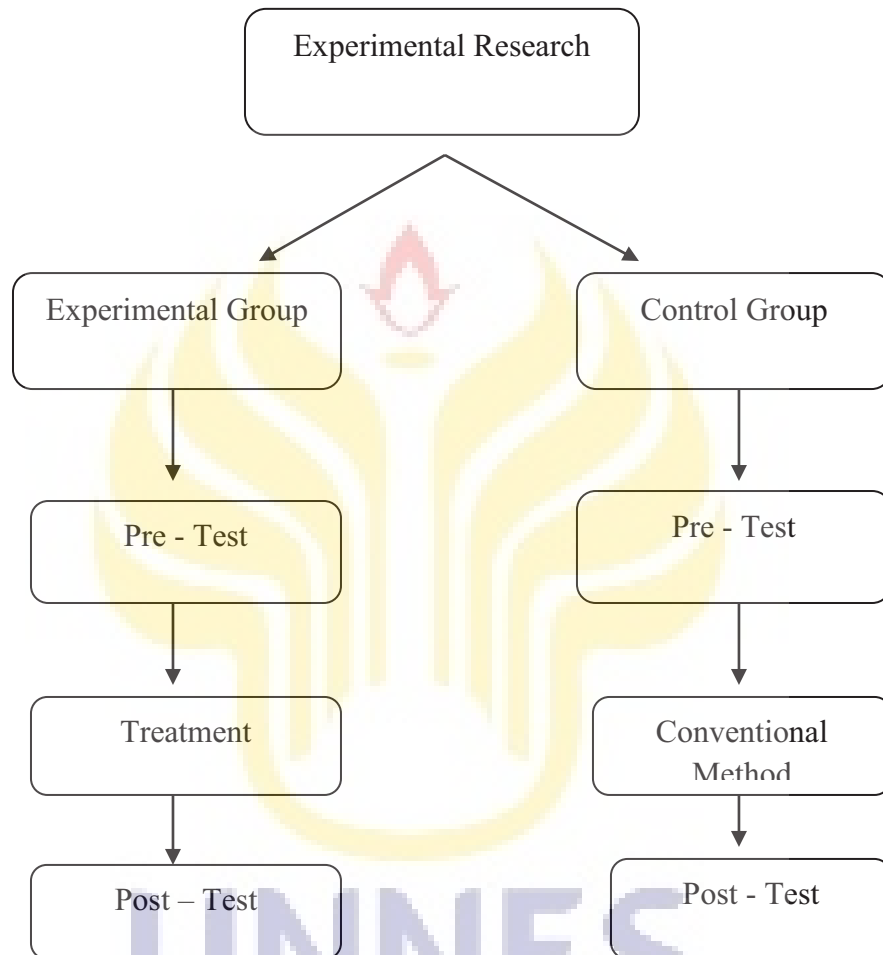


Figure 2.5 Theoretical Framework

After finding the result of pre-test and post-test, the writer makes computation of the mean of the gain score in both groups. The means of gain the score are compared in order to know whether or not there is a significant difference between the students who are taught by using Speed Balls Game and conventionally. Moreover, the result of the post-test is analyzed by using t-test formula.



CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

In this final chapter, the writer presents conclusions derived from the whole discussions 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 the next researchers.

5.1 Conclusions

Based on the results of the analyses in the previous chapter, the writer concludes that using English Flash Game “Speed Balls” in teaching vocabulary can help the students of the seventh grade students of SMP N 1Kandeman Batang in the academic year 2015/ 2016 to improve their achievement in vocabulary. Based on the statistical analysis, the writer also concludes that by using English Flash Game “Speed Balls” gives contribution to improve students’ achievement in vocabulary. It can be seen from the average score of students in the experimental group and control group were almost the same in mastering vocabulary before the treatments were given. It can be seen from the average score of pre-test for the control group was 82.86 and for the experimental group was 84.47. Moreover, based on the independent sample t-test, it showed that there was no significant difference in the pre-test average score of the students in the experimental and control groups.

After the writer gave the treatments, the student’s average score in the post-test improved higher than the pre-test. The control group gained 89.67 in the post-test, and the experimental group gained 95.16 in the post-test. The score

indicated that after getting the treatment by using English Flash Game “Speed Balls”, the experimental group got a better result than the control group. Furthermore, it can be seen from the Independent Sample t-test measurement which obtained sig value 0.050 in both the experimental and the control groups, with $\alpha = 5\% = 0.05$. Since 0.050 was equal to 0.05 and the t_{value} was higher than t_{table} on the 5% alpha of education and 72 degrees of freedom ($4.372 > 1.996$), it meant that there is a significant difference between the experimental and control groups. From the results, it was concluded that the treatments given in the experimental group achieved a better result. It shows that the alternative hypothesis of this research is accepted. This means that there is a significant difference in the achievement of vocabulary between the students who were taught by using English Flash Game “Speed Balls” and those who were taught by using the conventional method.

5.2 Suggestions

Based on the study that has been discussed above, the writer conveys some suggestions that can be offered:

1. For the English Teachers

Teachers should be creative in choosing strategy and technique in teaching vocabulary. It will be better if they use an interesting technique and media to teach vocabulary, so that it can avoid the students' boredom in teaching learning process. Moreover, they should make the teaching learning process more interesting, enjoyable, and educative in the classroom. The teacher should be creative to encourage the students' motivation to enrich new vocabulary from the

very first step. The writer found that the study conducted shows that English Flash Game “Speed Balls” gave some positive effects on the students’ ability in teaching vocabulary. The writer recommends the English teachers to apply English Flash Game “Speed Balls” in teaching vocabulary.

2. For the further researchers

This research can be as a reference to conduct the study in the same field. They are hoped to make a better research in the future. This is also expected that the students’ ability in vocabulary will be more excellent than ever. The writer also suggests the further researchers to use English Flash Game “Speed Balls” or interesting activities to be applied in teaching and learning process. The writer also expects that this study can be developed and improved by the next researchers, considering it still has some weaknesses.

3. For the Students

The students should not think that learning vocabulary is difficult and boring. They should make vocabulary as the part of their life. They should continuously practice about how to memorize English vocabulary starting from their daily life because we can find vocabulary everywhere. They are supposed to know the meaning and how to pronounce it. If they face difficulties, they can see and ask the teachers or look references from books and the internet.

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