



**THE EFFECTIVENESS OF *KOMUNIKATA* GAME IN TOTAL
PHYSICAL RESPONSE METHOD TO IMPROVE STUDENTS'
VOCABULARY MASTERY**

A Quasi Experimental Study of Seventh Grade Students of
SMP Negeri 1 Welahan, Jepara in the Academic Year of 2018/2019

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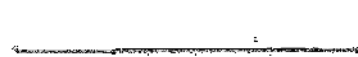
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DECLARATION OF ORIGINALITY

I, Arianawati, as the writer of this final project, hereby declare that this final project entitled **“The Effectiveness of Komunikata Game in Total Physical Response Method to Improve Students’ Vocabulary Mastery (A Quasi Experimental Study of Seventh Grade Students of SMP Negeri 1 Welahan, Jepara in the Academic Year of 2018/2019)”** is my own work and has not been submitted in any form for another degree 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 Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, July 2019



Arianawati

MOTTO AND DEDICATION

Your Lord has not left you,

Nor did He forget you.

(Adh-dhuha 5:3)

I wholeheartedly dedicate this to:

My Parents

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ABSTRACT

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Keywords: Total Physical Response (TPR), *Komunikata* game, Vocabulary Mastery

Vocabulary is one of important aspects in speaking English which is used as a means to communicate with people from different countries. Teaching vocabulary is getting crucial, especially in junior high school. As English teachers cannot provide an appropriate teaching media, the students are getting bored easily. The aims of this study are to find out the effectiveness of using *Komunikata* game in Total Physical Response (TPR) method as a media to improve students' vocabulary mastery, and to show the significant improvement in students' achievement who are taught using *Komunikata* game, comparing with students taught using the conventional method. This study is a quantitative research using a quasi-experimental method. The subjects of the study were the seventh grades students of SMP Negeri 1 Welahan, Jepara. There were two groups that were given different treatments, VII D as the experimental group who were taught using *Komunikata* game, and VII E as the control group who were taught using the conventional method. Both groups were given pre-test, treatment, and post-test. To find out the significant difference of the students' achievement, the writer used t-test analysis. The result shows that there is a significant difference between the experimental and the control group achievement. The means of pre-test of the control class was 58 and the experimental class was 40.27. While, the means of post-test of the control class was 73.47 and the experimental class was 86.13. The independent sample t-test analysis of post-test from both classes showed that the value of significance (2-tailed) was 0.000, which means that Sig. (2-tailed) is lower than 0.05. It means H_0 is refused and H_a is accepted. H_a means that there was a significant difference between the students taught using *Komunikata* game and students taught using conventional method. The experimental class got a higher achievement than the control class. It can be concluded that using *Komunikata* game in Total Physical Response method is more effective than the conventional method to improve students' vocabulary mastery.

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CHAPTER I

INTRODUCTION

This chapter is the introduction of the study. It discusses the background of the study, my reasons for choosing the topic, the problems of the study, the purpose of the study, the significances of the study, definition of the key terms, and the outline of the study.

1.1 Background of the Study

Language is used as a means to communicate with other people. People in all over the world come from different places, so there must be different languages. However, there is an international language that we use in order to make it easier in communicating with others. It is English that is used as a means of communication. English is very important for everyone as it connects one with another. Even it is not our native language, the use of English is crucial. As we know, most of the large business has established the ability to speak English as one of the requirements that the employee should have. It means everyone has to be able to speak English not only to communicate with people from the different countries but also to find a job.

Nowadays, there is no English subject in some of the elementary school in Indonesia. It will make the students getting more difficulties in learning English when they are in Junior high school (SMP). Students in junior high school are still categorized as a young learner. Teaching English to young learner is different from teaching adults because in the junior high school the students might have

low motivation in learning. In this case, the teacher has a challenging task to motivate the students to learn English. The teacher should be aware of the certain characteristics of young learner. They are enthusiastic to know and learn everything. Concerning those characteristics, teachers need to make their teaching more interesting.

In teaching English, vocabulary becomes the most important thing that must be learned by the English learners. The communication does not depend on the Grammar, since the students will not be able to communicate with others if they do not have enough vocabulary. By having a great amount of English vocabulary, it might be easier for the students to be able to speak, to read, to write, and to listen to the words which are related to the target language. Hornby (1983, p.1331) states that people will not be able to communicate without language and language will never exist without vocabulary. It contains words to express someone's thought, opinion and idea. It is the basic thing that should be mastered by the English learners. Everyone needs to learn vocabulary in order to master the language well. Most of the students in Junior high school (SMP) are lack of vocabulary because they don't even know about English before. It is new for them. They will find some difficulties such as in memorizing new words. On the other hand, the classroom activity is mostly teacher-centered. The teachers always tend them to do the written exercise, memorize vocabulary, grammatical order, or even ask them to read and then translate the text into Bahasa. However, some students do not exactly do what the teacher has instructed. This kind of method will distract the students concentration, they will lost interest in learning English

because they feel being forced. It may become the biggest obstacle for the students' to learn English vocabulary.

In teaching vocabulary, it is really important to make the students become interested in learning vocabulary. Diamond and Gutlohn (2006) states that if we can get students interest in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest. This means that it is very important for the teacher to make the students eager in learning new vocabularies by using enjoyable teaching technique.

Total physical response (TPR) is one of the best method that can be used to teach English especially in mastering vocabulary. Since students are mostly active and talkative, TPR is the best way to be used in learning English. Total Physical Response (TPR) itself is an approach that is built around the coordination of speech and action. It means that not only verbal but also an action as students are mostly remember the things they did than memorized. The founder of the Total Physical Response method (TPR) is James Asher (1977), noted that children, in learning their first language, appear to do a lot of listening before they speak, and their listening is accompanied by physical response such as reaching, grabbing, moving, looking, and the others. In the TPR classroom, the students will do a great deal of listening and acting. "The instructor is the director of a stage play in which the students are the actors" (Asher, 1977, p.43).

Instead of using an appropriate method, a media can be very effective to help the understanding of the students. Teachers can use any types of the media as

long as they are still paying attention to the effect of the media that is used, whether it is positive or negative. Using games is one of an interesting and effective media that can be used in teaching vocabulary. By doing fun activities such as games, the students will be more interested, motivated, and easy to understand about the materials.

There are many language games that can be used to practice and improve vocabulary. The researcher believe that language game such *Komunikata* Game will be an effective media to help the students increase their vocabulary mastery in the classroom. *Komunikata* is like charade game, the students have to guess the word that their friends visualized. There will be a representative from each groups that will make a condition about the word, then the other group member should guess what word it is. By using TPR that is implemented by *Komunikata* game, the students will be more interested in learning vocabulary. The atmosphere of the class will also be fun so te students will not get bored easily. It is played in a group in order to train students' comunication, group working, responsibility, and social relationship with others.

In this study, I will use a *Komunikata* Game as the implementation of Total Physical Response as the teaching media in order to improve students' vocabulary mastery. Is it can be an effective media to improve student's vocabulary mastery of seventh graders of SMP Negeri 1 Welahan?

1.2 Reasons for Choosing the Topic

I have two reasons for choosing the topic. First, it is to help the teachers to make the learning activities become well ordered. As we know, teachers need an appropriate method in the teaching process. The method that is used should be proper with the students and also interesting, so that the students will not feel forced and bored. I will use Total Physical Response (TPR) method to teach vocabulary for the seventh graders of junior high school. I choose this method because it is the best technique to teach young learners, I think. We can categorized the students of junior high school as a young learner. Most of them are active and talkative. They do not like to always learn using a book or written exercise. They also easy to be bored. It means that the teacher have to use a fun media that will attract their interests in learning English.

Second, using *Komunikata* Game can facilitate the students in learning and enriching their vocabulary mastery because they will act and visualize some words in a fun way. It will make the class more fun, and the students will feel like they are just playing a game. While at the same time they also learning and memorizing new vocabulary. The students will find and collect a lot of new vocabularies. I really hope that *Komunikata* game will help to improve students' vocabulary mastery.

1.3 Research Problem

Based on the background of the topic, the problem can be stated as follows:

- (1) What is the use of *Komunikata* game in the English language teaching in SMPN 1 Welahan?
- (2) How does *Komunikata* game reduce the students' boredom in learning English?
- (3) How effective is *Komunikata* game as a media to improve the vocabulary mastery of seventh graders students in SMPN 1 Welahan?

1.4 Objective of the Study

The objectives of this study are:

- (1) To facilitate the students of SMP N 1 Welahan in improving their vocabulary mastery through *Komunikata* game.
- (2) To make the classroom atmosphere becomes fun and interesting through *Komunikata* game.
- (3) To investigate whether there are any significant differences improvement of the seventh grade students' vocabulary mastery of SMP N 1 Welahan before and after they are taught by using *Komunikata* Game.

1.5 Significance of the Study

To answer the first objective that *Komunikata* game facilitates in improving students' vocabulary mastery, the results of the research are useful for the teacher, students, and researcher. Theoretically, *Komunikata* game is expected to give a point of view about how it can facilitate the students in memorizing some new words in a fun way. Practically, *Komunikata* game as the facilitator is expected to train the students in obeying the rules of this game and maintaining their cooperation, even sometimes some students are confused with the rules. Pedagogically, it is hoped to be a source for the teachers and researchers that they need a media or facilitator in teaching Junior high school students in order to attract the students' interests in learning process.

To answer the second objective that *Komunikata* game makes the classroom atmosphere becomes fun and interesting, the results of the research are useful for the teacher, students, and researcher. Theoretically, *Komunikata* game is expected to give a useful information for the teacher about making up a fun and interesting classroom atmosphere in teaching a young learner, so that the students will not getting bored easily. Practically, *Komunikata* game is hoped can help the teachers to overcome the lazy, noisy, and sleepy students so they will be more enthusiastic in the process of learning, although sometimes it will be hard for the teacher in organizing all of the students in the classroom. Pedagogically, this game is expected to be a source or solution for the teachers to teach a young learner in a good classroom atmosphere.

To answer the third objective that this research investigates the effectiveness of using *Komunikata* game, the results of the research are useful for the teacher, students, and researcher. Theoretically, *Komunikata* game is expected to be a solution in improving students' vocabulary mastery. Practically, *Komunikata* game is expected could be an effective media to enrich the students' vocabulary mastery without making them boring, even there are some obstacles in implementing this game whether it is faced by the teachers or the students. Pedagogically, this study is hoped could be a good reference to the next researcher in conducting such research.

1.6 Limitation of the Study

- (1) This study is examined from the data resources of the seventh graders of SMP Negeri 1 Welahan.
- (2) There are two groups of the research which are investigated by the researcher in order to improve the vocabulary mastery; control group which is taught by using conventional method and experimental group which is taught by using TPR method with *Komunikata* game.
- (3) This study is a quantitative study which means the result of this study will be examined experimentally.

1.7 Definition of the Key Terms

(1) Vocabulary

Hatch & Brown (1995) state that vocabulary is the list of words that speakers of a particular language use. While Lessard-Clouston (2013:2) defines

vocabulary as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. It means vocabulary is not limited only for single words, but also phrases which contain more than two or more words. According to Manik (2016) vocabulary is a total number of words which with rules for combining them make up a language. It supports Lessard's idea that vocabulary is not only a single word, but can be some number of words. In the Oxford dictionary, vocabulary is the body of words used in a particular language. According to those ideas, I can conclude that vocabulary is a batch of words that have a meaning in order to make up a language in order to communicate with others.

(2) Total Physical Response (TPR)

Richards (1986) in his book of "Approaches & Methods in Language Teaching" said that Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action. While, Brown (2001: 29) states that Total Physical Response (TPR) is a method of teaching which is able to combine the English vocabulary meaning with actions, pictures, and objects. According to Herrera (2007) that states in her journal that Total Physical Response (TPR) is a method which is the learners act out commands that is given by the teacher or their fellow pupils. In the Cambridge Dictionary defines Total Physical Response (TPR) as a method of teaching a foreign language in which the teacher asks the students to do something in the foreign language, and they must react with a body movement. In my conclusion, TPR is a method of language teaching using a combination of speaking and

acting. It is not only a useful way to teach an accurate meaning of each English vocabulary to the pupils, but it can also help them to recall the meaning of English vocabulary.

(3) *Komunikata* Game

According to Baynes (1878), *Komunikata* game is like a charade game, it is a party word guessing game by miming the words without any spoken words, which requires the conventional gestures. Teare in Rafinggi (2006:76) states that charade game is a technique miming the individual parts of a word.

While, Nur (2013) said that *Komunikata* game is a game that the players have to guess the word that their friends visualized. In the Cambridge Dictionary defines *Komunikata* game as a team game in which each member tries to communicate to the others a particular word by expressing using silent actions. So, I can conclude that *Komunikata* game is a guessing word game that is played by miming the words without making any sounds.

1.8 Outline of the Research Report

The study was outlined as follows:

Chapter I discussed the background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significance of the study, and the definition of key terms.

The background of the study is about the background of why the researcher conducted this study. The researcher conducted this study in case of the use of English is very crucial nowadays. English is used as a means of

communication to communicate with people from all over the world. So, English has to be taught early. In Indonesia, English is started to be taught in Junior high school. Teaching English is started from the basic that is vocabulary. In teaching vocabulary to young learner, the appropriate method and media is needed in order to make the learning process becomes fun and easy. In this study, the researcher used the Total Physical Response Method with *Komunikata* game in order to improve the vocabulary mastery of the student's in SMPN 1 Welahan.

The reasons for choosing topic is to help the teacher in organizing the classroom activities using Total Physical Response Method and *Komunikata* game to facilitate the students' in improving their vocabulary mastery. In this case, the researcher hopes that *Komunikata* game can be a great solution in minimalizing the problem that students might face when learning vocabulary and also a facilitator in order to make the students easier in enriching their vocabulary mastery.

Statement of the problem contained some problems that the researcher wanted to solve using this research. In this research, there are three research problems which is constructed based on the background of the study;

- (1) What is the use of *Komunikata* game in the English language teaching in SMPN 1 Welahan?
- (2) How does *Komunikata* game reduce the students' boredom in learning English?
- (3) How effective is *Komunikata* game as a media to improve the vocabulary mastery of seventh graders students in SMP N 1 Welahan?

The objective of the study contained the purpose of this research, in this case the function of using *Komunikata* game as the media in teaching vocabulary.

There are three objectives of this study based on the research problem;

- (1) To facilitate the students of SMP N 1 Welahan in improving their vocabulary mastery through *Komunikata* game.
- (2) To make the classroom atmosphere becomes fun and interesting through *Komunikata* game.
- (3) To investigate whether there are any significant differences improvement of the seventh graders students' vocabulary mastery of SMP N 1 Welahan before and after they are taught by using *Komunikata* Game.

The significance of the study is about the purpose of the study that is seen from theoretic, practical, and pedagogic aspect. It is constructed from the purpose of the study, it means that significance of the study is the implementation of the purpose of the study that is seen from three aspects. From the first objective, theoretically, *Komunikata* game is expected to give a point of view about how it can facilitate the students in memorizing some new words in a fun way. Practically, *Komunikata* game as the facilitator is expected to train the students in obeying the rules of this game and maintaining their cooperation. From the second objective, theoretically, *Komunikata* game is expected to give a useful information for the teacher about making up a fun and interesting classroom atmosphere in teaching a young learner. Practically, *Komunikata* game is hoped can help the teachers to overcome the lazy, noisy, and sleepy students so they will be more enthusiastic. Pedagogically, this game is expected to be a source or solution for

the teachers to teach a young learner in a good classroom atmosphere. From the third objective, theoretically, *Komunikata* game is expected to be a solution in improving students' vocabulary mastery. Practically, *Komunikata* game is expected could be an effective media to enrich the students' vocabulary mastery without making them boring. Pedagogically, this study is hoped could be a good reference to the next researcher in conducting such research.

Definition of the key terms, contained about the terms' definition of this study. In this study, there are three key terms; Vocabulary, Total Physical Response Method (TPR), and *Komunikata* game. The definition of each key terms is taken from some resources; two experts, an international journal, a dictionary, and my own conclusion of the terms.

Chapter II gives presents review of related literature which discussed the ideas and theories underlying the subject of the research as a result of library activities. It consists of previous studies, theoretical background, and framework of the present research.

The previous studies discussed about the previous research that has a correlation with the topic of the research. The previous studies are taken from five discussions; English as a means of communication, teaching English in Junior high school, teaching vocabulary in Junior high school, Total Physical Response method, and *Koumunikata* game. The sources is taken from some journals and then the researcher retell and find the similiarities of those research.

The theoretical background is about the theory of the aspects that is discussed. The discussion is about English as a means of communication, teaching

English in Junior high school, teaching vocabulary in Junior high school, Total Physical response method, and *Komunikata* game.

Framework of the present research contained a map of the theory used in this study, the process of this research which is made based on the research design.

Chapter III deals with method of investigation which consists of research design, method of data collection and method of data analysis. This chapter deals with research design which talks about the research design conducted by the writer, in this research the writer used the quasi experimental study. The researcher collected the data with test and questionnaire, then analyzed them using SPSS. Therefore, in this study, the data were examined in the form of statistical calculation.

Chapter IV is the most important chapter in this research. It presents results and discussions of the research. The results contained the data analysis using SPSS program. From the analysis showed that using *Komunikata* game is more effective than conventional method. While the discussion discussed about the differences and similarities between the previous study and my study.

The last chapter, chapter V contained the conclusions and suggestions. The conclusions answered the objectives of the study. The conclusions explained that *Komunikata* game can facilitate students to improve their vocabulary, made the classroom environment became fun & interesting, and showed the significant difference between the control group and experimental group. While the suggestions was the realization of the significance of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature which discusses the ideas and theories underlying the subject of the research as a result of library activities. It consists of previous studies, theoretical background, and framework of the present research.

2.1 Previous Studies

There are some researchers that conducted research which is related with this topic. It is about English as a means of communication. Communication is the form of public relations through which an exchange of ideas and interests are maintained. It is the part of human being, because people communicate daily. Language as a means of communication is able to connect one with another. In order to cooperate with representatives of other cultures, it is not enough if the people only use their native language. In this case, English is used as a means of communication in the world wide. In the era of globalization, an important part of a comprehensive personality profile in today's labour market is represented by language skills, reading and writing literacy, and also communication skills using English. In spite of being an excellent means of communication, English also has the barriers that causes a misunderstanding in communicating with others. The barriers in communication are come from the differences of cultures, the way people thinking, and their behaviour. The misunderstanding between the communicators leads to culture shock. Therefore, the communicator has to know

the worldview, the values, and the correct etiquette. (Bedrnova, 2002; Banda, 2006; Gallagher, 2010; Hrehova, 2010; Lohmar, 2016; Seidikenova, 2016.)

The other researchers also conducted a research about teaching English in junior high school. Teaching English in Junior high school is not easy. It is because students in Junior high school is still categorized as a young learner. In this case, in teaching Junior high school, the teacher have to be more extra. The teachers have to combine the use of English and Bahasa as the classroom language, in case of junior high school students are still lack of vocabulary. Every teachers also should find out the most suitable method appropriate to Junior high school students and his need . Teachers are free to choose any methods in accordance with their need as long as methods in learning do not make the students face any difficulties in learning English. In teaching Junior high school, the teacher is the most important element in any teaching situations.They have to be able to manage their classroom. It had frequently been said that there are no good and bad methods, but there are good and bad teachers. The personality of teacher completed with attitude toward his pupils, his colleagues, his supervisors, and his attitude work will determine the success of the teaching. The classroom environment also very important in teaching young learner. The atmosphere must be fun and interesting, so the students will not getting bored easily. (Yulia, 2012; Sari, 2013; Puspita, 2014; Annisa, 2015; Hidayat, 2017; Putri, 2017.)

The other researchers also conducted a research about teaching vocabulary in junior high school. Vocabulary is the most important factor in improving English skills. It is playing a control role as a tool of communication and as basic

tool of communication. Teaching vocabulary for students of junior high school is not the same as teaching adult because they have different characteristics and motivation. Students in this level are having fun while they are learning. So, if their teacher teaches them in monotonous way, they will get bored easily. If the teachers cannot teach students well, the student may not enjoy their learning. Consequently, the teaching process may fail. The teachers should make the learning process becomes fun for students to receive the material well. The teacher must be creative using a learning strategies, an appropriate method and media. They have to find an alternative in order to make the students become enthusiastic. It means, the use of media is very crucial. The media used could be in the form of a game, role play, music, story, or any other fun activities. It can reduce stress and avoid the students from getting bored, relaxes a stuffy environment. Making the learning process more enjoyable can assist in making it more effective and also experience and motivation for them in decision – making in their life. Beside that the students will be able to improve their language skill. They will learn new words and practice them. (Aulia, 2013; Putri, 2013; Sitompul, 2013; Alqahtani, 2015; Bewafa, 2015; Hernawati, 2015.)

The other researchers also conducted a research about Total Physical Response (TPR). Total Physical Response is a language learning method based on the coordination of speaks and actions; it attempts to teach language through physical (motor) activity. In this method, command or direction is very important to get the students to perform an action. TPR works well into a young learner who loves doing a physical activity. It has succeeded in teaching English and some

skills are improved. The teachers also could keep an interesting environment to get students' attention instead of having them bored. It is not only effective to lead students feel more interesting and enjoy doing activity in the class, but also it can give the students the opportunities to be active in learning English vocabulary. (Herrerra, 2007; Nugrahaningsih, 2007; Fadhillah, 2011; Sunardi, 2012; Ahn Pham, 2018.)

The other researchers also conducted a research about *Komunikata* game. Teaching vocabulary to young learner using a game is more effective because young learners love playing so much. *Komunikata* Game could be implemented as one of the interesting way to help the students to increase their vocabulary in the classroom. Young learners like it because it is a guessing game, and young learners are curious about something new. *Komunikata* game can facilitate students to learn vocabulary. They can learn and play simultaneously so that they are easy to remember the word. The game is attractive so that they can easily activate their memorization of new vocabularies they have got in playing this game. They feel free to be creative in acting new vocabularies. This game helps them in learning vocabulary better and easier, it is proven to be one of the effective ways in teaching vocabulary to the Junior high school students. (Sari, 2012; Prawitasari, 2012; Nur, 2013; Rafinggi, 2013; Hidayati, 2016; Arumsari, 2017.)

2.2 Theoretical Background

Review of theoretical study consists of some theories which support this study. The researcher took some of the theories related to the topic from many sources. The theories include:

2.2.1 English as A Means of Communication

English is used to communicate as the international language. According to the explanation of psychologists communication is the form of public relations through which an exchange of ideas and interests are maintained. In order to achieve the goal in active interaction the subject will relate with an object. In the communication process two or more individuals are involved: speaker (A 1 addressee) and listener (A 2- addressees). To establish communication and language act, the topic of the speech (D) should be set up. At the same time, the communication goes with language (L). To engage with the topic (D), the participant (A1), expresses opinion to the addressee (A2). And this process is carried by means of language (L). To this scheme can be included communication style, as a key component of an effective communication.

According to Chomsky, communication competence is understood as a set of rules used to produce expressions of thought and to understand them (Chomský, 1995). Communication competence assumes:

- (1) Language competencies, knowledge of verbal and non verbal tools for using language in various communication situations.
- (2) The knowledge of both official and unofficial communication standards (i.e. code of conduct). Communication competence should comprise knowledge on

how to respond in different communication situations. The idea is that a user's language communication should be in accord with social behaviour, social standards. This is not just a language issue, but also a social issue. It is, in fact, a matter of social tact, which determines how we should behave in terms of both language use and social interaction.

- (3) Knowledge needed for self assertion in a situation involving communication (i.e. including professional, encyclopedic knowledge, etc.).

2.2.2 Teaching English in Junior High School

The main purpose of English teaching in Indonesia is to enable students to use English in real situation. It means that the students can use it as a means of communication and comprehending some sources that are written in English. The purpose in teaching English in our country can be seen on English curriculum that said "*Bahasa Inggris adalah bahasa asing yang pertama di Indonesia yang penting untuk tujuan penyerapan dan pengembangan ilmu pengetahuan, teknologi, seni budaya, dan pembinaan hubungan dengan bangsa-bangsa lain.*"

Teaching vocabulary for students of junior high school is not the same as teaching adult because they have different characteristics and motivation. Students in this level are having fun while they are learning.

Based on the psychological characteristics of the learners, young learners tend to have short attention spans coupled with a lot of physical energy. Besides, they are much linked to their surroundings and are more interested in the physical and the tangible than the abstract. Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times. Therefore, teachers

should pay much attention to find suitable teaching methods and techniques to help very young learners memorize vocabulary in long-term memory. This can positively affect their speaking fluency among several approaches to teaching and learning a foreign language.

2.2.3 Teaching Vocabulary in Junior High school

Vocabulary development is an important aspect of language development and a variety of studies have proven that appropriate vocabulary instruction benefits language students, especially school-age learners (Linse, 2006:122).

There are some tips to teach vocabulary as what have been suggested by Marry Slattery and Jane Willis (2001) as follows:

- a. Make class displays of pictures and other memory aids to support new vocabulary.
- b. Prepare to teach new words and phrases in a meaningful way by linking with a topic that the students are familiar with.
- c. Show the students how to play vocabulary games and give instruction in English while doing the games.
- d. Use lots of different games but use the same vocabulary to help the students become familiar with it.
- e. New words and phrases need to be used a lot after introducing them so that the students learn to use them actively.

According to those vocabulary teaching tips, a language classroom basically needs teaching media that support the English teaching and learning.

2.2.4 Total Physical Response Method

One of the examples of active and motivate learning technique to teach vocabulary is using Total Physical Learning (TPR). The use of commands is the major teaching technique of TPR. The commands are given to get students to perform an action; the action makes the meaning of the command clear. Asher suggests that it is necessary for a teacher to plan in advance just which commands she will introduce in a lesson progresses.

According to Larsen and Freeman (2003:114) one of main reasons TPR was developed was to reduce the stress people feel when studying foreign language. Therefore, the students have motivation and interest in learning English. It can be concluded that TPR can make the students active because this technique gives priority to the movement of physical respond. Thus, the students can understand and interest in learning English.

2.2.5 Using Komunikata Game as Media in Teaching Vocabulary

The use of media is significant in the process of learning in order to facilitate the teachers and students. Harmer (2001:134) explains that teachers should use a media support their learning activity.

Hamalik (1980:50-51) defines that teaching media consist of several kinds, such as:

- (1) Supplementary materials including reading materials: book, comic, newspaper, magazine, bulletin, folder, pamphlet.
- (2) Audio visual media:
 - Non projector media; blackboard/whiteboard, diagram, graphic, poster, cartoon, comic, picture.
 - Three dimension media; model/natural thing like diorama, doll, mask, map, globe, school museum.
 - Machined media; slides, filmstrip, film, record, radio, television, computer.
- (3) Society source: people, industry, history, area, custom, politic.
- (4) Gesture: all action by the teacher in the class like moving hands, foot, body, and facial expression.

While Suparno (1988:50) defines kinds of teaching media that can be used in the process of teaching and learning process into four types, they are:

- (1) Non-projector viewing media: the viewing media that cannot be projector object to other surface. For example: flash card, pictures, etc.
- (2) Projector-viewing media: the viewing media that can be projected of the object of transparency to other surface example OHP (Over Head Projector).

- (3) Auditory media: the teaching media that confide the message by sound. For example: tape, recorder, etc.
- (4) Audiovisual media: the teaching media which confide the message though around and also its picture or action can be seen followed its sound. For example: TV, VCD, etc.
- (5) Game: the teaching media by game which is done by individual, group, or in pairs. For example: puzzles, guessing, the words, etc.

According to Lewis and Jimmie (1992, p. 102) there are some techniques in teaching vocabulary. One of the techniques is Demonstrate. Guessing game highlights a particular word and helps associate new words with whatever knowledge in the students' minds with both visual and aural memories. This will becom the basis of *Komunikata* Game that was adapted to be played in the classroom.

Komunikata Game will help the students to increase their vocabulary in a fun way. It is a game which helps the teacher to create contexts in which language is useful and meaningful. Phillips (1997, p. 85) states that games in the language classroom will help children to experience learning English as enjoyable and rewarding. Playing games in the classroom develops the ability to cooperate, to compete without being aggressive. It makes students to learn easier, to understand and to remember vocabularies in particular topics more enjoyable. There are some benefits of using *Komunikata* Game as the media of teaching vocabulary. The use of *Komunikata* Game will give the students an opportunity to express their opinion, perception, and their feeling. It will help students to build social relation

by communicating with others, improve student's confidence, and facilitate the student to be more active, creative and imaginative in improving their vocabulary. The most important thing is group working. In addition, *Komunikata* Games provide a good chance for students to learn something from one another.

2.3 Theoretical Framework

This study is inspired by the theory of Total Physical Response method by Asher (1968), memorizing is done verbally by the motion activity or motor activity. Children listen and then understand the messages, decide whether they are right or wrong, and finally act accordingly. Larsen and Freeman (2000:107) revealed that "the TPR is an approach to understanding a foreign language with instruction or order. Larsen and Freeman called the TPR as an approach to understanding because in practice the students are given instructions or commands that can enhance students' understanding of the material presented.

This study has an aim to show that *Komunikata* game can be an effective way to improve students' vocabulary mastery. The reasons why I use *Komunikata* game supported by Halliwell's (1992:20) assumption that:

"Teachers can adapt lessons through the use of stir and settle activities. When a teacher finds that students' attention begins to wander, or they are becoming more reticent, the activity needs to be switched to one that is more active. The teacher can renew interest in the lesson. Activities such as oral work, competitions, games or any activity that requires the students to stand up and move about all stir the classroom".

Based on the theories above, it could be concluded that *Komunikata* game is considered to be one of the alternative strategy to improve students' vocabulary mastery, especially for the young learner at the Junior High school level.

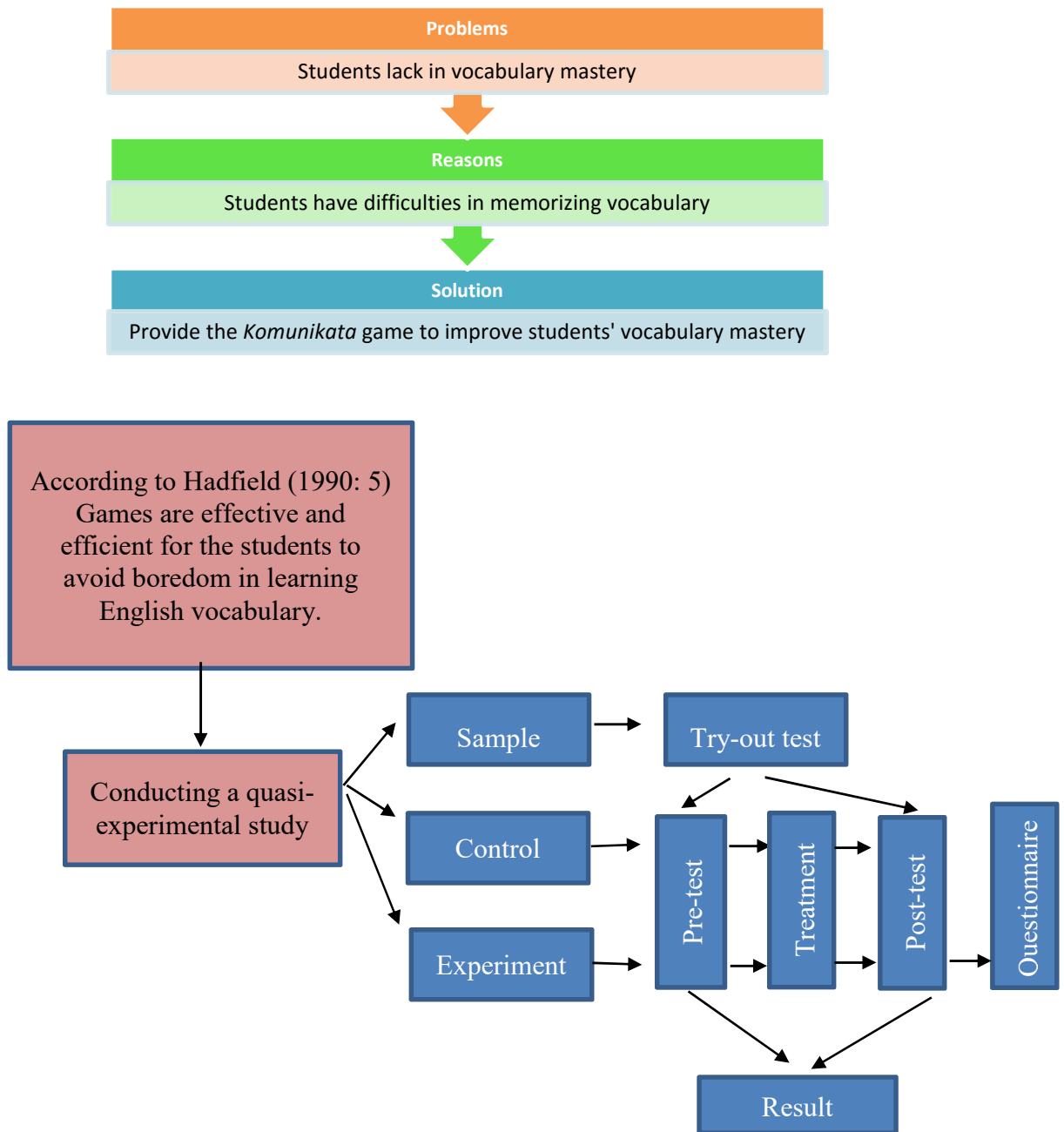


Figure 2. 1 Theoretical Framework

CHAPTER V

CONCLUSIONS & SUGGESTIONS

In this chapter, the writer presents the conclusions of the analysis results based on the previous chapter. The writer also provide the suggestions for the English teachers, students, and future researchers theoretically, practically, and pedagogically.

5.1 Conclusions

Based on the first research objectives related to the facilitator in improving vocabulary mastery, the *Komunikata* game can be used as a facilitator in improving the students' vocabulary mastery. To answer this objective, the writer uses *Komunikata* game as a media to facilitate the students in learning and memorizing vocabulary. After using this game, the students feel easier in learning vocabulary especially in memorizing some new words. It is because there is an appropriate media for them. This game is appropriate for junior high school students for they are still categorized as young learners who like playing. The method used in this game is TPR method, it means that the students also learns not only with words, but also their body. Playing *Komunikata* game make the students doing both, learning and playing at the same time. After learning using *Komunikata* game as the facilitator the students feel easier in memorizing the words because they are not only pronouncing the word, but also visualizing or miming every word. Every movement they made will help them in memorizing new vocabularies.

Based on the second objective which is related to classroom atmosphere, *Komunikata* game takes an important role. To answer this objective, the writer used questionnaire to gain the data. The result of the questionnaires showed that students prefer to learn new vocabulary using *Komunikata* game than the conventional method. Using *Komunikata* game in learning new vocabulary can increase not only the students' achievement but also their motivation to learn English. The students enjoyed the learning activities using *Komunikata* game because it is very fun for the age of young learner students. Before using this game, the students are getting bored easily, sleepy, and not in a good mood because the conventional way is odd for them. This game is something new for students that made them learning enthusiastically. This game boost the students' mood and spirit to learn. In other words, *Komunikata* game make up an attractive, interesting, and fun classroom atmosphere for students. It is important for helping the students to enjoy the process of learning.

To answer the third objectives about the improvement after use the *Komunikata* game as a media to improve students' vocabulary mastery, the writer analyze the data using SPSS program. Based on the result of the data analysis, the average score of the pre-test in the experimental group was 40.27, after getting a treatment the average score of the post-test in the experimental group was 86.13. While the average score of the control group pre-test was 58 and the average score of the control group post-test was 73.47. It means that the average score of the experimental group improved higher than the control group. By using SPSS calculation, the data were tested using independent sample test and paired sample

test. Based from those analysis, the Sig.(2-tailed) was 0.000, it means that Sig.(2-tailed) was lower than 0.05. It can be concluded that H_0 was refused and H_a was accepted. H_0 means that there was no significant difference between the average scores of the experimental group and control group. H_a means that there was a significant difference between the average scores of experimental group and control group. Because H_0 was refused and H_a was accepted, it means that there was a significant difference improvement between the experimental group and control group.

5.2 Suggestions

Based on the significance of the study, the writer would like to present some suggestions for the teachers, students, and future researchers, who are related to the use of *Komunikata* game in TPR to improve students' vocabulary mastery as follows:

First, for the English teacher, this study contained an alternative way, a media which is used to facilitate the students in learning vocabulary. Teachers can use *Komunikata* game as a media in order to support the teaching process. This media will help the teachers in make up the classroom atmosphere becomes fun and interesting, so the students will be more motivated to learn. Teachers should be creative in choosing strategy and media that are used in the learning activity. Using an appropriate strategy and media can attract the students' interests to learn. I also suggest that the English teachers should be trained to operate the tools such as LCD projector and computer. Those media is important in this era for searching

the learning materials, showing a video, and also playing a music for the students in order to make the students not getting bored easily.

Second, for the students, they are suggested to be more active during the learning activities. This game not only helps students in improving their vocabulary mastery, but practically, the *Komunikata* game will train the students in obeying the rules of the game and maintaining their cooperation group working. It also helps students increasing their self confident to speak up. Sometimes, there are some students who are less of confident to speak up in the class. They are afraid to ask the teacher when there is something they didn't know. When they played the *Komunikata* game, there were some students who are shy to mime some words, for example the word 'dancer', they don't want to dance in front of the class because they are shy with their friends. In this case, the students should increase their self-confident.

For the next researcher, I hope that this study can be such an inspiration to do another research. It can be one of the references for them who want to conduct such research about improving students vocabulary mastery using game as the media. They can use this study to support or give perspective and evidence for their studies. I want to suggest the next researcher to investigate more about the effectiveness of the *Komunikata* game especially for another age range such as for students in Senior high school, whether it is effective to be implemented in another age range or not. The researcher also can compare this method with another kind of English learning method, or use this game in another subjects like in Mathematic, History, Biology, and many others.

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