THE USE OF WORD GAMES TO TEACH VOCABULARY TO STUDENTS AT SMP AL-ISLAH SURABAYA

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English

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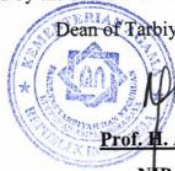
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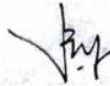
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ABSTRACT

Mariyah, Atik dewi. (2020). *The Use of Word Games to Teach Vocabulary to Students at SMP Al-Islah Surabaya.* Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel Islamic University, Surabaya. Advisor I: H. Mokhamad Syaifudin, M.Ed, Ph.D, Advisor II: Rizka Safriyani, M.Pd

Keywords: Word Games, Teach, Students' English Vocabulary

Word Games is one of the appropriate media to teach students' English vocabulary. The types of word games in this study are scrabble game and pictionary game that were used by the English teacher of SMP Al-Islah Surabaya. The objectives of this study are to investigate the procedure of using word games to teach students' English vocabulary and to explore students' responses when using word games as the media to learn English vocabulary at SMP Al-Islah Surabaya. The data of this study was gained by using interview. The subject of this study are one English teacher and five students as the leader of their group at SMP Al-Islah Surabaya. This study indicates that the procedures of word games are divided into pre-activity, while-activity and post-activity. First, in the pre-activity the teacher opened the class, prepared for word games activities, and delivered the objective of the material. Second, in the while-activity the teacher applied word games. The teacher gave the instructions about the rules and the activities of word games. Then, the teacher controlled word games activities and the students learned the vocabulary in English. Third, in the post-activity the teacher asked the students to speak up their difficulties and problems while playing word games activities. After that, the teacher gave feedbacks to the students and the students got reinforcements. The teacher also gave assignments to the students based on what they had learned in word games activities and related to the materials of English lessons. Besides that, the students showed positive responses like more active and joyful in following the word games activities.

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ABSTRAK

Mariyah, Atik dewi. (2020). *The Use of Word Games to Teach Vocabulary to Students at SMP Al-Islah Surabaya.* Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor 1: H. Mokhamad Syaifudin, M.Ed, Ph.D, Advisor II: Rizka Safriyani, M.Pd

Kata Kunci: Word Games, Mengajar, Kosakata Bahasa Inggris Siswa

Permainan kata adalah salah satu media yang tepat untuk mengajarkan kosa kata bahasa Inggris siswa. Jenis permainan kata dalam penelitian ini adalah permainan scrabble dan pictionary yang digunakan oleh guru bahasa Inggris SMP Al-Islah Surabaya. Tujuan dari penelitian ini adalah untuk mengetahui prosedur penggunaan permainan kata untuk mengajarkan kosa kata bahasa Inggris siswa dan untuk mengeksplorasi tanggapan siswa ketika menggunakan permainan kata sebagai media untuk belajar kosa kata bahasa Inggris di SMP Al-Islah Surabaya. Data penelitian ini diperoleh dengan menggunakan wawancara. Subjek penelitian ini adalah satu guru bahasa Inggris dan lima siswa sebagai pemimpin dari setiap kelompok. Penelitian ini menunjukan bahwa prosedur dari permainan kata terbagi menjadi sebelum kegiatan, selama kegiatan dan setelah kegiatan. Pertama, sebelum kegiatan guru membuka kelas, menyiapkan keperluan untuk kegiatan permainan kata, dan menyampaikan tujuan materi. Kedua, selama kegiatan guru memberikan instruksi mengenai peraturan dan kegiatan dalam permainan kata. Kemudian, guru mengontrol kegiatan permainan kata. Ketiga, setelah kegiatan guru meminta murid untuk berbicara mengenai kesulitan selama kegiatan permainan kata. Setelah itu, guru memberikan umpan balik dan penguatan kepada siswa. Guru juga memberikan tugas kepada siswa berdasarkan apa yang mereka pelajari dalam permainan kata dan sesuai dengan materi bahasa Inggris. Di samping itu, para siswa menunjukan respons positive seperti terlihat aktif dan senang ketika mengikuti permainan kata.

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CHAPTER I

INTRODUCTION

This study presents the use of word games to teach students' vocabulary in English for seventh grade at SMP Al-Islah Surabaya that will be discussed in the area of this study: background of study, research questions, objectives of the study, significance of the study, scope, and limitation of the study, and definition of key terms.

A. Background of the Study

Games play an important role in the language classroom. In fact, some of the English teacher does not realize that the games are one of the part of strategy in English teaching process. Then, the English teaching process has many benefits for the students and for the English teachers such as English teacher can develop their creativity as well students' ability in English can be improved. Moreover, using games in the teaching learning process makes the activity in the classroom to be attractive in order to create supportive and positive classroom atmosphere where the students as the center of the teaching learning process. For example, when the use of games in applied a competency system, the student has an occasion to work in team together. Uberman's theory stated that after learning and practicing the language through games, students have a chance to use language in a good way[1]. As a result, by using games in the classroom activity games there will be provided positive effect for the English teacher and the students in the teaching learning process.

One of the factors influences in considering the use of games which is the games are appropriate when the games provide joyful learning said Uberman[2]. Then, the English teachers need to pay attention before choosing the games if they want to create joyful teaching and learning process for their students especially on the use of the games in the English vocabulary teaching.

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[1] Uberman, A. (1998). *The use of games: For vocabulary presentation and revision*. English Teaching Forum, 36 (1), 20.

[2] Uberman, A. (1998). *The use of games: For vocabulary presentation and revision*. English Teaching Forum, *36* (1), 20

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There are several advantages to use vocabulary games in the language classroom. A study by Sorayaie-Azar stated that vocabulary games provide an effective learning of English vocabulary. Vocabulary games also improve the students' communication ability in English and provide an opportunity to develop their language proficiency[3]. Therefore, vocabulary games are appropriate to apply in the classroom activity in order to build the students more enjoyed and communicated in the English learning. Additionally, studies by Dr. Amaal Al Masri and Mrs. Majeda Al Najar stated that games in vocabulary teaching that used by English teacher provide an opportunity for the students to get knowledge, to exercise, and to evaluate the English language in a comfortable atmosphere[4]. So, the use of vocabulary games in teaching and learning English vocabulary cannot be separated.

There were two majors that involve the students more enjoyed in the activity of English vocabulary games likely based on their needs and hopes. Other study by Jung, J., & Graf, S the students mostly needed a supportive atmosphere based on their needs and their hopes as well as motivate and encourage them to engage in vocabulary learning activities[5]. Furthermore, to facilitate the students in English learning vocabulary, the English teacher could use effective learning media likely the use of vocabulary games and the strategy of memorizing that can engage students' English learning vocabulary. The English teachers also could organize to determine appropriate vocabulary before conducting the vocabulary games activities or to boost the students to look the word up in the dictionary. So that, before conducting vocabulary games in the classroom the English teacher have to consider the factors or the strategies to use in English vocabulary teaching.

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[3] SorayaieAzar, A. (2012). *The effect of games on EFL learners' vocabulary learning strategies*. International Journal of Applied and Basic Sciences, 1(2), 252-256.

[4] Masri, D. A. (2014). *The Effect of Using Word Games on Primary Stage Students Achievement in.* America: American International Journal of Contemporary Research.

[5] Jung, J., & Graf, S. (2008). *An approach for personalized web-based vocabulary learning through word association games.* International Symposium on (pp. 325-328). IEEE.https://doi.org/10.1109/SAINT.2008.63

There are several examples of vocabulary games can develop students' English vocabulary. First, a study by Efendi about the use of vocabulary games to develop students' English vocabulary mastery[6]. The objective of his study was to explore the technique of games namely *"Got it Game"* and "*Back to the Board game"* in enhancing students' English vocabulary mastery to students for seven-grade junior high school. His result of the study indicated that the use of "Got it Game" and "Back Board Game" could develop students' achievement in English vocabulary mastery based on the topic of daily English communication, the use of occupation for people, and personal appearance in English lessons.

Second, in line with Dolati and Mikaili studied that the effects of instructional games in facilitating students' English vocabulary at the Iranian primary schools in Iran[7]. The objective of their study was to gain the information about the role of the games in the level of student's English vocabulary teaching. The finding of their study is the use of games has the essential role in teaching vocabularies to the language learners, they also found that game provides an educational tool for students' concern in their study and engage the students particularly in students' participation in the whole teaching learning process.

Third, the role of using word games in expanding the learner's vocabulary at third grade junior high school students investigated by Minoo Alemi[8]. This study also similar with the study by Dr. Amaal Al Masri and Mrs. Majeda Al Najar the use of word games at the primary school of boys and girls[9]. As a result, the use of word games will assist the students in learning vocabulary because at the beginner level of the students needed vocabulary as the basic part in language learning. Besides that,

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[6] Efendi, E. (2013). *The use of games to improve vocabulary mastery*. *Journal de Physique III, 1* (12), 78-84

[7] Dolati, R., & Mikaili, P. (2011). *Effects of instructional games on facilitating of students' vocabulary learning.* Australian Journal of Basic and Applied Sciences, 5(11), 1218-1224

[8] Alemi, M. (2010). *Educational Games as a Vehicle to Teaching Vocabulary.* Iran: Sharif University of Technology, Tehran, Iran

[9] Masri, D. A. (2014). *The Effect of Using Word Games on Primary Stage Students Achievement in.* America: American International Journal of Contemporary Research.

the use of word games in this study focuses on seventh grade of junior high school in order to explore the use of word games in the different level of the students. Then, this study focused on the use of word games to teach vocabulary to the students.

Word games are widely favorite media for developing students' ability in English, especially in students' English vocabulary because the common problem is when the students have difficulties in English vocabulary learning such as most of the language learners felt that learning vocabulary is not an easy task and many of them have trouble in memorizing vocabulary or applying it appropriately. The use of word games as the media in English vocabulary teaching assist the students' English vocabulary learning. Debyser & Laitenberger stated that word games develop the creativity of the students in language skills[10]. Mollica also supported that several word games also will encourage students' creativity in the use of language in order to arrange or interpret the words[11]. According to Scot Thornbury teaching words became crucial factors in language learning as the expression are based on words[12]. So that, the use of word games in English vocabulary teaching can be developed the students in English vocabulary and their creativity to arrange the words and understand the words of English vocabulary.

There are three types of word games that can be used in teaching students English vocabulary. The first is crossword puzzle game. A study by Oratwiwatnakul, W. have been carried out to examine the effectiveness of crossword puzzle games to develop students' English vocabulary [13]. His finding showed that crossword puzzle sheet as the media for the students to recall their vocabulary from the textbook they had learned. Another researcher such as Tabtimsai also has the same results in the use of crosswords could assist the outcome of the

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[10] Debyser,F. & Laitenberger, H.(1976)). *The crocodile and the windmill, a thousand games of creativity*. French in the world, 16,123, 14-19.

[11] Mollica, A. (2001). *Parole per parlare: Teaching / expanding the students' basic vocabulary*. Italica, 78, 4, Winter, 464-485

[12] Thorburry, S. (2002).*How to teach vocabulary.* England:Pearson Education Limited.Ur, P., (1998). A course in language teaching. Cambridge University Press

[13] Oratwiwatnakul, W. (2013). *Using Crossword as pearning tool for vocabulary development.* Thailand: Electronic Journal of Research in Educational Psychology.

students' learning[14]. Therefore, the use of crossword puzzle game can be used as the reference to the English teacher when conducting crossword puzzle game in the classroom activity.

The second is scrabble game. A study by Yeni Rahmawati carried out that the effect of using scrabble game assist the students English vocabulary achievement[15]. She also used two kinds of data in her research likely primary data and secondary data. The primary data were collected from the students' scores in pre-test and post-test through the treatment of control group and experimental group. Then, the secondary data collected from interview and documentation to reinforce the primary data. Her finding of the study showed that there was an important effect of using scrabble game in the classroom activity and provide variation in teaching learning process of vocabulary.

The third is pictionary game. A study by Rianda Rita Ayu, Sofian, Eusabinus Bunan found that the use of pictionary game has effected on students' English vocabulary[16]. The research design of their study similar with a study by Yeni Rahmawati[17]. Then, the use of scrabble game and pictionary game are appropriate media in teaching students' English vocabulary. In addition, the other types of word games that can be used in teaching English vocabulary are anagram, password, recipes, map games, acrostics, definition games, word wheels, charades, and paper hunts[18]. So that, many types of word games can be used by English teacher in order to create various ways to teach English vocabulary to the students.

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[14] Tabtimsai, Khemika. (2003). *The development of vocabulary learning strategies exercises for mathayomsuksa three students of Thamakavitthayakom School*, Thamaka, Kanchanaburi. Master's Degree Thesis, Silapakorn University

[15] Rahmawati, Yeni.(2016). *The effect of using scrabble on the seventh grade students' vocabulary achievement at Mts negeri Sukowono.* Jember: Jember University

[16] Bunan, Eusabinus. Sofian. Ayu,R.(2018).T*he effect of using Pictionary games on the students' English vocabulary. Tanjungpura: University of Pontianak*

[17] Rahmawati, Yeni.(2016). *The effect of using scrabble on the seventh grade students' vocabulary achievement at Mts negeri Sukowono.* Jember: Jember University

[18] Celce-Murcia, M. & Macintosh, L. (1979). *Teaching English as a second or foreign language*. Newbury House Publishers

The use of word games in the classroom activities has been provided the students more active and participate. A study by Prasetyo, Fardhani and Ariyanto found that the average result of classroom observation, the percentage of the student's active participation increased from 64, 5% in the cycle 1 to 79% in cycle 2[19]. It shows the improvement as much as 14,5% of the student's active participation. From this result, it can be concluded that the use of word games could improve students' active to participate in the vocabulary teaching and learning process.

The use of word games provided the effect of students' vocabulary achievement. A study by Dr. Amaal Al Masri and Mrs. Majeda Al Najar have the finding of their study that there was distinction in the achievement of the primary stage students was knowledgeable of using of word games for teaching English vocabulary[20]. To achieve the objective their study, they did pre-test and post-test in order to measure students' level in English vocabulary. They used a comparison statistical method to investigate the comparison between control group and experimental group. So, their study focused on the use of word games could improve students' English vocabulary achievement.

The use of word games made the students enthusiastic in following the activity or the rules of word games. A study by Yetunde Ajibade and Kate Ndububa showed that the effects of word games, culturally relevant songs, and stories on the students' motivation in a Nigerian English Language class explained about the finding that the use of word games in line with teaching activities were advantages for their students, as they assisted as a strategy to get effective learning in order to develop students' motivation in English Language learning at the level of senior secondary school[21]. So, this study found that

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[19] Bagus Prasetyo, A. E. (2016). *Using Crossword Puzzles to Improve the Eighth Grade Students'.* Jember: EFL Education Journal

[20] Masri, D. A. (2014). *The Effect of Using Word Games on Primary Stage Students Achievement in.* America: American International Journal Contemporary Research.

[21] Ndububa, Y. A. (2008). *Effects of Word Games, Culturally.* Canada: Tesl Canada Journal/Revue Tesl Du Canada.

the effects of word games develop students' motivation in their performance in the classroom.

This word games are essential to be investigated because this game more focuses on memorizing English vocabularies than other types of games probably focuses on other English language ability. For example, the types of word games namely pictionary game and scrabble game assist the students in memorizing English vocabularies. Also, the use of pictionary game builds students' communication because they have to describe the pictures toward words and the use of scrabble game provides students' concentration to arrange the words. So that, the students be able to memorize English vocabulary easily. In addition, before conducting word games to teach vocabulary to students the English teacher have to consider the topic of English materials which is appropriate or not to conduct in the teaching process and the atmosphere of the class may not conducive because the students become noisy in the teaching-learning process.

While the above mentioned previous studies have particularly concerned on the effectiveness of word games, students' participation, students' motivation, and student's achievement to develop students' vocabulary overseas and in Indonesia. Based on these phenomena this study observed at SMP Al-Islah Surabaya mainly in seventh grade at the beginner level. SMP Al-Islah Surabaya was chosen as the place of this study because SMP Al-Islah Surabaya as one of the figures schools in conducting word games as the media in the English vocabulary teaching process. Besides that, the English teacher applied the types of word games in this school namely scrabble game and pictionary game. So that, SMP Al-Islah Surabaya was appropriate as the setting of this study. Then, the objective of this study tries to provide the way of using word games as the media for English teacher to teach English vocabulary to students at grade seventh SMP Al-Islah Surabaya and the results of this study also shows students' responses in the activity of word games.

B. Research Questions

Based on the background of the study above, the problem of this study formulated as these following questions:

1. How does the teacher use word games to teach students' vocabulary in English at grade VII SMP Al-Islah Surabaya?
2. What are the students' responses when the teacher uses word games to teach their vocabulary in English?

C. Objective of the Study

Referring back to the research questions, the objective of this study:

1. To investigate the procedure of using word games in teaching students' vocabulary in English at grade VII SMP Al-Islah Surabaya.
2. To explore the students responses in their vocabulary in English on the use of word games at grade VII SMP Al-Islah Surabaya.

D. Significance of the Research

This study is hoped to provide several significances:

1. Theoretical Significance

    For the next researcher, the finding of this study can be utilized as the reference to the other researchers who will conduct a study with the same topic in the different types or kinds of word games in teaching students' vocabulary in English and different level of the students as the subject of the research.

2. Practical Significance

    - For teachers: to provide the information about the procedure of word games to teach student's vocabulary in English.
    - For students: to encourage students' motivation to learn English vocabulary and students able to develop their vocabulary easily.

E. Scope and Limitation of the Study

The scope of this study focuses on the use of word games in teaching students' vocabulary in English. This study takes seventh grade because word games are just applied in seventh

grade at SMP Al-Islah Surabaya. In this study only one English teacher who applied word games in one class and takes five students as the leader of the group. The types of word games in this study are scrabble game and pictionary game. This study may not represents many kinds of games activity or the other media in teaching students' vocabulary in English. The teacher also uses the word games in order to make easier to teach English vocabulary based on the students' level and the topic of material in English lessons. This study uses Creswell's theory in analyzing the data likely the types of word games that used by English teacher, the procedure of word games, English teacher experiences using word games and the students' responses on the use of word games in English vocabulary teaching.

F. Definition of Key Term

There are some definition of key terms to interpret the meaning of terms that related to this study:

1. Word games

   The types of word games in this study namely scrabble and pictionary. Scrabble game is rearranging the letters of a word or phrase to create a new word or phrase.[22] Pictionary game is guessing word game of combination between picture and dictionary vocabulary.[23] Fernando Arturo Ojeda also stated word games are a games that concern on conducting features of language to achieve the solution, or to win a competition[24]. In this study, word games mean the form of games to teach students' vocabulary in English such as scrabble and pictionary that was used by the English teacher at SMP Al-Islah Surabaya.

2. Vocabulary Teaching

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[22] Awad Soliman Keshta1, F. K.-F. (2013). *The effectiveness of using puzzles in developing.* Gaza, Palestine.

[23] Rusyda, Ujang, Sudirman.."(2009).*Teaching Vocabulary Through Pictionary Game to First Grade Students of SMP Al-Kautsar"*. (Lampung : Universitas Lampung)

[24] Fernando Arturo Ojeda.(2004). *The Role of Word Games in Second-Language Acquisition: Second Language Pedagogy, Motivation and Ludic Task*s. University of Florida

Based on Hornby's theory vocabulary is (1) the total number of words which (involve with rules to combine them) the form of language, (2) also understand the word, or used by a person, profession, and etc.[25]Richard and Renandya stated that vocabulary is a basis part of language competence and provide several majors when the students communicate, listen, read, and write. [26] Fernaux also stated that the vocabulary is the selection and the presentation of word for learners.[27]In this study, the vocabulary teaching purposes assist the students to understand the concepts of unfamiliar words and the basis part of language, so it's required for the students particularly for the beginner level. As a result, the English teacher has a way to teach students' English vocabulary by conducting word games in the teaching process in this school.

3. Students' Response

Based on Harvey and Smith in Ahmadi stated that response is a pattern of readiness in finding out a good behavior in positive or negative depends on the object or the condition[28]. Susanto also stated that response is an attitude when it defines agreement or disagreement, and unconcerned attitude when communicator delivers the message[29]. Furthermore, according to Lijana here are some factors that influence responses such as individual experience, learning process experience, and personality[30]. The response cannot be independent between opinions, attitude, the position of

[25] Hornby, A. S., & Wehmeier, S. (2007). *Oxford Advanced Learner's Dictionary* (7th edition). Oxford University Press.

[26] Richards, J. C., & Renandya, W. A. (Eds.). (2013). *Methodology in language teaching: an anthology of current practice* (1st publ., 17. print). Cambridge: Cambridge Univ. Press.

[27] Furneaux, C. L. (1999). *Vocabulary Teaching*. In Johnson, K. & Johnson, H. Encyclopedic Dictionary of Applied Linguistics (pp. 367-369). Oxford: Blackwell.

[28] A. Ahmadi. (1999). *Psikologi Sosial*. Jakarta: Rineka Cipta

[29] Astrid, S Susanto. (1999*) Komunikasi dalam teori dan praktek*. Jakarta: Bina Cipta

[30] Lijana. (2018). *Respon siswa terhadap media pembelajaran komik pada materi ekologi di kelas XXMA*. Pontianak: *(*artikel penelitian, pendidikan biologi dan ilmu pendidikan Universitas Tanjungpura Pontianak). Pp. 4

responsibility is an open answer to focus communicated in the spoken word and written word. Furthermore, in this research students' response explains their reaction, feeling, opinion, and behavior using word games in teaching English vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is given about the theories that reinforce this study then these theories as a direction to conduct this research and there are many information of previous studies as the basis of the research.

A. Review of Related Literature

a. The Roles of games in English Language Teaching

Games are one of the most essential point in English language teaching. According to Hadfield defined that games as an activity consist of set of rules, aim and for pleasure.[31] Games also have many benefits for both English teachers and their students. They supports teaching and learning process of the target language when the students follow and comfortable in the games. The students also like playing while learning the target of the language. Therefore, it show pleasure activity for the English teacher to build enjoyable atmosphere in the classroom activity. McCallum stated that games could motivate students' interest and games is proposed well can be one of the highest motivating techniques.[32] As a result, the role of games in the classroom can be used as the media to motivate the student in teaching learning process.

Games enable to establish fun activities for the students so they need to participate in their lessons. Mei, Y.Y., & Yu-jing, J expressed that he students learned the language and had fun in the classroom by using the games. Even the students who are nervous and low-

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[31] Hadfield, J. (1990). *A Collection of Games and Activities for Low to Mid-Intermediate students of English Intermediate Communication Games*. Thomus and Nelson and Sons Ltd.

[32] McCallum, G. P. (1980*). 101 word games: For students of English as a second or foreign language*. Oxford University Press.

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motivated the students react positively to use the games[33]. This affects students' motivation to play an alternative solution that encourages students to gain the students' interest in the learning process. In this way, they reduce the pressure of learning other language. So, the use of games in the language classroom make the students more comfortable to follow the activity and do not felt pressure in the teaching learning process.

There are several reasons that games appropriate to use in the language classroom. A study by Sigridurdog about the reasons about games can be conducted in the language classroom activity. First, games assisted the students active who may have been inactive before and kept the students to participate in their learning process. Second, playing games also created friendly and positive atmosphere in the classroom. Third, games as good technique to improve students' ability because they needed to practice their English language competence. Fourth, games made students' English language can be discovered to various conditions, so the students could explore their experience and open their mind. Fifth, games as the good strategy to teach various subjects and can be used with the students of all ages[34].

There are also several advantages of games in the English language teaching. Constantinescu stated that several of the advantages of games in language teaching such as (1) games raise students' motivation and fulfill self-development, challenges and competency system to get students' attention in order to finish their tasks (2) games develop students' ability to understand English materials (3) games provide rules and goals that are obviously,(4) games enhance how the students to think, how the students to solve the problem, and how the students to imagine (5) games facilitate collaborative

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[33] Mei, Y.Y., & Yu-jing, J. (2000). *Using games in an EFL class for children*. Daejin Univeristy ELT Research Paper.

[34] Sigridurdogg. (2010). *The use of games in the language classroom.* Haskoli Island

learning and games can be used in class as a gift for students.[35]

The use of games in the language classroom has several aspects to use in the English language classroom. Ingvar Sigurgeirsson separated the use of games into the following categories: (1) games for distributing bigger to smaller groups, (2) introductory games, (3) party games, (4) material games, (5) hunter games, (6) informational games, (7) imaginative games, (8) illustrating and coloring games, (9) instructional card games, (10) word games, (11) fiction games, and (12) questioning games[36]. As a result, many types of these games can be as the references games to conduct in English language teaching based on the topic and the objective of English language materials.

b. Characteristics of Games in Language Teaching

Here are several characteristic of using games in language teaching based on Bradley's theory expressed that games has several characteristics for language learners as follows[37]: First, games involves all of students in the teaching process of language. For instance, when the students play a game divided into pairs or groups. The students have occasions to perceive and give appreciate their fellow contributions and build team work ability. Additionally, games provide opportunity to collaborate each other. So that, the students cooperate each other while working together to achieve the objective of the games. It show that the students may not realize that they are learning while playing a games.

Second, games provide a joyful learning experience in the classroom. Creating a joyful learning atmosphere is the good step in motivating students to follow the rules of games itself. Furthermore, the classroom games activity

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[35] Constantinescu, R. S. (2012). *Learning by playing: Using computer games in teaching English grammar to high school students.* Education Source. 110-115

[36] Sigridurdogg. (2010). *The use of games in the language classroom.* Haskoli Island

[37] Tuan, L. T. (2012). *Vocabulary Recollection through Games.* Vietnam: Academy Publisher Manufactured in Finland

can be stated as a joyful learning when the classroom has the characteristic of joyful learning based on Bibhuti Kumar study: (1) Joyful learning can be arise powerful concept to create the way of teaching and learning process in the classrooms. (2) Joyful learning make the classroom become active, happy and comfortable. (3) Joyful learning can be look at the facial expression of the students while playing in teaching activity. (4) Joyful learning provide the thrill of true learning, the curiosity, the collaboration, the discussion, and have a fun. (5) Joyful learning explain the process of learning when the learner can describe that the activity was joy[38]. So that, joyful learning activity will be made the students more active and enthusiastic when conducting language classroom activity.

On the other hand, there are several majors before choosing language games. Constantinescu indicated that where the English teacher would like to choose English language games, here are many point to be studied likely: (1) Games provide an objective. English teachers are conducted to provide students' motivation, not only for pleasure (2) Games are attract on the use of language, the students have to learn, exercise, or review the part of language. (3) The content of games are appropriate. The content of the games depends on the curriculum (4) Games easily to practice in the language classroom. (5) Games are suitable based on students' age and level of knowledge. (6) Games make the students attractive. (7) Games are suitable to conduct brief games despite the students do not draw their attention.[39] In conclusion, by considering the major of choosing the games the English teacher can engage the students and provide opportunities to create a pleasant learning experience.

[38] Kumar, Bibhuti. (2016). *Joyful learning: education for happiness*. New Delhi: Journal Anu Books. Pg.33

[39] Constantinescu, R. S. (2012*). Learning by playing: Using computer games in teaching English grammar to high school students*. Education Source. 110-115

c. **Word Games**

Various types of vocabulary games can be used in the activity of English language teaching. Here are several of vocabulary games based on Buckby's theory such as feely game, I spy, silent speaking, stories in ten words, mime and guess, draw a picture or guess what I'm drawing, word associations, odd-one-out, vocabulary cards, hangman spelling, a long and growing list, kim's memory games, would you make a good witness?, and change the story[40].

There are many kinds of the types of word games. Types of word games namely crossword puzzles, word searches, anagram, pictionary, scrabble, password, recipes, map games, acrostics, definition games, word wheels, charades, and paper hunts[41]. These types of word games can be as the references to conduct in English language teaching. Furthermore, word games are one of the way that can be practiced to teach English vocabulary based on the students' needs and students' work in allocation time. So that, probably there are many other types of word games aside that already mentioned above can assist the students in learning language especially in English vocabulary.

There are some characteristics on the use of word games in the language classroom. First, word games get students' participation. A study by Minoo Alemi word games could get the students' participation to observe their attitude and to understand their fellows. Word games showed that how the English teacher perceptions to evaluate the word games in the learning process. By using word games teachers could ensure the development of students' vocabulary that has been created to establish the better techniques of students' vocabulary learning. Additionally, Word games as good media for developing

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[40] Buckby, Michael.(2006). *Games for Language Learning*. UK: Cambridge University Press

[41] Celce-Murcia, M. & Macintosh, L. (1979). *Teaching English as a second or foreign language*. Newbury House Publishers

the ability to memorizing the meaning, concluding meaning, understanding well, and easy to communicate[42]. As a result, the students follow not only in the word games activity but also learn the English vocabulary on the use of word games likely understood the meaning and practice the words.

Second, the use of word games made the English teacher more responsible. According to Allen the use of word games to teach vocabulary not only for pleasure activities in the classroom but also to build teacher's responsibility in the learning process in English[43]. Then, teachers are responsible for creating a positive classroom environment, which encourages students' vocabulary development and provides the best strategy that assists the students get the words properly and impress that certain words are essential and necessary because, without those words, the aim of word games cannot be achieved. So that, the English teacher need to provide reinforce to the students about the use of word games in English vocabulary.

d. Vocabulary Teaching

The aspects of teaching English vocabulary divided into productive and receptive knowledge. Based on Scott Thornbury who stated that in vocabulary teaching the estimates of vocabulary size must take into account productive and receptive knowledge.[44] Furthermore, the knowledge that consider in vocabulary teaching are knowledge of spelling and pronunciation, derivative forms, and different shades of meaning. So that, before teaching vocabulary in the classroom activity the English teacher consider these three point knowledge in developing students' English vocabulary.

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[42] Alemi, M. (2010). *Educational Games as a Vehicle to Teaching Vocabulary.* Iran: Sharif University of Technology, Tehran, Iran

[43] Allen, V.F. (1983). *Techniques in teaching vocabulary*. Oxford University Press

[44] Thorburry, S. (2002).*How to teach vocabulary.* England:Pearson Education Limited.Ur, P., (1998). A course in language teaching. Cambridge University Press

The theory of Scott Thornbury who stated that English vocabulary teaching made the learners to be active in the learning of word and memorizing of new words that can be reinforced if they are used to express personally and relevant meanings.[45] So that, when the students follow in the activity of vocabulary teaching the students are active and have a good memorize the words based on what they have learned. In addition, Scott Thornbury said that a word involved knowing the form and its meaning.[46]As a result, there are two essential points to comprehend a word at the most basic level in English vocabulary teaching.

Here are the factors that cause some words difficult in English vocabulary based on the theory of Scott Thornbury:

1. Pronunciation

   Study finds the words are hard to sound are harder to learn. It is caused when the sounds of word are unfamiliar to some groups of learners. For example, many learners carry out that words with chunk of consonants such as *strength, crisps or breakfast*.

2. Spelling

   Sound in spelling imbalance are likely to be cause of troubles, either of pronunciation or of spelling and can contribute to a words difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: *foreign, listen, headache, climbing, bored, honest, cupboard, muscle*, etc.

3. Length and complexity

   Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English

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[45] Thorburry, S. (2002).*How to teach vocabulary.* England:Pearson Education Limited.Ur, P., (1998). A course in language teaching. Cambridge University Press

[46] Thorburry, S. (2002).*How to teach vocabulary.* England:Pearson Education Limited.Ur, P., (1998). A course in language teaching. Cambridge University Press

and therefore the learner is likely to meet them more often, a factor supporting their "*learnability*". Also, variable emphasize in polysyllabic words such as in word families like *necessary, necessity, and necessarily* can add to their difficulty.

4. Grammar

Grammar is problematic related to the word especially if this differs from that of its first language is same. For the example, if the word need addition of infinitive word such as (*to swim*) or an -ing form (*swimming)* and the phrasal verbs are separable such as (*she looked the word up*) but others are not (*she looked after children*).

5. Meaning

When two words overlap in meaning, the learners tend to confuse them. For instance, the use of word *"make"* and *"do"* in different context like *you make an appointment* and *you do the housework*. Words with multiple meanings can be also troublesome for the learners. For instance, *since* and *still.* After learning one meaning of words the learners probably reluctant to obtain a second meaning. Unfamiliar concepts also make a word hard to learn.

6. Range, connotation and idiomaticity

Commonly, words can be used in the many kinds of area and will be accepted as easier than their synonyms with simplify range. Words also have style of pressure likely informal word (*chuck* for *throw* and *swap* for *exchange)* probably it make the difficulty. Uncertainly as to the connotations of several words probably cause the difficulty too. In addition, words or interpretations that are idiomatic such as (*make up your mind, keep an eye on…)* will be harder than words in clear interpretation (*decide, watch*). It show that idiomaticity as well as their linguistic complexity that causes phrasal verbs so hard to learn.

e. **The way of using word games (Scrabble game and Pictionary game)**

The way of using Scrabble game in the language classroom based on Melvin's theory[47]. First, the teacher introduce the subject of material before start teaching. Second, the teacher deliver the objective of the material. Third, the teacher divided the students into several groups. Fourth, the teacher ask the students to place all of the tiles face down on the table and make sure that each person takes their tiles. Fifth, each student should turn their over and quickly try to form words with their tiles. Sixth, the students who gets the letter such as "A" or the nearest of it, so he/she is the first player and uses all of tiles to create a word and checks the word in dictionary whether it is correct or not. Seventh, each student will pick up a new tile. This new letter must be integrated into existing puzzle rearranging their puzzle if necessary and the first person uses all of the tiles would yell "draw". Eight, the teacher ask the students to keep working the new letter into individual puzzles until all of the words are used up. Each hand can last a number of seconds or minutes and if everyone is stuck, the player need to decide to draw again. The teacher can provide the full colour of letters in order to make the students do not feel bored. Ninth, the teacher give feedback to the students.

The way of using Pictionary game based on the rules of Angel games Inc's book[48]. First, the teacher open the class and deliver the objective of the materials. Second, the teacher divide the player of the students into two or four groups because this games are more fun with several members of group. Third, in group the teacher ask the students to choose one person as drawer is the person who illustrates the word on Pictionary card using pencil or paper (the tools can be modified by using whiteboard or anything drawing media). Drawer cannot explain the

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[47] Melvin L. Silberman. *Active Learning...p.293-294*
[48] Robert Angel. (1985).*Pictionary game.*

vocab with orally or gesture. Fourth, the teacher supply each team with the proper game playing the kit. Every single team gets a category card, a pad of paper and a pencil (if the game using paper as a media) or a mini a mini-board and a marker. Fifth, the teacher set up the game such as take on the game board and set off the cards in the middle of the class. Sixth the teacher consider special rules in order to prevent any arguments later in the game. For example, after the players guess the word correctly they should get score. Seventh, after all of the students agree with the rules, roll the dice to see which team can select the first card, the team who gets higher number of dice can play and act first. Eighth, the drawer draws the word on the whiteboard or paper one minute after look at the word on the card for five seconds. The other members of the student of group try to guess the exact word. Ninth, start each turn by picking a word card in this stage, the group is moving of the dice and moving of the playing piece when the group guesses the word before the timer passed out and their team turn continues. Tenth, all player continue to play Pictionary until there is one team reaches the final in the last. Eleventh, the teacher control the students. Twelfth, the teacher give feedbacks and the students get some reinforcements in the end of class.

f. **Teacher Reason and Students' Response toward the use of games**

Before conducting the instructional activities in the classroom the teacher has a reason to choose appropriate media in English language teaching. Harmer's theory stated that area of the objects, pictures, or another things around of the students can be used as the media in English language teaching[49]. Also, Harmer stated that to introduce vocabulary to the student the teacher could use many kind of vocabulary games activity which are appropriate for

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[49] Harmer,Jeremy. (2007). *The practice of Language Teaching*.(Cambridge: Asford Colour Press). Pg.177

use with the collections of vocabulary items[50]. As a result, in this study that's way the teacher to use vocabulary games such as scrabble game and pictionary game to engage the students with a list of vocabulary items. Additionally, the students not only arranged and guessed the words but also learn a range of words and have a good time conducting it in group.

Students' response divided into two majors based on the theory of Harvey and Smith in that the response as the aspect of enthusiasm in considering the atmosphere become positive or negative[51]. On the other hand, according to Lijana here are some factors that influence responses such as learning process experience, individual experience and personality[52]. Additionally, a study by Aisyah stated that students' response on using teaching media could be observe based on their expression, opinion about their exciting to those media, the way motivate students toward the use of media and easier for the students to provide the message of media itself [53]. So that, in this study the students explore their reaction, feeling, opinion, and behavior using word games in teaching English vocabulary.

The explanation of response that has been said by Ahmadi are presented below[54]:

1. Positive response

    This is a kind of attitude, reaction, behavior, or opinion that explains, gets, recognize, agrees and shows the patterns suit to when the learners are placed. The positive response can be observe from the students' reaction when they are excited

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[50] Harmer,Jeremy. (2007). *The practice of Language Teaching*.(Cambridge: Asford Colour Press). Pg.238

[51] Harvey and Smith. (2009). *Educational Psychology, Theory and Practice.* Oxford: Elsevier Science. Pg.67

[52] Lijana. (2018). *Respon siswa terhadap media pembelajaran komik pada materi ekologi di kelas XXMA*.Pontianak: (artikel penelitian, pendidikan biologi dan ilmu pendidikan Universitas Tanjungpura Pontianak). Pp.4

[53] Aisyah,et al.(2012). *Respon siswa terhadap media e-comic bilingual sub materi bagian-bagian darah.* Jurnal pendidikan dan pembelajaran.5(3): 1-12

[54] A. Ahmadi. (1999). *Psikologi Sosial*. Jakarta: Rineka Cipta.

in following the word games activity or not, are the students seem to be joyful and enjoyed or a little bit noisy when followed a competency system of word games. Besides that, the positive response also can be found when the students answering the interview question based on the students' opinion after followed the instruction of word games activity. Therefore, to indicate the students provide the positive response are joyful, enjoyed, excited, and not bored while conducted word games activity.

2. Negative response

This is type of response, reaction, or behavior that demonstrate rejection or refusal when the learners are placed. The negative response can be observe from the student's behavior in following the rules of word games activity in the English vocabulary teaching process. Similar with the positive response, the negative response can be carried out when the students share their opinion or feeling in the interview question about word games activity. So that, to indicate the negative response of the students when they are look bored, not excited, felt difficult, and felt confused during the word games activity.

B. Review of Previous Study

There were previous studies that was conducted to the use of word games in the classroom activity. First, a study by Dr. Amaal Al Masri and Mrs. Majeda Al-Najar[55] told about effect of using word games on the students' achievement in English vocabulary. This study was carried out to investigate the students' achievement in English vocabulary for girls and for boys in the different name of school. To calculate students' English level this study used by the test namely pre-test and post-test. This study used comparison statistical method to compare between the control group and experimental group.

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[55] Masri, D. A. (2014). *The Effect of Using Word Games on Primary Stage Students Achievement in.* America: American International Journal of Contemporary Research.

The results of their study showed that there were meaningful disimilarity in post-test between control and experimental group and the gender both boys and girls did not influence the students' achievement in English.

The second was by Minoo Alemi[56] about the impact of word games to expand students' vocabulary knowledge in English. This research to examine the role of word games in increasing students' English vocabulary. There are five types of word games namely twenty questions, charades, definition of games, passwords and crossword puzzles that was conducted in the experimental method that used in this study. The subject of his research is students at third grade junior high school students. The participants were selected randomly from a male or female group. This research took the participants of vocabulary test are 100 students and 60 students were elected and divided into two groups likely experimental and control group. The experimental group got a word games activity and the control group used traditional method. Then, this research used vocabulary test to determine the differences between control group and experimental group. The results of his research signified that the role of word games confirming the positive effect to expand students' English vocabulary.

The third was by Awad Soliman Kestha and Fikri Kamel Al-Faleet[57] about the effect of using puzzles in improving students' English vocabulary achievement and retention. This study to investigate puzzles in vocabulary achievement and examine the how long the impact of puzzles on retention of vocabulary. This study took place at secondary school. To conduct the experiment, two classes from the tenth grade classes as the participants that involved 80 students, 40 students in each class. The use of puzzles was conducted in the experimental group, beside that the traditional method was conducted in the second term of teaching process. The experiment method that was conducted during six weeks. After

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[56] Alemi, M. (2010). *Educational Games as a Vehicle to Teaching Vocabulary.* Iran: Sharif University of Technology, Tehran, Iran.

[57] Awad Soliman Keshta1, F. K.-F. (2013). *the effectiveness of using puzzles in developing.* Gaza, Palestine: (http:// www.sciencepublishinggroup.com/j/hss).

two weeks, to measure the retention the test has been conducted. The finding of the study indicated that there were essential differences in the average scores of students' vocabulary test. It was confirmed that using puzzles in teaching vocabulary affected in the students' vocabulary achievement.

The fourth was a study by Yeni Rahmawati[58] carried out that the effect of using scrabble game assist the students English vocabulary achievement. The participants of her study was 80 students, each class consists of 40 students. She also used two kinds of data in her research likely primary data and secondary data. The primary data were collected from the students' scores in pre-test and post-test through the treatment of control group and experimental group. Then, the secondary data collected from interview and documentation to reinforce the primary data. Her finding of the study showed that there was a significant effect of using scrabble game in the classroom activity and provide a variation in teaching learning process of vocabulary.

The fifth was a study by Rianda Rita Ayu, Sofian, Eusabinus Bunan[59] found that the use of pictionary game has effected on students' English vocabulary. The objective of their study is to investigate pictionary game was effective or not in teaching English vocabulary. This study used pre-experimental research with one group pre-test and post-test design. Then, 22 students of seventh grade students as the participants of their research. The data of their research was collected using measurement technique in order to examine students' vocabulary achievement had affected or not. The finding showed that the analysis of test in the t-ratio 9,58 was higher than the t-critical that was 2,093 on the table distribution with 0,005. Therefore, it showed that pictionary game provide a good effect on students' English vocabulary achievement.

While previous studies mentioned above discuss about the effectiveness of word games in expanding measurement test on

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[58] Rahmawati, Yeni.(2016). *The effect of using scrabble on the seventh grade students' vocabulary achievement at Mts negeri Sukowono.* Jember: Jember University

[59] Bunan, Eusabinus. Sofian. Ayu,R.(2018).*The effect of using Pictionary games on the students' English vocabulary. Tanjungpura: University of Pontianak*

students' English vocabulary achievement and the treatment that was gave by the teacher in teaching learning process. Furthermore, this study concern on the way of using word games in teaching English vocabulary based on teacher experience and the types of word that was used by English teacher in the teaching process and students' responses in positive or negative response when using word games in the teaching learning process

CHAPTER III

RESEARCH METHOD

This part discusses how to conduct this study in examining the procedure on the use of word games that was used by English teacher and student's responses in their vocabulary learning through word games (1) research design, (2) data and source of data, (3) data collection technique, (4) research instruments, (5) data analysis technique.

A. Research Design

This research is qualitative. Cresswell stated that the point of qualitative study is on participants' ideas and experiences and the way they get on of their way of life[60]. The attempt is therefore to understand not one, but in the multiple realities. In addition, the qualitative design also created direct interaction between the researcher and the respondent at the time of this study. Then, the information of the respondents such as the experiences of the English teacher and the students which are involved their activities, responses, opinions, difficulties, and solutions to solve the difficulties can be more explore in this study. The data of this study were explained in the form of words, phrases and sentences in order to interpret the meaning of the information based on the research questions.

In this case, this study carried out the way of using word games in English vocabulary teaching that was used by English teacher and the students' responses to the use of word games at grade VII SMP Al-Islah Surabaya. This English teacher provided the information and her experiences in the process of teaching English vocabulary using word games. Besides that, these students' responses explored their responses related to their real experience on the use of word games in the real context of their English vocabulary teaching. With such a purpose, the selection of qualitative design is appropriate with the objective of the study.

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[60] Cresswell W. (2012). *Educational research fourth edition.*

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B. Subject and Setting of the Research

This study took place at SMP Al-Islah Surabaya. It studies the procedure of word games to teach students' English vocabulary. The first subject of this research is one English teacher of SMP Al-Islah Surabaya who use word games as media in the vocabulary teaching process. The second subject is students of VII grade SMP Al-Islah Surabaya who use word games as the media in vocabulary teaching.

This study chose place at SMP Al-Islah Surabaya that located at Gunung Anyar Tengah 22-24 Street, Surabaya. This school that was chosen as the setting of the research because this school as one of the examples school in using various method in teaching learning process especially teaching English vocabulary in the types of word games such as scrabble game and pictionary game based on the topic of English material.

This study conducted the interview with one English teacher and five students as the representative of leader in group. Aside that, the subject of this study divided into several categories such as the English teacher who used word games in teaching English vocabulary, the students who involved the word games activity and the students who became the representative of group because they understand their characteristics of their fellows and the atmosphere in the group activity.

C. Data and Source of data

Various ways can be used to get the data and source of the study. Here are several data that used in qualitative study based on Rowohlt' theory likely interview, observation, document, the data of internet and visual data (film, video, and picture)[61]. Therefore, to gain the data and source of data in this study the researcher conducted interview that supported by interview guideline.

Looking back to the research questions of (1) how does the teacher use word games to teach student's vocabulary in English at grade VII SMP Al-Islah Surabaya? (2) What are the students' responses when the teacher uses word games as a

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[61] Rowohlt Taschenbuch Verlag Gmbh, Rainbek bei Hamburg. (2009). *An Introduction to Qualitative Research 4th Edition sage.* Hants :Colour Press. Pg.219

media to teach their vocabulary in English? The data needed for the aimed study is as follows. To answer the first research question, the data needs to be collected are the procedure of word games used by the English teachers at grade VII SMP Al-Islah Surabaya. The data for the second research question is students' responses on the use of word games in their vocabulary in English.

The source of data on the procedures of word games that used in English class at VII grade of SMP Al-Islah Surabaya were collected from the English teacher, and the students. The source of data for students' responses on the use of word games was representative students of grade VII SMP Al-Islah Surabaya.

D. Data Collection Technique

This study used the interview as the data collection technique to answer the research questions. First, for the English teacher and second for the students dealing with their information of the procedures of word games and responses in conducting word games. Then, this study conducted an interview with one English teacher on March 18th 2020 through doing face to face interview at the teacher office of SMP Al-Islah Surabaya. This research used open-ended questions and audio-recording to record the answer of some questions about the procedure of word games that was used by the English teacher with estimated 15-20 minutes.

Furthermore, concern group interview with five students as the leader from each group VII grade with some questions to get students' responses of using word games in English vocabulary teaching around on April, 19-22th 2020. This study conducted online interview because the students have to learn at home. The researcher got the phone number of the students by the English teacher.

E. Research Instrument

This research used interview guidelines to collect the data. Four questions are used to interview with the students in order to explore students' opinion on the use of word games as the media in English learning process, students' responses when the English teacher use word games to teach English

vocabulary, students' feeling in the learning process using word games and students' opinion about how can the use word games in assisting them to learn English vocabulary or not.

Additionally, there are also eight questions are used to interview with the English teacher in order to explore the type of word games that used by the English teacher, English teacher's experience using word games, the procedure of using word games in teaching vocabulary, English teacher's opinion about the benefits of word games, English teacher's views on the student's responses using word games, the difficulties using word games, applying a system competency or not in the word games activity and English teacher's suggestions for another teacher who conducted other types of word games.

The type of interview of this study is open-ended questions as stated by Cresswell[62] because in this study explored the information deeply and opened. So, the English teacher and the students gave more explanations to respond or answer to the interview questions from the researcher.

F. Data Analysis Techniques

To analyze the data in qualitative research based on Creswell's theory, the data needed to be detail because there are many kinds of information in the process of collecting and organizing the data[63].

Figure 3.1 Data Analysis Techniques


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1. Transcribing the data → 2. Coding the data → 3. Analyzing the data
                                                        ↓
5. Drawing a conclusion ← 4. Interpreting the data
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[62] Cresswell W.(2013). *Research Design: Qualitative, Quantitative and mixed methods approaches 4th edition*. Sage Publications: United States of America
[63] Cresswell W.(2013). *Research Design: Qualitative, Quantitative and mixed methods approaches 4th edition*. Sage Publications: United States of America

The figure 3.1 presented above about the techniques of analyzing the data:

1. Transcribing the data. In this part the data from the interview with the English teacher and the students which was audio-recorded interview, this research made the transcript from the audio-recorded interview by writing the information one by one.
2. Coding the data. This stage is classified the data in the several classifications depend on the English teacher and students responses in conducting interview of all of the process on the use word games in English vocabulary teaching.
3. Analyzing the data. The data are the analysis the types of word games that used by English teacher, the procedure of word games, English teacher experiences using word games and the students' responses on the use of word games in English vocabulary teaching.
4. Interpreting the data. The findings are the description of the types of word games that used by English teacher, the procedure of word games, English teacher experiences using word games and the students' responses on the use of word games in their English vocabulary teaching.
5. Drawing a conclusion. The conclusion was taking after all the process that have finishing before. The data based on the interview with the English teacher and the students interpreting to a conclusion of this research.

G. Research Stages

There are several research stages that conducted in this study as follows:

1. The researcher found the problem based on interesting topic in the research and searched some previous study that linked to the topic of this study. Then, the researcher designed the title, theories and qualitative method that was used in this study about the use of word games as the media in English vocabulary

teaching and students' responses when using word games activity at seventh grade of SMP Al-Islah Surabaya.

2. The researcher asked with the advisor to discuss the research instrument which is appropriate to obtain the data of this study.

3. The researcher asked the permission to the school and met the headmaster of the SMP Al-Islah Surabaya. After that, the researcher made an appointment with the English teacher has been decided by the headmaster who used word games in English vocabulary teaching.

4. The researcher conducted the interview with the English teacher to gain the data about the procedures of word games and English teacher's experiences using word games. The researcher also used audio-recording to report the process of interview. On the other hand, the interview with the students about the students' responses can be conducted via online interview because the students have to learn at home.

5. The researcher analyzed the data based data analysis technique. Next, the researcher interpreted the results of the data with the theories and previous study. Then, the researcher drew a conclusion as the end process of the study.

H.   Checking the validity of the study

Checking the validity of the study has the objective to consider the finding of qualitative study are authentic based on the point of view from the person who takes part of the study and read the study[64]. There are many kinds of triangulation such as source, theory researcher, time and method [65].This study used a triangulation method to find the validity of the study. This research used another source like interview data from English teachers and students of SMP AL-Islah Surabaya.

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[64] Cresswell W.(2013). *Research Design: Qualitative, Quantitative and mixed methods approaches 4th edition*. Sage Publications: United States of America

[65] Achtiar S. Bachri., (2010).*"Meyakinkan Validitas Data Melalui Triangulasi pada Penelitian Kualitatif",* Teknologi Pendidikan. Vol. 10 No. 1 April

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is concerned to explain the results of this research and the discussion. The first part is the finding of the research. The second part is the discussion that defines responses of this research and relates it to the theories. This explanation in this chapter suits with two research questions that have been presented in the introduction regarding the way of using word games in teaching English vocabulary and students' responses at SMP Al-Islah Surabaya when using word games to learn vocabulary in English .

A. **The procedure of using word games to teach English vocabulary to students at SMP Al-Islah Surabaya**

This explanation below assists the readers to understand this research based on teacher interview results

1. The way of using word games in teaching English vocabulary

Based on the interview with the English teacher of SMP Al-Islah Surabaya the types of word games to teach students' English vocabulary at SMP-Al Islah Surabaya that was used by English teacher were scrabble game and pictionary game related to the material of descriptive text. *" types of word games such as scrabble and pictionary can be used in material of descriptive text " (interview section).* So, the use of word games can be used based on the topics of the material and it is appropriate to teach students' English vocabulary.

The way of using word games to teach students' vocabulary in English has different rules of procedures in teacher activities, student activities, and different rules in the types of word games. The following table explains about the procedure of the teacher activities and student activities in the different types of word games.

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Table 4.1 The Procedure of Using Scrabble

No.	Teacher Activities	Student Activities
1.	The teacher introduced the subject of the material before start teaching	
2.	The teacher introduced the new material	The Students paid attention to the teacher
3.	The teacher delivered the objective of the material	The Students listened to the teacher
4.	The teacher divided students into six groups. Each group consists of five students.	The students gathered in a group with their friends
5.	The teacher distributed two papers. The first paper includes pieces of letters of the vocabulary and the other one includes clues of the vocabulary.	
6.	The teacher asked students to find the vocabulary based on the clue	
7.	The teacher gave time to the students to discuss with their group	The students discussed the answer with their group
8.	The teacher gave reward to the groups that answer as fast as possible and correctly	The students wrote the answer in the whiteboard and got feedback directly from teacher

9.	The teacher gave instructions to write several new vocabulary what they had learned then students created simple sentence based on the vocabulary	The students created simple sentences based on the vocabulary
10.	The teacher gave feedback to the students	The students got some reinforcements

Table 4.1 presented above is the result of the interview with English teacher regarding the procedures of applying scrabble game. During playing scrabble game students were excited and easier for them to guess the words because there was a clue in the paper given by the teacher previously. In addition, the use of scrabble game developed students' concentration when the teacher asked the students to arrange the pieces of letters the vocabulary. As a result, after understanding how to spell English words correctly the students also could learn different meaning of words and use the word in their assignments.

Table 4.2 The Procedure of Using Pictionary

No.	Teacher Activities	Student Activities
1.	The teacher prepared tools such as paper, pencil, timer, dice and index cards before the class begin.	
2.	The teacher explained to the class	The students paid attention to the teacher
3.	The teacher explained the objective of the material	The students listened to the teacher

4.	The teacher divided students into six groups. Each group consists of five students.	The students gathered in a group based on teacher instruction
5.	The teacher gave instructions to the students	The students listened carefully to the teacher
6.	The teacher asked students to choose one difficult word in the pictionary words and wrote it in the index card	The students placed the index cards into pile of the correct category, then shuffled the piles
7.	The teacher asked one student from each group to draw the picture based on index cards.	
8.	The teacher asked other members in their group to guess the word when the drawer described the picture.	
9.		Other students in a group in turns became the drawer
10.		One of the students in the group played the dice to find the number of category of cards and student as the drawer had 60 seconds to draw the picture based on the category of

		cards.
11.		The other students guessed the picture. If guessed correctly, the team got the point and did the activity again. If they were wrong, they didn't get the point. Students also may open a dictionary.
12.	The teacher monitored the students.	
13.	The teacher gave more points as the reward. Each picture that could be guessed correctly was 25 point.	
14.	The teacher asked the students to discuss together about difficult words during the game.	The students got some feedbacks from the teacher

Table 4.2 above is the result of the interview with the English teacher dealing with the procedures of applying pictionary game. While playing pictionary game, students were more active and creative because their memories of vocabulary in English could be enrich when they had to describe the picture while guessing the words in the games. Therefore, the pictionary game indirectly made the students to speak up confidently and to pronounce the word based on what they had learned. Then the teacher monitored and evaluated the students' performance during the activities.

The results of the interview with the English teacher of SMP Al-Islah Surabaya shows about the procedures of using word games to teach students' vocabulary in English based on the topic of the material in English lessons. Therefore, the teacher gave the assignment to create some products such as made simple sentences and short essays based on the teaching process of vocabulary in English using word games. The benefits of using word games for the teacher could make easier to deliver the material effectively and practice the material. Also, the benefits of using word games for the students were easier to understand the material and to learn vocabulary in English. On the other hand, there was difficulty conducted the games when the classroom is crowded, not conducive, and may disturb another class. To solve the difficulty the teacher gave punishment such as reduced the point for the group who crowded when they don't have time to answer the word.

Beside the procedures of using word games, the results of the interview with English teacher at SMP Al-Islah Surabaya confirm the implemented a competency system such as reward or punishment in the word games activity. *'' applying reward and punishment will motivate the students to do activity in the word games (interview section)''.* The reward that was given by the English teacher such as gave the point to students who actively participated in the activity by adding score in their report of the study. On the other hand, groups who lost the game and students who made noise during the game got the punishment such as sang a song in English or mentioned ten vocabularies in English or the group as the winner may give the punishment. The punishment that was given by the teacher just for fun and appropriate to do for the students. So that, the students were more spirit and happy conducted word games activity in the classroom.

Based on the interview with the English teacher of SMP- Al-Islah Surabaya gave suggestions to other

teachers who dealing with teaching vocabulary using word games. First, the teacher should have a good time management. For example, the long duration of the subject in English can be used to conduct the games activity as the media to deliver the material in English lessons. So, if the teacher has a good time management, the activity can be successful, the students feel satisfied and easy to memorize the vocabulary in English as well the material can be delivered very well and effectively. Second, the teacher should find and consider the other games that make students more interesting beside the use of word games that have been applied by the teacher. As a result, the teacher should have a good preparation and time management for conducting meaningful games to engage students' participation in the teaching and learning process.

B. The students' responses when using word games in learning process to teach students English vocabulary

This following explanation below assists the readers to understand this study based on students interview results.

1. Students' responses at SMP Al-Islah Surabaya when using word games to learn vocabulary in English.

Students of SMP Al-Islah Surabaya were actively participated in the class when the teacher applied word games for them because they could discuss each other with their fellow friends to guess and understand the words in English. If some of them did not understand with the teacher's instructions they asked the instruction directly to the teacher or with their friends in the same group. Students also were excited in the learning process of vocabulary because they felt not bored and felt like learning while playing games. The teacher also applied a competency system such as gave reward and punishment. So the students were attractive in the classroom. The teacher found that in the teaching process students-students had good communication with each other.

On the other hand, some of the students were still confused to choose the vocabulary while playing Pictionary game because they did not familiar with the vocabulary given , they had difficulty to describe the words in the pictures and difficult to arrange the words in English. "*This game is a little bit difficult because sometimes in the card we don't know about the word and difficult to draw"(interview section).* To reduce such difficulty for the next activity, at the end of the word games activity, the teacher gave feedbacks and the students got reinforcements such as asked whether the students got difficult words and gave the explanation what they have learned.

Another difficulty is when students had to arrange the English words during playing scrabble game. A student stated that, "*Scrabble game is a little bit difficult when the teacher asks us to arrange the letters become words"(interview section).* To solve the problem, the teacher gave the solutions by discussing together with students the challenges of playing scrabble game and its solutions and also the teacher provided feedbacks to the students in general related with the game activity and students' participation during the activity.

Additionally, students created a product such as created sentences and simple essay in descriptive text after learning several words based on the vocabulary in English that they had learned through word games to evaluate how much vocabulary that students had been understood. For example, the students created sentences such as improved " *beautiful"* became " *my mother is beautiful or Komodo island is the most beautiful island*" and created simple essay based on the topic of the material in the descriptive text such as described the vocabulary "*farmer*" become " *My father is a farmer. He has black hair and brown skin. He is a hard-worker and love his family."* Moreover, the students also learned affix of vocabulary such as *"teach*" and *"music"* become "*teacher" and "musician*" and learned about the synonyms and the

antonyms such as *" beautiful >< ugly" and "long><
short",* and *beautiful = pretty", happy= joyful".* Those
products as the parts of the vocabulary in English that
the students had learned based on the teaching-
learning process after the teacher gave feedbacks and
reward to students.

The responses of students at SMP Al-Islah
Surabaya were very joyful when using word games in
the teaching-learning process. The result from the
interview shows students felt like learning while
playing games and it made them enjoyed the learning-
teaching process, a student stated that "*I feel happy
when using word games such as scrabble to find the
word as fast as possible because we are like learning
while playing games*" (*interview section*). The English
teacher also evaluated that students in the classroom
were very joyful when conducted scrabble and
pictionary because the atmosphere in the classroom
was more alive. An English teacher stated that
*"During the use of word games to teach English
students' vocabulary, the atmosphere in the classroom
is more alive" (interview section).*

The effects of using word games could assist the
student in learning vocabulary. First, the use of word
games developed students' vocabulary in English
because after understood the meaning of the word, the
students created simple sentences and simple essays of
descriptive text using the word. Second, the use of
word games enhanced students' creativity because
they should think to arrange the word using existing
letters in scrabble game. Third, the use of word games
trained the students to pronounce the word, to
memorize the meaning, and to spell the word when the
students check the word in the dictionary in pictionary
game.

This research shows that the use of word games
becomes the appropriate media to teach students'
English vocabulary for VII grade at SMP-Al-Islah
Surabaya. For example, the students learnt new
English vocabulary, then they developed words into

sentences and simple essays such as descriptive text. It showed that the students can be mastered in English vocabulary. Therefore, the teacher also gave feedbacks to the students and the students got reinforcements. The word games can be used in the different levels of students and different of the topic of material in English because the use of word games in this study focused on the beginner level of the students at seventh grade students of SMP Al-Islah Surabaya and focused on the material of descriptive text.

C. DISCUSSION

This study is purposed to investigate the procedures of using word games and the students' responses when using word games in teaching students' English vocabulary at SMP Al-Islah Surabaya. This study shows that according to the theories of word games attempted to explore the benefits of using word games for the students to build interactions between student-student and student-teacher in the teaching-learning process.

The findings of this study have similarity with the finding obtained by Mino Alemi[66].This study was carried out to figure out the role of word games in expanding students' English vocabulary. This study tried to compare the groups that were taught words using traditional methods and got word games strategy in the experimental group. This study found that there are differences between the control group and the experimental group in the vocabulary test. The finding of this study showed that the role of word games provided a good improvement of word games in expanding students' English vocabulary.

This study was employed more with the effect of word games on language teaching techniques. A study by Awad Soloman Kestha and Fikri Kamel Al-Faleet[67] also had the same result with the previous study above explained. They found that using word games made the students to conduct independent

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[66] Alemi, M. (2010). *Educational Games as a Vehicle to Teaching Vocabulary.* Iran: Sharif University of Technology, Tehran, Iran

[67] Awad Soliman Keshta1, F. K.-F. (2013). *the effectiveness of using puzzles in developing.* Gaza, Palestine

English language learning through the clear instruction, obtained students' comfortable, happiness, and active. As a result, the effect of word games became alternative way in order to facilitate students' learning process and to achieve students' ability in the language classroom.

Another study by Dr. Amaal Al Masri and Mrs. Majeda Al-Najar[68] also had the same result. They stated that students are enthusiastic and interesting for learning can be developed to the active teaching methods that focused on language learning through played and discovered. Furthermore, a study conducted by Jenny C.Wells and Drue E. Narkon[69] illustrated that drawing the instruction to involve word games required preparation properly. Also, applied the rewards in order to gain students' interest and enthusiasm are important. So that, several pre-activity preparation properly and used a little English teacher creativity able to learn English vocabulary more interesting for the students.

In this case, this study tries to assist the use of using word games to teach students' vocabulary in English at SMP Al-Islah Surabaya. There are two points that explains in this study. The first point of this study carries out reviewing the related literature on using word games as the media in teaching vocabulary. The second point tries to discuss the results of the interview. It was proved that word games can teach vocabulary to the students

1. The procedure of using word games to teach vocabulary to the students

    This study indicates that using word games can be used in teaching vocabulary in English, it depends on the topic of material, for example if the teacher will teach the material of descriptive text then the teacher designs the use of word games in the class activities to teach English vocabulary in the context of descriptive text. So that, the use of word games can be used based on the topic of the material in English.

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[68] Masri, D. A. (2014). *The Effect of Using Word Games on Primary Stage Students Achievement in.* America: American International Journal of Contemporary Research

[69] Jenny C.Wells.(2011). *Motivate Students to Engage in Word Study Using Vocabulary Games*. Hawai: Sagebub Journal

The word games are one of the media to teach vocabulary to students in classroom activity. The word games can be used in an individual activity and group activity. The different types of word games have different rules activity in the classroom. In this study, the teacher created the group to do word games activity such as scrabble game and pictionary game. For example, in the scrabble game the teacher taught vocabulary about the profession. Then, the teacher gave instructions to the students and the students followed it for instance when the teacher asked the students to write several new English vocabulary then students created simple sentences based on the vocabulary. However, in the pictionary game, the students created a simple essay of descriptive text. They created many kinds of sentences to practice the words that they have learned. The teacher also gave reinforcements for students. So, the students could learn vocabulary and easier to memorize the vocabulary while played games activity.

The procedure of word games generally that was used by teacher-students in the teaching process of vocabulary in English in the classroom in the following table:

Table 4.3 The Procedure of Word Games

No.	Teacher Activities	Student Activities
1.	The teacher considered the topic of English materials which was appropriate to use word games.	
2.	The teacher introduced the subject of the materials before started teaching.	
3.	The teacher introduced the topic of English materials.	The Students paid attention to the teacher
4.	The teacher delivered the objective of the material.	The Students listened

		to the teacher
5.	The teacher prepared tools of type's word games activity.	
6.	The teacher divided students into several groups.	The students gathered in a group with their friends
7.	The teacher gave instructions to the students about word games rules and activity.	The students listened teacher's instruction
8.	The teacher monitored the students in following word games activity.	
9.	The teacher applied a competency system such as reward and punishment in the word games.	The students got reward or punishment in the word games.
10	The teacher asked the students to write several new vocabulary what they had learned then students created simple sentence based on the vocabulary.	The students created simple sentences based on the vocabulary
11	The teacher gave feedback to the students	The students got some reinforcements

Table 4.3 above gave the information about the procedure of applying word games generally. The procedures of word games classified into pre-activity, while-activity and post-activity. First, in the pre-activity the teacher opened the class, prepared for word games activities, and delivered the objective of the material. Second, in the while-activity the teacher applied word games. The teacher gave the instructions about the rules and the activities of word games. Then, the teacher controlled word games activities and the

students learned the vocabulary in English. Third, in the post-activity the teacher asked the students to speak up their difficulties and problem while playing word games activities. After that, the teacher gave feedbacks to the students and the students got reinforcements. The teacher also gave assignments to the students based on what they had learned in word games activities and related to the materials of English lessons.

In addition, the use of word games built students' concentration. For example, the students focused to arrange the pieces of letters of vocabulary as instructed by the English teacher. So that, the students could learn different meaning of words and apply the word in their tasks after comprehending how to spell English words correctly. The use of word games also drill students' ability in communication. For example, the student communicated and pronounced the words based on what they had learned. Besides that, during playing word games students were joyful, active and creative when they followed word games activities. This can relate to the one of the characteristic of joyful learning by Bibhuti Kumar[70] expressed that joyful learning to build powerful concept of the way teaching and learning process and the students were joyful when following the procedures on the use of word games.

Based on the interview with the English teacher at SMP Al-Islah Surabaya, the teacher gave vocabulary exercises first before applied the word games activities. Gave vocabulary exercise first to each group such as reviewed the vocabulary in English likely the teacher asked the students to write the words they memorized then the students shared the words include each meaning with their group. It was a teacher

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[70] Kumar, Bibhuti. (2016). *Joyful learning: education for happiness*. New Delhi: Journal Anu Books. Pg.33

strategy to make students understood and did not get difficulty to do word games activity. The teacher also gave different vocabulary to each group because it would help the students to learn many vocabularies and they could make it some sentences both in the scrabble game and pictionary game. On the other hand, based on the theory of Hadfield[71]. He defined games as an activity consist of a set of rules, aims, and for pleasure. As an example, the students could follow the instructions well and enjoyed the word games activity in the class based on the objective of the material in English lessons especially to learn vocabulary in English.

Word games was appropriate media or tool to teach students vocabulary because Bradley[72] stated that in the characteristics of games in language teaching, word games involved all students in the learning process, word games provide a good interaction for the students to collaborate each other in a group activity and engage a pleasant learning experience. In similar, the study of Ingvar Sigurgeirsson[73] also mentioned word games is one of the categories of games that can be used in language teaching. Therefore, word games is considered as an alternative media to engage students' English vocabulary learning as well to conduct a meaningful interactions among students.

There are two major points to understand a word at the most basic level in vocabulary teaching based on Scott Thornbury's study that mentioned a word involved knowing the form and its meaning[74], then the

[71] Hadfield, J. (1990). *An Collection of Games and Activities for Low to Mid-Intermediate students of English Intermediate Communication Games*. Thomus and Nelson and Sons Ltd.

[72] Tuan, L. T. (2012). *Vocabulary Recollection through Games.* Vietnam: Academy Publisher Manufactured in Finland

[73] Sigridurdogg. (2010). *The use of games in the language classroom.* Haskoli Island

[74] Thorburry, S. (2002).*How to teach vocabulary.* England:Pearson Education Limited.Ur, P., (1998). A course in language teaching. Cambridge University Press.

use of word games could help in mastering them. The students should master those two points of understanding a word to develop their comprehension in learning vocabulary in English. Therefore, the use of word games can assist the students to learn their vocabulary in English by understanding the form of words and the meaning of words. In addition, the use of word games is beneficial for the teacher to deliver the material easily while using word games to teach students vocabulary in English.

Due to the importance of English vocabulary comprehension, the teacher should consider the way of teaching English vocabulary effectively for the students not only ask them to memorize the English vocabulary but also practice the words in written or oral. For instance, when the students have to use the words in their tasks like make a sentence and a simple essay of descriptive text and speak up or pronounce the words in the word games activity. Andrew Wright, David Betterige and Michael Bucky stated that extending the learner's vocabulary is important, right from the earliest stages[75]. Learning vocabulary must be based on attaching meaning to the word rather than just memorizing the form of the word. The role of games is to assist the learners experience the meaning of the words in the context by using them for purposes which matter to them.

This study confirms that English teacher of SMP Al-Islah Surabaya used word games to assist the students to understand the meaning of vocabulary in English rather than to remember the form of word based on students learning experience and the topic of material in English lessons. In practical, the English teacher asked the students to create a product such as created the word became sentences and created the

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[75] Buckby, Michael.(2006). *Games for Language Learning*. UK: Cambridge University Press

word became simple essay based on the learning process by using word games as media in teaching vocabulary in English to the students.

This study indicates that the use of word games supported in the teaching process of English vocabulary for the students and for the teacher. The findings of this study are similar with a study by Yetunde Ajibade and Kate Ndububa[76] who concluded that the role of word games provided an effective motivational strategy to contribute students' performance to learn vocabulary in English. Other researchers investigated the effectiveness of using pictionary game to increase student' English vocabulary had affected significantly on students' English vocabulary achievement by experimental research method than students' who taught traditional method said Rianda Rita Ayu, Sofian & Eusabinus Bunan[77]. Also, the study by Suci Pidia Sari[78] said that using scrabble game to support students' English vocabulary was appropriate approach based on the data from students' T-score of experimental and control class. So, the previous studies prove that the use of word games have a good impact for the teacher when teaching English vocabulary in the traditional class and for the students when learning English vocabulary.

Based on the result of the interview with the English teacher of SMP Al- Islah Surabaya who used word games as media to teach students vocabulary stated that the benefits of using word games for the teacher made easier to deliver the material and practice

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[76] Ndububa, Y. A. (2008). *Effects of Word Games, Culturally*. Canada: Tesl Canada Journal/Revue Tesl Du Canada

[77] Ayu,Rita. R. (2018). The effect of using Pictionary on students' English vocabulary. Pontianak: University of Tanjungpura

[78] Suci Pidia Sari, 231324197 (2018) *Using Scrabble Game As Extracurricular Activity to Support Students' English Vocabulary Learning*. Skripsi thesis, UIN Ar-Raniry.

the material effectively. Therefore, there were three benefits for the students to understand the material and to learn vocabulary in English. First, the use of word games developed students' vocabulary in English because after understood the meaning of the word, the students created simple sentences and simple essays of descriptive text using the word. Second, the use of word games enhanced students' creativity because they should think to arrange the word using existing letters in scrabble games. Third, the use of word games trained the students to pronounce the word, to memorize the meaning, and to spell the word when the students check the word in the dictionary.

While the explanation above mentioned the use of word games in teaching students English vocabulary can be concluded that English teacher at SMP AL-Islah Surabaya had an excited in using word games to teach students English vocabulary. It shows that the use of word games has important role because the students could practice the word games easily when they arranged the words, communicated with the words, and created some products such as created the words become sentences and simple essay based on the context of the material of descriptive text in English lesson. So that, it indicates a good impact of using word games in teaching students' vocabulary.

Based on interview with the English teacher of SMP Al-Islah Surabaya, word games are effective media to teach students vocabulary because it made the students more active and more actively participated in the class. "*In my opinion the use of word games in teaching vocabulary make the students more enthusiastic, more creative and the atmosphere in the classroom more alive"(interview section).* It confirms that word games can make the students feel comfortable and happy because when students are comfortable in the learning, it can be easier for the

teacher to get students' interest in learning English vocabulary using word games.

There is a similarity on the use of scrabble game and pictionary game as the media in teaching students' English vocabulary. The students in both scrabble game and pictionary game made them learn the words, understand the meaning of word and use the words in their assignments. On the other hand, there is a difference between the use of scrabble game and pictionary game. In the scrabble game the students just arrange the pieces of letters vocabulary and how they spell the words. Different from scrabble game, pictionary game made the students develop their speaking ability when they have to describe the picture while guess the words. As a result, pictionary game is more recommended to teach English vocabulary because in the process of teaching the students could practice their speaking ability such as describe the picture and pronounce the word based on the words what they had learned.

2. Students' responses when using word games as media in teaching students English vocabulary

This study signifies that the students who play word games as media to learn English vocabulary felt excited, joyful and comfortable to use word games. However, students have different learning styles in learning English. As an example, the students of visual learning easier to learn vocabulary toward the use of pictures in the pictionary game and the students of reading or writing learning style looking up the word in the dictionary when using scrabble game. So, before conducting the use of word games the teacher should consider the students' needs in the learning-teaching process. Based on interview with the students, students were active to participate in the word games activity because the students were like learning while playing games and the atmosphere in the classroom became

more alive. On the other hand, the teacher gave instructions to the students to play word games, then the students followed the teacher's instructions in the group activity.

The students of SMP Al-Islah Surabaya memorized not only the words of vocabulary in English but also learnt and understood the vocabulary because they were enjoyed using word games as media in the vocabulary teaching process. On the other side, some of students had difficulties but those not disturbed the word games activity. The English teacher of SMP Al- Islah Surabaya had the solutions to solve the difficulties such as explained more when the students looked confused about the rules in the word games activity and gave feedback at the end of the lessons. So the students became more enjoyed using word games in the teaching process which was related to the material of English.

The results from the interview with the English teacher of SMP Al-Islah Surabaya, most of the students could follow the word games activity effectively although the English teacher found that it was difficult to control the class when the class was very crowded in the teaching process. Then, to solve the problem the teacher applied punishment to the group who do not followed the rules of games. On the other hand, the teacher also applied reward to the word games activity to motivate the students and to create pleasant learning both of scrabble game and pictionary game that was used by an English teacher of SMP Al-Islah Surabaya.

Various kinds of word games can be as a reference for teachers to be applied in teaching English vocabulary. Based on the study of Allen[79] that there were many kinds of types of word games. The types of word games that can be used in English language teaching such as twenty questions, scrabble, charades, passwords, crossword puzzles, and pictionary. In this

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[79] Allen, V.F. (1983). *Techniques in teaching vocabulary*. Oxford University Press

study, the type of word games namely scrabble game and pictionary game that was used by the English teacher of SMP Al-Islah Surabaya. These word games assisted the students to get the word properly and created a positive classroom atmosphere. The English teacher also had a suggestion to another English teacher to use the types of word games based on students' needs and related to the material in English. Then, the students can get more experience of various kinds of word games that ever used by the English teacher beside scrabble game and pictionary game.

Since English vocabulary is productive and receptive knowledge, teachers should consider the aspects of teaching English vocabulary. Based on Scott Thornbury who stated that in English vocabulary teaching the estimates of vocabulary size must take into account productive and receptive knowledge[80]. Knowledge of spelling and pronunciation, derivative forms, and different shades of meaning. The use of word games could give a good impact on developing students' vocabulary in spelling, pronunciation, derivation of the word, and meaning of vocabulary in English. So that, the use word games is appropriate media to teach students vocabulary in the teaching process.

This study shows that the students of SMP Al-Islah Surabaya were actively followed the procedure of word games activity and the students could create the product such as created sentences and created simple essay of descriptive text based on the words that used in word games activity. This study related to the theory of Scott Thornbury who stated English vocabulary teaching made the learners to be active in the learning of words and memorizing of new words that can be boosted if they are used to communicate personally and properly meanings.

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[80] Thorburry, S. (2002). *How to teach vocabulary.* England: Pearson Education Limited.Ur, P., (1998). A course in language teaching. Cambridge University Press.

The responses of students at SMP Al-Islah Surabaya were very joyful and the atmosphere in the classroom was more alive when using word games in the teaching-learning process. This study is related to the study of Bibhuti Kumar[81] stated that joyful learning is because there is a powerful concept to create the way of teaching and learning process in the classroom, the atmosphere of classroom becomes active, happy and comfortable, the learner can describe that the activity was joyful during process of teaching, the facial expression of the students while playing in teaching activity and provide the thrill of true learning, the curiosity, the collaboration, the discussion and have a fun during the activity. Besides that, the use of word games in this study also has the characteristics such as the way of word games made the students easier to follow the instruction, the atmosphere of the classroom was more alive, the responses of the students were active, and have a fun in the process of teaching English vocabulary. As a result, the students were joyful because there are several factors that mentioned above influences on the use of word games in the classroom became joyful learning.

While played the use of word games in the end of activity, the English teacher gave feedbacks to the students and the students got reinforcements in order to give the improvement in students' learning process. An English teacher stated that " *Giving a feedback to the students in the end of class activity will assist the students' understanding more with the topic of the material in English lessons and develop the students' comprehension in their language proficiency* (*interview section*). Giving feedback to the students is related to the theory of Piccinin that the students should have good positive feedbacks in the teaching

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[81] Kumar, Bibhuti. (2016). *Joyful learning: education for happiness*. New Delhi: Journal Anu Books. Pg.33

process[82]. The feedback from the teacher also provides the quality information to the students in their teaching process. Then, the teacher knows the progress of the students in English learning vocabulary through using word   games   as   the   media

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[82] Piccinin, S. J. (2003) Feedback: Key to learning. Halifax, NS: Society for Teaching and Learning in Higher Education

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter is presented to explain the conclusion based on the data that have been analyzed in the previous chapter therefore there are suggestions for the teacher, school, students and the next researcher.

A. Conclusion

There are two conclusions based on the results of this study about the way of using word games to teach students' English vocabulary and the students' responses when using word games in the language classroom.

First, the way of using word games to teach students English vocabulary is divided into pre-activity, while-activity and post-activity. First, in the pre-activity the teacher opened the class, prepared for word games activities, and delivered the objective of the material. Second, in the while-activity the teacher applied word games. The teacher gave the instructions about the rules and the activities of word games. Then, the teacher controlled word games activities and the students learned the vocabulary in English. Third, in the post-activity the teacher asked the students to speak up their difficulties and problem while playing word games activities. After that, the teacher gave feedbacks to the students and the students got reinforcement. The teacher also gave assignments to the students based on what they had learned in word games activities and related to the materials of English lessons.

Second, the students' responses in using word games in the teaching process of vocabulary showed that the students were happy, active, and enjoyed when followed the word games activities. The students also realized that the use of word games could help them to learn vocabulary in English although some of them had difficulty to follow the word games activities. Surely, the use of word games can be applied continuously, then the students can easier memorize or learn vocabulary in English.

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B. Suggestion

Based on the conclusion above and note the limits of the study, so this study provides suggestions for:

1. Teacher

In this study, the teacher has already used word games such as scrabble game and pictionary game as the media to teach vocabulary to students. So, the teacher can use other types of word games which is related to the material of English lesson. Then, the teacher can develop their creativity in teaching vocabulary and making the classroom activity more interesting. The teacher also should figure out the way of using word games in order to decrease the difficulties or challenges for the students.

2. Students

In this study, the students need some media to assist them in teaching process of material in English and the function of media itself to help them to increase their language proficiency. So, the students should use all around them as a media of learning process. The students also should pay attention when the teacher gives the instructions and the rules of word games activity.

3. School

Different from the teacher and the students, school as the place to learn English has become one of the essential role in order to organize the students' abilities through creative learning process such as the use of online media or offline media. Therefore, the teacher and the schools can collaborate each other in developing students' ability in English teaching process.

4. Next researcher

This study concerns on the beginner level of the students of seventh grade in English class and focus on the students' vocabulary in English. So, the next researcher who will conduct with the same topic of this study, it is much improved if other researchers develop the topic in the different types of word games or modified the word games in teaching students' vocabulary in English and different level of the students as the subject of the research.

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