

THE USE OF “KOMUNIKATA” GAME TO INCREASE VOCABULARY OF THE SEVENTH GRADERS IN SMP NEGERI 23 SURABAYA

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Abstrak (Times New Roman 10, Bold, spasi 1, spacing before 12 pt, after 2 pt)

Dalam pembelajaran bahasa, siswa pada umumnya bermasalah dengan kosakata sehingga kosakata menjadi komponen yang paling penting dari bahasa. Kosakata merupakan elemen penting dalam proses pembelajaran bahasa asing. Kosakata merupakan jembatan yang menghubungkan ke empat keterampilan bahasa Inggris bersamaan dengan pentingnya peran kosakata dalam belajar bahasa Inggris. Oleh sebab pentingnya kosakata dalam pembelajaran bahasa Inggris, guru harus kreatif dalam memberikan cara yang menarik untuk menjelaskan kosakata – kosakata baru. Permainan Komunikata adalah salah satu permainan tebakan yang berfokus pada peningkatan kosakata siswa. Permainan Komunikata adalah permainan tebakan yang menciptakan kondisi di mana target penggunaan bahasa diperlukan agar pemain dapat menebak dengan benar. Dengan demikian, penelitian ini menggunakan penelitian deskriptif kualitatif yang bertujuan untuk menggambarkan pelaksanaan permainan Komunikata untuk meningkatkan kosakata siswa pada kelas tujuh SMP. Instrumen dalam penelitian ini menggunakan catatan observasi lapangan, wawancara semi terstruktur dan angket. Setelah dianalisis melalui data yang dikumpulkan, hasil dari penelitian ini menunjukkan bahwa permainan Komunikata dapat diterapkan sebagai salah satu cara yang menarik untuk membantu siswa dalam meningkatkan kosakata bahasa Inggris di dalam kelas.

Kata Kunci: *kosakata, permainan bahasa, komunikata*

Abstract

In learning language, students always deal with vocabulary thus vocabulary becomes the most important component of language. It is an essential element in the process of learning a foreign language. It is a bridge connects to four English skills together and plays a very important role in learning English. Due to the importance of vocabulary, teacher should be creative to provide an interesting way in explaining new vocabularies. *Komunikata* Game is one of language game which focuses on improving the students' vocabulary. It is a guessing game that creates conditions in which the use of the target language is necessary for leading players to the correct guess. Therefore, this study uses descriptive qualitative research which aims to describe the implementation of *Komunikata* Game to increase seventh graders vocabulary. The instrument of this study were observation field notes, semi structured interview and questionnaire. Having analyzed through the data was collected, the result show that *Komunikata* Game could be implemented as one of the interesting way to help the students to increase their vocabulary in the classroom.

Keywords: *vocabulary, language games, komunikata.*

INTRODUCTION

Language is the main role of student's intellectual, social and emotional developments. It is a key success in learning every subjects of the study. People use the language as tools to communicate with other people. Larsen (2003:2) states that language is a means of interaction between and among people. It suggests that language is a tool of communication. It has a function as a tool to connect people with others that surround them. Vocabulary becomes the most important thing that must

be learned by the learners. Thornburry (2002:13) states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. The communication is successful or not depends on their vocabulary mastery, since the students will not be able to communicate with others if they do not have enough vocabulary. Hornby (1983, p.1331) defines that people will not be able to communicate without language and language will never exist without vocabulary. It contains words to express one's thought, opinion and idea. It is the basic thing that should be mastered by young learners. By

mastering vocabularies young learners will be easy to understand the language. It is the important thing that should be mastered by the students in order to be able to communicate easily. Everyone needs to enlarge their vocabulary in order to master the language well. Furthermore, it means that vocabulary holds the important part in learning language.

Teaching young learners requires the knowledge of knowing all the development differences. Harmer states that teaching vocabulary is a major part of the teacher's art. Students need to see words in context and to see how the vocabularies are used (2007, p.229). Accordingly, introducing new words to students by reading text or listening to audio tracks and seeing or hearing words in action could be the best way of teaching vocabulary. In addition, Harmer also states that students at different ages have different needs, competence and cognitive skills (2002:37). This statement is also supported by Suyanto in Sari (2007:14) who says that different stages of age also support different ability and skill in learning English. Students in this level are having fun while they are learning. So, if their teacher teaches them in monotonous way, they will get bored easily. A lot of difficulties appear in the process of teaching and learning English as foreign language.

The learners at this age are grateful when someone invests time in them. The results of happy learning can be seen quite easily and of course teachers will put interest in this kind of teaching method. These children still want to learn something new. When they are introduced to a new and attractive method, they are happy to practice it and they feel more important in learning a new language. At their age, they need to set familiarity with vocabularies so they can express what they can feel and think about a certain topic. The problem that is commonly find in most classes are the students still find difficulty to speak in English because they lack of vocabulary. It frustrates them not to be able tell what they want to say in English.

Most of the students are lack of vocabulary when a lesson requires more vocabularies familiarity. The students usually have difficulties in memorizing new words and they become less interest in learning English because of it. Other than that, the teacher tends to ask the students to do written exercises, memorize the vocabulary and grammatical order, and even ask them just to read then translate the text in Indonesia. The teacher should apply an appropriate teaching technique to solve those problems, since the students' interest in learning English is needed as the key to make them easier in mastering English itself. Those are examples that can significantly challenge English teachers.

By understanding the case above, will help the researcher to develop methods and work system that she

will use in the process of teaching vocabulary. Increasing students' vocabularies using games is one of effective and interesting way that can be applied in any classroom. According to Madden (in Prawitasari, 1980:116) who states that the principles for the appropriate teaching vocabulary for the young learners are motivate the students, give positive reinforcement for desire behavior, avoid interference, spaced the learning, give students the opportunity to apply new learning environment as soon as possible and make the initial learning as meaningful as possible. Games have proven to have advantages and effectiveness in learning vocabulary. By doing fun activities such as games, the students will be more interested, motivated, and easy to understand about the materials.

Since the vocabulary is needed in understanding a text, the researcher would like to conduct a research in teaching vocabulary to Junior High School students in a more efficient way. Games is an activity with rules, goal, and have element of fun (Hadfield, 1990: 5). In fact, games are effective and efficient for the students to avoid boredom in learning English vocabulary. Games are media which can be used by teacher in delivering the materials attractively and can avoid students' shyness in classroom participation. There are many language games that can be used to practice and improve vocabulary. The researcher believed that language game such *Komunikata* Game can be a good game to help the students increase their vocabulary in the classroom. The aim of the game was helping the students to learn new vocabularies in fun way. Therefore, the researcher would apply *Komunikata* Game to increase students' vocabulary and made them more active, motivated, and interested in learning English.

METHODOLOGY

The researcher conducted her research by using descriptive qualitative, it is to obtain information concerning the implementation of *Komunikata* Game to increase vocabulary mastery for seventh graders in SMPN 23 Surabaya. As Ary, et al. (2002:322) states that descriptive research studies are designed to obtain information concerning the current status of phenomenon. The researcher studies the happening problems, the certain situations including relationships, activities, attitudes, views and processes that are ongoing and also study the effects of a phenomenon.

Ary, et al. (2002:322) explains that the aim the descriptive research is to describe "what exist" with respect to variables or condition in situation. A similar opinion is given by Sukmadinata (2008:60), who states that qualitative research has two purposes, the first is to describe and explore, and the second is to describe and explain. In general, the qualitative has descriptive form

and explanatory. Some of the researches give about a complex situation and the sign for the next research. He states that the qualitative researcher may be a participant in the situation being observed or a nonparticipant. He also mentions five stances toward observation which have been identified: (1) complete participant, (2) participant as observer, (3) observer as participant, (4) complete observer, and (5) collaborative partner (2010:432). In this study, the researcher was a complete observer. The Researcher did not take place when the process teaching and learning happened. The researcher described the process of implementing *Komunikata* Game to increase vocabulary mastery for seventh graders, observed the teacher and the students’ activities during the implementation of *Komunikata* Game and also analyzed teaching and learning process using *Komunikata* Game. Then, the researcher reported the activities from the beginning until the end of teaching and learning process.

The subject of this study was the students of seventh graders of SMPN 23 Surabaya and the English teacher of the class as well. There were eight classes in the seventh graders but it concerned with one class only. The researcher chose one of them, that was VII-H. The researcher was recommended of VII-H because the students of this class have good average in English Subject. The class consisted of 35 students; 20 male students and 18 female students. The researcher divided the class into 6 groups. Each group consisted of 5-7 students. The researcher decided it using numbered head together technique. So the members of the groups were randomly chosen.

To collect the data of this study, the main instrument was the researcher herself. This is so because the researcher was able to interpret the information and be sensitive to what happen in the field. The research instrument would be used by the researcher are field note, interview, and questionnaire. As Bogdan (1982:72) states that field note are the written account of what the researcher hears, sees, experiences and thinks in course of collecting the data in qualitative study. So, every single thing that researcher sees, hears and experiences is written in the field note. This note was important for the researcher to enrich the knowledge of things such as how the implementation of *Komunikata* Game in increasing vocabulary mastery to the seventh graders, the obstacles during the implementation or in teaching and learning process, what the weaknesses of the game so that it can be very useful in conducting the descriptive qualitative studies. The researcher used interview to get information for strengthens the result of the first and the second data. It helped the researcher to find out the answer of the first and the second research question. The interview consists of several questions about the implementation of

Komunikata Game in increasing the students’ vocabulary and the students’ responses about the implementation of the game. The students and the teacher answered the questions orally based on their opinion. Questionnaire is used to know the students’ responses toward the implementation of *Komunikata* Game in increasing students’ vocabulary. It consists of several questions which were arranged in a logical sequence. There were two types of questionnaire. They were open-ended and close-ended questionnaire. Open-ended questions includes WH-questions (what, where, why, when, who and how). Close-ended includes, yes or no answer, one best answer, rating scale, and multiple choice questions (Leo, 2007). In this research, the open-ended questionnaire is used in collecting the data in order to know the students’ responses. According to Saedi (2002), about opend-ended questionnaire, that it is more qualitative and can produce detailed answers to complex problem and give a greater insight and understanding of the topic being researched. The subjects is asked to answer the open-ended question related to issues concerning application of *Komunikata* Game in increasing students’ vocabulary, the material being used, teacher’s role in teaching vocabulary, and the difficulties experienced by them.

There were several steps that she did to collect the data. The first step was conducts observation which was in the form of description by using field notes. It was to describe the phenomenon dealing with the implementation of *Komunikata* Game in increasing vocabulary mastery to the seventh graders. The second step used interview to strengthen the result of field note. It collected the information of students’ feelings, thoughts, experiences, and the teacher’s comments during the implementation of *Komunikata* Game in teaching and learning process. Moreover, to find out the students’ responses toward the implementation of *Komunikata* Game in increasing the students’ vocabulary, the researcher used questionnaire.

After implementing the game to practice their vocabulary, the researcher presented it descriptively referring to the theory stated. It was expected to provide answer to describe the implementation of *Komunikata* Game in increasing vocabulary mastery to the seventh graders and also to describe the students’ responses toward *Komunikata* Game in increasing students’ vocabulary.

All the data will be analyzed and presented descriptively. The first data was about the activity which happens in the classroom. It describes the students’ and teacher’s activity during the implementation of the game, the materials being used, and the obstacles in implementing the game. The data were in the form of field note which was analyzed and then presented in a descriptive manner.

The second data was the result of interview that provides information of implementing *Komunikata* Game to improve vocabulary mastery to the seventh graders. The data was analyzed to know how well the students experienced the learning during the implementation of *Komunikata* Game.

The third data was the students' responses about the activity. To get this data, the researcher gave the open-ended questionnaires to the students and asks them to fill it based on what they have felt and thought during the activity. This data also provided the information whether *Komunikata* Game could help the students in increasing their vocabulary mastery or not. All in all, after the data had been analyzed the researcher would interpret the result and make a conclusion about the implementation of *Komunikata* Game to increase the students' vocabulary in the classroom. The results were presented in the form of paragraph.

RESULT AND DISCUSSION

Result

Based on the research that the researcher conducted, there were two meetings from this observation. The time duration for each observation was done in 2 x 40 minutes. This observation was conducted on 16th and 17th April 2013. The researcher helped the teacher to design the suitable lesson plan to be implemented in the classroom by using *Komunikata* Game. The teacher and the researcher had prepared two topics as the main topic of *Komunikata* Game. Those topics were chosen because it was currently studied in the teacher's class. The researcher observed all the activities during the implementation of *Komunikata* Game. She found some phenomena that appeared in teaching learning process. It included the students' activities and responses during the process.

At the first meeting, the class was not conducive enough at that time because it was the final lesson time. The topic of this meeting was descriptive text. It had been discussed in the previous meeting. The teacher reviewed a little bit about the lesson that they have learnt in the previous meeting. The teacher asked about the generic structure of descriptive text. Some students gave good responses toward the reviewing and others were trying to remember it. The teacher gave more explanation about the words that usually used to describe something. Then, the teacher allowed the student to ask about the words that they did not know. The students asked actively some words they did not know while some students were trying to answer the words which their friend had asked. Then, the teacher continued the lesson by giving them some exercises.

After finishing the exercises, the teacher gave correction to their exercises together. The teacher and students were communicatively answered and asked some questions. The students were asked to open the next page which contained adjectives list and then he asked her students to repeat after him. They were practicing to pronounce adjectives, yet the teacher still welcomed for the words that they did not know the meaning. The teacher also asked the students to describe the picture given. The students were very enthusiastic to describe and gave good responses toward it. Then, the teacher asked them to describe someone they had known.

At the end of the learning and teaching section, the teacher told them that they would have a game based on the lesson topic at that day. The students responded it happily and enthusiastically toward *Komunikata* Game. The students seemed very interested and excited. The teacher divided the students into 6 groups using numbered-heads together. Each group consists of 5 students and 1 leader. Three students were having activity outside the classroom (school event). Two students left were helping the teacher to be a checker and time keeper of the game. The students started to find and sit together with their friends in a group. Then, the teacher explained how to play it and told about the rules as well.

After explaining how to play the game, the students played *Komunikata* Game enthusiastically. They seemed very happy. After the first round has played, the teacher explained how to play the final round. Three groups were selected based on the result of first round. They are group 2, group 4, and group 5. All the groups already had the performance and there were 3 groups that have the highest point than the other. The students played the game happily and energetically. They all wanted to be the winner. Two groups almost had a complete answer but the last group which was group 5 got the fastest time and became the winner. In the end of that day, the teacher gave comments to the students about the lesson and the relation of *Komunikata* Game itself with the lesson they were learning. The teacher told that the game was used to help them to increase their vocabularies, especially adjectives that were important in descriptive text. The teacher also asked about how their feelings toward the game. The students gave good responses and felt happy. The teacher ended the lesson and told about the next topic they would have in tomorrow morning.

At the second meeting, the teacher still did the same activity as on first meeting but the topic of this meeting was procedure text. It was a new topic for them. As usual, class was opened with greeting and checking students' attendance. There were 32 students who present, a student was late, 3 student were still absent, 2 students were outside (school event). After greeting and checking the

attendance, the teacher started to explain a new topic, procedure text. The teacher gave the explanation and example of procedure text clearly. The students listened and responded it well.

After explaining about procedure text, the teacher asked the students to study the examples of procedure text. Then, the teacher asked the students to practice by doing the exercises. After the students finished completing the exercises, the teacher discussed and corrected the answer together with them. The teacher also asked the students to pronounce the verbs and nouns list that has been given by the teacher at the beginning of the lesson. They were asked to repeat after the teacher, so that they knew how to pronounce the verbs correctly. After practicing how to pronounce the verbs, the teacher decided to play the game as to maximize the learning of the lesson at that day. The teacher explained again about the rules of *Komunikata* Game and how to play it with different topic which was now procedure text. The teacher also made different method in dividing the students into groups. The teacher divided the students by asking them to make their own group. So, the students looked for their own member to be worked in a group. They looked very happy and were very excited to win the game. In the second meeting, the students were able to play the game well than at the first meeting. The students already knew more about *Komunikata* Game rules; thereby they were become more attentive and listened to their friends' answer when the group had turn to play. The students were very enthusiastic during the implementation of *Komunikata* Game.

During the game, the students were playing the game enthusiastically. The group who had turn to play was eagerly guessing the verbs and nouns which were related with the category that the leader had chosen. The other students who haven't had their turn were enjoying the game and became quite. They listened to their friends' answer carefully. They were very excited and curious how to win the game.

The researcher has done the interview section to the students and the teacher in order to strengthen the result of the research. She pointed out some obstacles and benefits that were told by the teacher and the students after implementing *Komunikata* Game. She collected the information of students' feelings, thoughts, experiences, and the teacher's comments during the implementation of *Komunikata* Game.

The researcher asked the teacher about difficulties in teaching English to students and the difficulties of students in learning English. In his opinion, the most difficulty of teaching students is speaking. The students still had difficulty in speaking English. They lacked of vocabulary so that they did not know how to say it. The

teacher felt that the difficulty in teaching English was also in teaching vocabulary. The students should know and memorize a lot of vocabularies since the first time they were taught English was actually in Junior High School. Indeed, the students told that they still felt difficult how to say something in English. They could not find the suitable word to express it in English.

The students' motivation in learning English was various. It could be influenced from family economic condition, family environment, school condition, the teacher and the student itself, and etc. It suggested that the students' motivation was similar to others students. Therefore, it became the biggest job for teachers to motivate them.

The teacher told that teaching vocabulary was needed. The students should have a lot of vocabularies so that they could speak in English well. The researcher further asked about the technique that the teacher had already used before, the expectation of teaching the students, and games like *Komunikata* Game can be implemented in helping students to increase their vocabulary or not. The interview result was the teacher never used particular method to teach the students before. In increasing the students' vocabulary, the teacher only used memorizing or cross word techniques. The teacher usually asked the students to memorize new words. He said that the national curriculum did not give the teacher a chance to use games. There was no enough time. The teacher yet expected the students to have more vocabularies so that he just focused on how they could speak English more often. On the other side, the students confirmed that they had difficulty to memorize the words by using memorizing technique.

In the teacher's opinion, *Komunikata* Game was a good game. It could help the students to increase their vocabulary and motivate them as well. The students also said that it was fun. They were very excited and enjoyed playing the game. The teacher also told that all games must have strengths and weaknesses. *Komunikata* was really nice game for helping the students to increase their vocabulary in a fun way. The students enjoyed it. He said that the weakness of this game was, that it could not be played suddenly. It should be followed by learning the related vocabulary before. Then, *Komunikata* Game would help them maximally in reviewing the vocabularies that they already learned before.

At the last meeting, the questionnaires were given to the students at the end of the class activity. The researcher gave questionnaires to find out the students responses about their opinion on the implementation of *Komunikata* Game. The questionnaires were in the form of multiple choices and open-ended questions. After that the data would be used as the important information on knowing

more about the implementation of *Komunikata* Game to increase the students' vocabulary.

The questionnaires were given in the class. The researcher explained the aim of answering the questionnaire before giving them out to students. There were nine multiple choice questions and two open-ended questions. She explained the questionnaire that was distributed were only to know and collect the students' opinion about the implementation of *Komunikata* Game to increase their vocabulary. Each multiple choice question has two options for the students to choose: Yes or No.

Question number 1 and 2 in the questionnaire asked about how they have been learning English. The result showed that most of the students felt that they needed to learn English. It can be concluded that English is an important aspect for their future. They also said that teaching and learning activities for English lesson in the classroom was already fun.

Question number 3 and 4 focused on the important of vocabulary in learning English. It was asked to them in order to know the importance of learning vocabulary in English lesson. The result showed that all the students agreed that vocabulary was important. However, they still found difficulties in understanding the meaning and memorizing the vocabularies.

Question number 5 until 9 were focused on whether game like *Komunikata* could help them to increase their vocabularies or not. All the students responded that learning English by using games was really fun. Only four students knew about *Komunikata* Game. Nevertheless, all students responded that *Komunikata* Game was interesting, useful and helpful game. The questionnaire showed that they really enjoyed learning English using *Komunikata* Game. The students also responded that they were happy learning English especially vocabularies by using *Komunikata* Game.

Question number 10 and 11 were open ended questions. The questions were obtained in order to know their opinions about any weaknesses and strengths of the implementation of *Komunikata* Game in the class. The question asked the students to mention as many as vocabularies they already got from the game. The student responded the last two questions well. Some students wrote the weaknesses of *Komunikata* Game that it could cause frauds and the time was very short. In addition to that there were still some students who did not know about the game. In contrary to its weaknesses, the strengths of the game were it could help the students to recognize new vocabularies, could practice their English in fun way so that they felt happy in learning English, and increased their vocabularies as well. Moreover, the students wrote all the words they got when they were playing the game. The following were new words that the

student were studying: awkward, plate, spoon, massive, old-fashioned, stir, pour, sprinkle, bake, gentle, grate, peel, generous, silly, flat, wavy, ugly, pretty, salt, ketchup, delicious, bored, shake, and so many on.

Discussion

Based on the result of the observation on the implementation of *Komunikata* Game to increase seven graders' vocabulary in the class, there were some results that could be discussed and explained further. According to Lewis and Jimmie (1992, p. 102) there are some techniques in teaching vocabulary. One of the techniques is Demonstrate. In demonstrate technique the students are involved as a person in what is going on in the language classroom. Guessing game highlights a particular word and helps associate new words with whatever knowledge in the students' minds with both visual and aural memories. This became the basis of *Komunikata* Game that was adapted to be played in the classroom.

Komunikata Game helps the students to increase their vocabulary in a fun way. It is a game which helps the teacher to create contexts in which language is useful and meaningful. Phillips (1997, p. 85) stated that games in the language classroom will help children to experience learning English as enjoyable and rewarding. Playing games in the classroom develops the ability to cooperate, to compete without being aggressive, and to be a good loser. The students are involved in something active, be cooperative and compete without having the intention to outsmart their friends just like the spirit of any games. Thus, the teacher can implement the game in the class. It makes students to learn easier, to understand and to remember vocabularies in particular topics more enjoyable.

Games have a lot of advantages and effectiveness in learning vocabulary. As Rixon stated (1992) that games help students to revise vocabulary and to recall something that happens during a game. It may help a student to remember the language that connects with it. In addition, vocabulary games provide a good chance for students to learn something from one another. However, the results show that the teacher hasn't had enough time to prepare some fun activities to learn vocabulary. The teacher was also used both Bahasa and English to deliver the material. The teacher feels that the students still do not have enough vocabularies to understand all the material if he delivered it in English.

The teacher sees that the most important part of teaching English is in the vocabulary. The students should master the vocabulary so that they can understand the target language. In addition, vocabulary is the basic thing that should be mastered by the young learners. The teacher explains more that it will be better if the students

have known and been familiar with some English vocabularies since the first time they had learned English.

By implementing *Komunikata* Game to increase the students' vocabulary in the classroom, it has some strengths and weaknesses. As the game was adapted from television game show which is popular at that time, there are some rules that need to be adjusted for implementing it in the classroom. The weaknesses are the time of the game that is very short and some of the students have not been familiar with the game before. The strengths are *Komunikata* Game helps the students to increase their vocabulary effectively and interestedly. It also cannot be denied that games, especially vocabulary games like *Komunikata* Game enhances students to get familiar with English, motivate and give more opportunity to express their opinions and feelings as well.

Furthermore, The students' and teacher's responses toward *Komunikata* Game are good. The students enjoy and happy during the implementation of the game. They are interested and enthusiastic with the game. The teacher also agrees that the game can be implemented in the classroom to increase the students' vocabularies cheerfully.

Knowing how important vocabulary takes part in learning a language, the students need to learn new vocabulary. The teacher said that vocabulary is very important for the students. By knowing more about the essential of learning foreign language through vocabulary, both teacher and students will easily understand the language. Furthermore, Finnocciaro (2004, p.10) said that vocabulary mastery is needed to develop the four aspects of communication namely, listening, reading, and writing. It confirms that without mastering vocabulary, a learner will find difficulty in communication due to the fact that vocabulary is the bridge to develop the four language skills integratedly.

Komunikata Game can be a motivating tool for the students to learn vocabulary. They feel very happy, and enthusiastic. They answered in the interview that they really enjoyed playing the game. They played the game excitedly and full of spirit. The teacher was really happy that the game can motivate the students to study English better.

CONCLUSION AND SUGGESTION

Conclusion

This study is conducted to know the implementation of *Komunikata* Game in increasing the seven graders' vocabulary and the teacher's and students' responses toward the game. Based on the result of the data analysis which is obtained through observation field notes, interview and questionnaire, the researcher concludes that: *Komunikata* Game can be applied as a technique to

teach vocabulary because it is proven to be able to increase students' vocabularies and motivate them in learning English. The students learn the vocabulary from one another. This game encourages them to be active and they show high interest during the implementation of this game in the classroom. Although the time for teaching then implementing the game was very short, the response of the students and the teacher toward the game is good. Teacher confirms that *Komunikata* Game can be a good game to learn new vocabularies. It helps the students to recall and revise the vocabularies they have already got. The students also seem very happy and enjoy themselves when they are playing the game. The students told that *Komunikata* Game can help them to get know more about new words in a fun way.

Suggestion

After doing the research and getting the result, there are some suggestions from the implementation of *Komunikata* Game to increase students' vocabulary. The researcher would like to give some suggestions to English teachers especially one who has a concern with teaching young learners. Some suggestions are also offered for future studies. Considering learning vocabulary is important, the researcher hopes that the study will give input to the teachers to create various fun activities for their students in learning English.

Knowing the value of *Komunikata* Game in increasing the students' vocabulary, and based on the result of analysis and the conclusion that previously explained, the researcher gives some suggestions toward the implementation of *Komunikata* Game.

Komunikata Game can be applied as a technique to teach vocabulary to the eighth and ninth graders or maybe senior high school students in order to improve their vocabularies in particular topics based on their grades. It should be a game that can help the students to increase their vocabulary. The teacher can give the game after giving related vocabularies of today's lesson and then can play it at the end of the topic. All in all, the teacher should give interesting topic or theme that related to the lesson the students are learning so that they feel that they want to increase and update their vocabularies.

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