

**TEACHING VOCABULARY THROUGH CIRCLE GAME
AT THE SEVENTH YEAR OF SMPN 9 PALOPO**



A THESIS

*Submitted to the English Studies of S1 Tarbiyah Department of State
College Islamic Studies of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree in English Teaching*

IAIN PALOPO

By,

MARWAH

NIM.08.16.3.0020

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

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2013**

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ACKNOWLEDGEMENT

First of all, let's thank God the almighty who has been giving us some mercies and blessing until we could compile this Thesis.

My salawat and salam be with our prophet Muhammad Saw., who has guided us from the darkness to the lightness in this world as well as in the next world.

The researcher does realize that we couldn't be in this Thesis without helping from the others, that's why the researcher would like to express her deepest thanks to:

1. Prof. Dr. H. Nihaya M. M.Hum, As a head of STAIN Palopo. The first, the second and the third deputed head, all of the lecture and their assistances and the employers of STAIN Palopo, who had tough, educated, helped, advised and guidance the researcher during her study in STAIN Palopo.

2. Drs. Hasri, M.A, as head of Tarbiyah Department of the stated college of Islamic studies Palopo.

3. Dr. Masruddin. S.S., M. Hum, as a head of English studied program.

4. Dr. Rustan. S., M.Hum, as the first consultant

5. Wisran. S.S.. M.Pd, as the second consultant.

6. The researcher's special thanks to her beloved parents (Tamrin) and (Subaena) for their loving, pray, support and sacrifices, when the researcher was studying at the English Department of Tarbiyah Program of STAIN Palopo.

7. Researcher's brother and sister (Saparudin, Saleh, Sakia, Sukran, Alm. Sultan and Supriadi). And all my family specially for Sahriani, Rahman Ladong, Aria

Zafitrah, Rismawati, Yahya, Yakub, Hasan, Juhardi, Thalib and Gafur. They all gave me contributed and all they could support the researcher in finishing her study.

8. All of the researcher's friends who have helped and given motivation so that this thesis can be finished, although in a simple form. Specially for Nurlia, Minarti, Bunga Sari, Andi Irvasari Nyiwi, Nurhajar S. Pd., Neneng Suriani, S. Pd., Muh. Syaiful Anwar, Pipit Suci Anggriani, Serli Banneringgi, Sri Indri Yani, Mursalim and as researcher's best friends who never be bored to guide and give motivation for the researcher to finish this thesis.

9. All of the researcher's friends in my bording house, specially for Hasrianti, Marhama, Riska, Selfi, Jumaeda, Sitti Riska, Daya, Hamrawati and Mardia who have helped and given motivation

The researcher realizes that without these people, this thesis would never been finished, and as human being, the researcher also realize that this thesis is still far from perfection.

Finally, the researcher dedicates this thesis may Allah SWT, Bless them. Amin.

Palopo, May 2013

The Researcher

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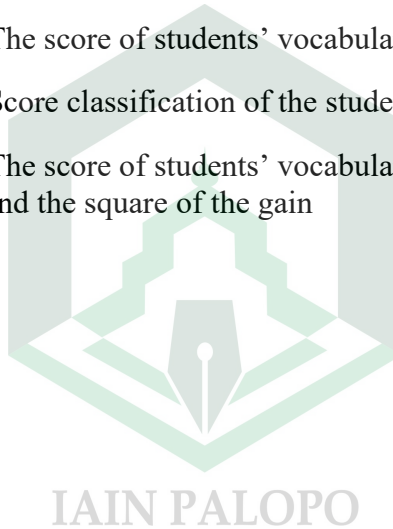
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ABSTRACT

Marwah, 2013. Teaching Vocabulary through Circle Game at the Seventh Year of SMPN 9 Palopo. Thesis, English Study Program of Educational Departement in STAIN Palopo Consultant, Dr. Rustan S., M.Hum. and Wisran, S.S.,M.Pd.

Keywords : Teaching, vocabulary, circle game.

The research entitled : Teaching vocabulary through circle game at the seventh year of SMPN 9 Palopo. This research was to find out whether the use circle game can improve the students' vocabulary at the seventh year of SMPN 9 Palopo.

The researcher employs pre-experimental method. The population of this research was all of the seventh year students of SMPN 9 Palopo. The sample was taken from all population by using random sampling technique. The number of sample were 20 students. The research instruments were used in collecting data was test (pre-test and post-test). It aims to the student's ability in vocabulary skill in the pre-test and post-test. Then the researcher analyzes their score by using t-test and then explains clearly in the discussion.

The result of analysis showed that the use of circle game in teaching student's vocabulary skill at the seventh year of SMPN 9 Palopo makes the students easy to memorize vocabulary. The result t-test shows that (23,24) greather that t-table (2,09) indicates that the student's vocabulary skill in SMPN 9 Palopo at the seventh year students improve after the treatment.

CHAPTER I

INTRODUCTION

A. Background

Language is a tool of communication which exist wherever and whenever the people live. Communication cannot be separated to the human being's life because communication is a process to translate our thought, our desire and our purpose to the others.

However, in order communicate in another language, we must make ourselves understanding by the people who are speaking with and it is not easy matter, especially for Junior High School level. In addition, we must master vocabulary, because vocabulary can support to speak English well.

Vocabulary is the total number of words in a language, words known to a person, list of words with their meaning, especially at the back of a book used for teaching a foreign language.¹ Vocabulary is important to learn for the students, because we can construct or organize our ideas into sentence by using vocabulary. Then, the students have many opportunities to improve their English vocabulary through some activities which are enjoyable and fun for them and to improve their vocabulary, we can give them a game.

Circle game is an activity that can build children's vocabulary, increase their communication skills and prepare them to adapt what they know about oral

¹ Martin Manser, *Oxford Dictionary*, (New Edition; New York: Oxford University Press, 1995), p. 1331.

language as they explore written language.² It is part of games but it has itself characteristics which provide students chance to be enjoyable, fun, motivated, and creative in learning. This game also fit with the students' level of class especially in Junior High School level because it is included as an easy game for learners. Therefore, students do not necessary think seriously when they are learning English.

Based on the preliminary observation, the researcher finds that at SMPN 9 Palopo specially, the seventh year students still have low ability in mastering English. It is caused by the situation of students' class which makes them bored in learning it. The students are still less in their own vocabularies. They do not interest in mastering vocabularies which can help them to be better in learning English.

Based on above, the researcher would like to solve the students' problem in learning English especially vocabulary. Therefore, the researcher will try to improve their vocabulary through the circle games. It is believed that by using this technique, the teachers can provide students more chances to practice and it will be an interesting way in learning vocabulary.

Therefore, the researcher is interested in conducting a research on title, *“Teaching Vocabulary through Circle Game at the Seventh Year Students of SMPN 9 Palopo”*.

²Oral Language, Can be Access at <http://www.Literacyconnections.com/OralLanguage.php>. Accessed on January 25th 2012.

B. Problem Statements

Based on the background, the researcher formulates the research question namely: To what extent does the use of circle game improve the students' vocabulary at the seventh year of SMPN 9 Palopo?

C. Objectives of the Research

Based on problem a statement, the objective of the research is to find out what extent does the use of circle game improve students' vocabulary at the seventh year of SMPN 9 Palopo.

D. Significances of the Research

1. Theoretically
 - a. Result of this research is expected to be useful information for all reader include lectures, learners, and practitioners of education.
 - b. To give contribution to the students of English in general especially for the students at SMPN 9 Palopo.
2. Practically
 - a. To give significant contribution to the students especially how to use circle game in teaching vocabulary.
 - b. More especially, this thesis can give more beneficial of the students of SMPN 9 Palopo in studying English.

E. Scope of the Research

The scope of the research is restricted to teaching vocabulary through circle game for the seventh year students of SMPN 9 Palopo. In this case, to

teaching vocabulary the researcher just choose circle game in introducing vocabulary, specially noun (parts of body, family and relative and animals).



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previews of Study

There are few researchers who has conducted previous research aimed at improving students' vocabulary skills.

1. Sulistiani in her thesis in title : “ *Teaching Vocabulary through Realia at Sixth Year Students of SDN 047 Baebunta* “, states that teaching vocabulary trough Realia is effective to improve students’ vocabulary at the sixth year students of SDN 047 Baebunta. The result on “ t” test analysis in this research is $t_0 > t_1$ (t_0 19,33 > t_1 2,09) it means that there is significant difference between the students’ vocabulary before giving realia and after giving realia.¹

2. Basri in his thesis in title: “ *Improving Vocabulary Trough Letter Games at the Eighth Year Students of PMDS Putri Palopo*”, states that there was a significant improvement on vocabulary at the second class of PMDS Putri Palopo after Letter Games conducted. It can be seen on the result of “ t” test analysis that $t_0 \geq t_1$ it means that there was significant different between before and after treatments.²

¹ Sulistiani, *Teaching Vocabulary Trough Realia at Sixth Year Students of SDN 047 Baebunta*, A Thesis SI (Palopo : 2008). P. 60.

² Basri, *improving Vocabulary Trough Letter Game at the Eighth Year students of PMDS Putri Palopo*, A Thesis (Palopo : 2009). P. 58.

3. Zainab in his thesis in title: "*Teaching Vocabulary by Using Reordering Word Games to the Eighth Years Students of SLTP N 1 Wasuponda*", states that the use reordering words games is effective in teaching the students' vocabulary mastery at SLTP Neg. 1 Wasuponda in the academic year 2011/2012. It is proved by mean score of the students' post-test (8,273), which is greater than mean score of the students' pre-test (6,46). And the t-test value, that is (13,43), which is greater than t-table (2,045).³

4. Jaeni Arif in her thesis in title: "*Teaching English Vocabulary Using Circle Game Strategy at MI Bojongjati Cianjur*", states that teaching English vocabulary using circle games, can improve vocabulary, its showed from the score the student achieved when they did some practice. Its showed by the result of t-test, in which the value t-observed (87.99) was greater than the value of t-table(2,042).⁴

From above previous studies, all of them focused also on vocabulary. Although, in Jaeni thesis also explain about teaching vocabulary using circle game but this research still be different from her because the sample that will use is different. So that, my research will use circle game as way in teaching vocabulary at SMPN 9 Palopo, specially the seventh year students in 2012/2013 academic year.

³ Zainab, *Teaching Vocabulary by Using Rordering Word Games to the Eighth Years Students of SLTP N 1 Wasuponda*. A Thesis S1 (Palopo : 2011). P. 60.

⁴ Jaeni Arif, : "*Teaching English Vocabulary Using Circle Game Strategy at MI Bojongjati Cianjur*. Online : <http://publikasi.stkipsiliwangi.ac.id/files/2012/10/09220497-jaeni-arif.pdf>. Accessed on June 18th 2013.

B. Concept of Vocabulary

1. Definition of Vocabulary

John M. Echols and Hassan Shadily states that vocabulary means that all of the words in the world which registered.⁵ While in Oxford Dictionary, vocabulary is the total number of words in a language, words known to a person, list of words with their meaning, especially at the back of a book used for teaching a foreign language.⁶ Vocabulary is a list or collection of words arranged in a alphabetical or explained; a dictionary or lexicon, either in a whole single work author, a branch of science.⁷

Vocabulary is very necessary to study for the English language students. Jeremy Harmer states that vocabulary was seen as incidental to main purpose of language teaching, namely the acquisition of grammatical knowledge about the language.⁸

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for

⁵ Jhon M. Echols & Hassan Shadily, *Kamus Inggris-Indonesia*, (Jakarta;PT. Gramedia Pustaka Utama, 1997), p. 631.

⁶ Martin Manser, *Oxford Dictionary*, (New Edition; New York: Oxford University Press, 1995), p. 1331.

⁷ Brayne Quote, *Definition of Vocabulary*, online : //f:/vocabulary.htm. Accessed on January 30th 2013.

⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (New York:Longman, 1991), p. 154.

example, post office and mother-in law, which are made up of two or three words but express a single idea⁹

Vocabulary as an essential component of all uses of language would be impossible to learn a language without it. Vocabulary is one of components of language exists without word. Words are signs or symbol for ideas. They are the means by which people exchange their through. The more words we learn, the more idea we should have, so we can communicate the ideas more effectively.

There are many concept of vocabulary, some of them:

- a. Vocabulary is the stock of words used by a people, or by a particular class or person.
- b. Vocabulary is a list or collection of the words of a language, book, author, branch of science, or the like, usually in alphabetical order and defined.
- c. Vocabulary is the words of a language.
- d. Vocabulary is the sum or scope of one's expressive technique, as in arts.¹⁰

2. The Importance of Vocabulary

The Report of the National Reading Panel, for example, concluded, "Importance of vocabulary knowledge has long been recognized in the development of reading skills.

⁹ Penny Ur, *A course in language teaching*, (New York:Cambridge University Press,1996),p. 60.

¹⁰ Ernyanti Hamid, *Increasing Students Vocabulary through Poem Reading*, A Thesis S1 (Pare-pare: 2004). P 5.

As early as 1924, researchers noted that growth in reading power relies on continuous growth in knowledge”.

“The American Heritage Dictionary defines vocabulary as of words used by, understood by, or at the command of a particular person or group.”¹¹

The importance of a vocabulary :

- a. An extensive vocabulary aids expressions and communication.
- b. Vocabulary size has been directly linked to reading comprehension.
- c. Linguistic vocabulary is synonyms with thinking vocabulary.
- d. A person may be judged by others based on his or her vocabulary.¹²

3. The Teaching of Vocabulary

There are several aspects that need to be taught in teaching and learning English:

- a. Form: pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

¹¹ Wikipedia. *The importance of vocabulary Learning Strategies*. Can be Access at <http://www.plucha.info/2009/the-importance-of-vocabulary-learning-strategis>, 2012. Accessed on February 12th 2012.

¹² Jimmy Wales, *Types of Vocabulary*, online : <http://en.Wikipedia.org/wiki/vocabulary>. Accessed on December 15th 2012.

b. Grammar

The grammar of a new item will need to be taught if it is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as we teach the basic form.

c. Collocation

The collocations typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given context.

d. Aspects of meaning (1): denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. A less obvious component of the meaning of an item is its connotation: the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not.

e. Aspects of meaning (2): meaning relationships

There are various such relationships: here are some of the main ones.

- Synonym: items that mean the same, or nearly the same.
- Antonyms: items that mean the opposite.

- Hyponyms: items that serve as specific examples of a general concept.
 - Co-hyponyms or co-ordinates: other items that are the same kind of thing.
 - Superordinates: general concepts that ‘cover’ specific items.
 - Translation: words or expressions in the learners’ mother tongue that are (more or less) equivalent in meaning to the item being taught.
- f. Vocabulary items, whether one-word or multi-word, can often be broken down into their component ‘bits’. Exactly how these bits are put together is another piece of useful information – perhaps mainly for more advanced learners.¹³

4. Principles for Teaching Vocabulary

Below are some guidelines for the communicative treatment of vocabulary instruction.

a. Allocate specific class time to vocabulary learning

In the hustle and bustle of our interactive classroom sometimes we get so caught up in lively group work and meaningful communication that we do not pause to devote some attention to words. After all, words are basic building blocks of language; in fact, survival-level communication can take place quite intelligibly when people simply string words together-without applying any grammatical rules at all so, if we are interested in being communicative, words are among the first priorities.

¹³ Penny Ur, *A Course in Language Teaching*, (New York; Cambridge University Press 1996). p.60-62.

b. Help students to learn vocabulary in context.

The best internalization of vocabulary comes from encounters (comprehension or production) with words within the context of surrounding discourse. Data from linguistic corpora can provide real-world actual language that has been printed or spoken. Rather than isolating words and/or focusing on dictionary definitions, learners can benefit from attending to vocabulary within a communicative framework in which items appear. Students will then associate new words with a meaningful context to which they apply.

c. Play down the role of bilingual dictionaries

A corollary to the above is to help students to resist the temptation to overuse their bilingual dictionaries. In recent years, with the common availability of electronic pocket dictionaries, students are even more easily tempted to punch in a word they do not know and get an instant response. It is unfortunate that such practices rarely help students to internalize the word for later recall and use. However, recent years have seen an increasing popularity of learners' dictionaries- which are English-English dictionaries modified for more learner-friendly definitions, metaphors, idioms, and contrast. When a dictionary is warranted, such publication can be very useful.

d. Engage in “unplanned” vocabulary teaching

In all likelihood, most of the attention you give to vocabulary learning will be unplanned: those moments when a student asks about a word or when a word has

appeared that you feel deserves some attention. These impromptu moments are very important. Sometimes, they are simply brief little pointers.¹⁴

5. Teaching English Vocabulary Using Games

Learning is one of the primary activities of students in the classroom. Successful learning is only on the right way to lead the process. Good learning atmosphere and method can guide the students to learn more and meaningful. To accomplish such condition, teachers must create varitype and attractive methods for the class. What should a teacher do if their students get bored? Using vari type games can be an alternative solution to handle this problem. Games, as a matter of fact, can help and encourage many students to sustain their interest and work. By this paper, the writer wants to share experiences about “how to teach English vocabulary using games”.

There is a common perception that all learning that solemn in nature, if there is not having fun and there is hilarity and laughter, it is not really learnig. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. Games can help the teachers to create contexts in which the language is useful and meanigful. In the whole process of teaching and learning by game, the students can take part widely and open-mindedly. To win the games each the student or group should competitively answer the questions addressed by the teacher or students or groups. In

¹⁴ H. Douglas Brouwn, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (Cet. III, San Fransisco State university : Longman 2007),p.436-437.

order to do so they must understand what the teacher or others are saying or have written, and must speak or write in order to express their own point view or give information.

With the current analysis on communication in teaching language using games appears to hold a solution for many teachers. The communication activities some how involves in a varied use of language. It had been found in many schools, teacher use games activities as their teaching aid. The students really appreciate any kind of activities which provide excitement and fun. It will be easy to be understand and practice of English. The writer chooses games as the simple illustrated media to facilitate students' method of learning, as we know children learn while playing games. It is easy to be understood and comprehend by students. However, learning English vocabulary using games has an importance role for elementary teachers and students. The first, as students, they have strong and good motivation to deepen English language. The second, they are easy to accept the English language because they learn by playing games that now days has been grown and developed in Indonesia. The third, teaching English vocabulary using games can help teacher in teaching learning process. Finally, they (teacher and students) can teach and learn English vocabulary using games.

To increase the vocabulary we need media to be used. One of them is game. The definition of game is an activity that you do to have some fun. Games can make the students more focus in learning, because they do not feel that they are forced to learn.

Language learning is hard work. Effort is required at every moment and must be maintained over a long period. Games help and encourage many learner to sustain thier interest and woerk. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others saying or have written and they must speak or write in order to express their own point of view or give information. The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of meaningfulness is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus, the meaning of the language they listen to read, speak n write will be more vividly experienced and therefore better remembered oral language stated that circle game is an activity that can build children’s vocabulary increase their communication skills and prepare them to adapt what they know about oral language as they explore written language.¹⁵

6. Vocabulary Selection

Before teaching vocabulary, teacher should select words to teach in accordance with the students vocabulary read. The selection of vocabulary test words is relatively easy in achievement tests, inasmuch as these can be drawn directly from the particular textbooks that have been used in class. In general proficiency testing,

¹⁵ Mohammad Agus Salim El Bahri, *Teaching English Vocabulary-Using Games*.
Online:<http://www.scribd.com/doc/9639825/Teaching-English-Vocabulary-Using-Games>. Accessed on February 4th 2013.

however, the problem of selecting appropriate lexical items is considerably more complicated, and it is with this problem that the following remarks will be concerned.

The first decision that must be made is whether to test the students' *active or passive* vocabulary-that is, the words they should be using in their speech and writing or those they will need merely to comprehend, especially in their reading. Generally speaking, vocabulary tests on an intermediate level will concentrate on the words needed in speaking or in comprehending the oral language, while tests on advanced level will deal mostly with the lexicon of written English-the words needed by students if they are to understand newspaper, periodicals, literature, and textbooks.

Although the dictionary may be used in the selection of test words, it is generally more convenient to use word lists based on frequency counts of lexical items occurring in actual samples of the language.

One of the problems of vocabulary teaching is how to select what words to teach. Dictionaries for upper intermediate students frequently have 55,000 words or more – and there may be many meanings for a word – and they represent a small fraction of all the possible words in a language. Somehow we have to make sense of this huge list and reduce it to manageable proportions for our learners.¹⁶

7. Technique of Memorizing Vocabulary

Language is word united. If we want to study a language we have to memorize its vocabulary first. There more than 50.000 list of words in English

¹⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (London and New York: Longman 1991).p.154.

include its derivation. Indonesian English dictionary which is made by John M. Echols and Hassan Shadily only consist of 12.000 vocabularies.¹⁷

The problem is how to register all of the vocabulary in our memory strange. While English teaching in senior high school right now four hours in week and it does not only study vocabulary but it studies all component in English like grammar, reading comprehension, conversation, etc. It is not secret anymore if most of senior high school students' vocabulary, they are:

It is about 5-10 vocabularies. To control your vocabularies you may memorize by using card system. You can write 5-10 vocabularies is a card which is prepare before. Take one card, it about 10 x 7 cm the first page you write 5 until 10 vocabularies. With pronunciation and its meaning can be written on the first page. In memorizing and enriching your vocabulary we can make list by:

a. Looking for synonym for example adjective synonym, example:

- 1) Big = Large
- 2) Easy = Simple
- 3) Dull = Interesting

Verb synonym

- 1) Begin = Start
- 2) Close = Shut

¹⁷ Jhon M. Echols & Hassan Shadily, *Kamus Inggris-Indonesia*, Jakarta:PT Gramedia Pustaka Utama, 1976.

3) Want = Wish

Noun synonym

1) Person = People

2) Shop = Store

3) Store = Tale

b. Sometimes it is difficult to find its synonym like example above. So we can memorize by giving definition.

Example:

1) Committee = Group of people who meet together to discuss and make decision.

2) Librarian = Person who look after reading books

3) Synonym = Words with similar meaning.

4) Moral = Have to do with right and wrong.

c. Looking for its opposite or synonym.

Example:

1) Big << Small

2) Short << Tall

3) Laugh << Cry

4) Buy << Sell

d. The other way to enrich our vocabulary is by memorizing its derivative.

Example:

- 1) Suffer (V) = Menderita
- 2) Sufferable = Dapat diderita
- 3) Sufferer = Penderita
- 4) Suffering (N) = Penderitaan
- 5) Sufferance (N) = Kesabaran

As we know that vocabulary in English just like in the other language where it is divided into several classification. They are noun, verb, adverb, adjective, etc. from part of example above we can know that for noun its derivative sometime ended by -er, -nee, -ion, -ism, -ization, -ment, -ness, -hood, -ist, -ship. Adjective ended by -y, -ed, -able, -al, -full, -ish, -ing, -ive, and -ous. Verb sometimes ended by -ize, like Islamize, organize, while adverb sometimes and by lay.

8. Types of Vocabulary

There are four types of vocabulary, those are :

- a. Active speaking of vocabulary is words that the speakers are to use in speaking.
- b. Passive listening vocabulary, words that the listener recognizes but cannot necessary produce when speaking.
- c. Passive reading vocabulary refers to words that a reader recognizes would not necessarily be able to produce.

- d. Active writing vocabulary, words that a writer is able to use in writing.¹⁸

C. *Noun*

1. Definition of Noun

According to Fuad Mas'ud, he states that noun is a word which represents people, thing, place, plant, animal, idea, and etc.¹⁹

2. Kinds of Noun

There are four kinds of noun in English:

- a. Common nouns: dog, man, table.
- b. Proper nouns: France, Madrid, Mrs. Smith.
- c. Abstract nouns: beauty, charity, courage, fear, joy.
- d. Collective nouns: crowd, flock, group, swarm.

A noun can function as:

- a. The subject of a verb: Tom arrived.
- b. The complement of the verbs be, become, seem: Tom is an actor.
- c. The object of a verb: I saw Tom.
- d. The object of a preposition: I spoke to team.

A noun can also be in the possessive case: Tom's books.²⁰

¹⁸ Kenji Kitao and S. Kathleen Kitao, *Testing Vocabulary*, Online: <http://www.mifi.gof/parnerhipforreading/publishings/readingfirstvocab.html>. 2000. Accessed on September 10th 2012.

¹⁹ Fuad Mas'ud, *Essential of English Grammar-a Practical Guide*, (Third Edition; Yogyakarta: BPFY-Yogyakarta, 2005). p.44.

²⁰ A. J. Thomson and A. V. Martinet, *A Practical English Grammar*, (Fourth Edition; London: Oxford University Press, 1986). P.24.

D. Types of Language Game

Classifying games into categories can be difficult, because categories often overlap. Hadfield explains two ways of classifying language games.

First, she divides language games into two types : Linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important is secondary to achieving the communicative goal.

The second, taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type :

1. Sorting, ordering or arranging games.
2. Information gap games.
3. Search games.
4. Exchanging games.
5. Role play games.
6. Matching games.²¹

²¹ Hadfield Jill, *Elementary Vocabulary Games*, online :<http://www.google.com>. Accessed on December 15th 2012.

E. Classroom Management

1. Definition of Classroom Management

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether. In 1981 the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was "negative student attitudes and discipline".

According to Moskowitz & Hayman , once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control. Also, research from Berliner and Brophy & Good shows that the time a teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. From the student's perspective, effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment.

Classroom management is closely linked to issues of motivation, discipline and respect. Methodologies remain a matter of passionate debate amongst teachers; approaches vary depending on the beliefs a teacher holds regarding educational psychology. A large part of traditional classroom management involves behavior

modification, although many teachers see using behavioral approaches alone as overly simplistic. Many teachers establish rules and procedures at the beginning of the school year. According to Gootman , rules give students concrete direction to ensure that our expectation becomes a reality.

They also try to be consistent in enforcing these rules and procedures. Many would also argue for positive consequences when rules are followed, and negative consequences when rules are broken. There are newer perspectives on classroom management that attempt to be holistic. One example is affirmation teaching, which attempts to guide students toward success by helping them see how their effort pays off in the classroom. It relies upon creating an environment where students are successful *as a result of their own efforts*. By creating this type of environment, students are much more likely to want to do well. This transforms a classroom into a community of well-behaved and self-directed learners.²²

2. The Technique of Classroom Management.

a. Corporal punishment

Until recently, corporal punishment was widely used as a means of controlling disruptive behavior but it is now no longer fashionable, though it is still advocated in some contexts by people such as James Dobson.

²²Wikipedia,*ClassroomManagement*,online;http://en.wikipedia.org/wiki/Classroom_management . Accessed on june 4th, 2013.

b. Rote discipline

Also known as "lines," rote discipline is a negative sanction used for behavior management. It involves assigning a disorderly student sentences or the classroom rules to write repeatedly. Among the many types of classroom management approaches, it is very commonly used.

c. Preventative techniques

Preventative approaches to classroom management involve creating a positive classroom community with mutual respect between teacher and student. Teachers using the preventative approach offer warmth, acceptance, and support unconditionally - not based on a student's behavior. Fair rules and consequences are established and students are given frequent and consistent feedback regarding their behavior. One way to establish this kind of classroom environment is through the development and use of a classroom contract. The contract should be created by both students and the teacher. In the contract, students and teachers decide and agree on how to treat one another in the classroom. The group also decides on and agrees to what the group will do should there be a violation of the contract. Rather than a consequence, the group should decide on a way to fix the problem through either class discussion, peer mediation, counseling, or by one on one conversations leading to a solution to the situation.

Preventative techniques also involve the strategic use of praise and rewards to inform students about their behavior rather than as a means of controlling student behavior. In order to use rewards to inform students about their behavior, teachers

must emphasize the value of the behavior that is rewarded and also explain to students the specific skills they demonstrated to earn the reward. Teachers should also encourage student collaboration in selecting rewards and defining appropriate behaviors that will earn rewards.²³

3. Systematic Approach of Classroom Management

a. The Good Behavior Game

The Good Behavior Game (GBG) is a "classroom-level approach to behavior management" that was originally used in 1969 by Barrish, Saunders, and Wolf. The Game entails the class earning access to a reward or losing a reward, given that all members of the class engage in some type of behavior (or did not exceed a certain amount of undesired behavior). The GBG can be used to increase desired behaviors (e.g., question asking) or to decrease undesired behaviors (e.g., out of seat behavior). The GBG has been used with preschoolers as well as adolescents; however most applications have been used with typically developing students (i.e., those without developmental disabilities). In addition, the Game "is usually popular with and acceptable to students and teachers."

b. Discipline with Dignity

Discipline with Dignity is one of the most widely practiced behavior management philosophies in the world. The program is utilized in more than 12 different countries. Discipline with Dignity provides an in-depth flexible approach for

²³Wikipedia, *Classroom Management*, online; http://en.wikipedia.org/wiki/Classroom_management . Accessed on June 4th, 2013.

effective school and classroom management. With a strong focus on developing responsibility, it is a comprehensive, practical program that leads to improved student behavior through responsible thinking, cooperation, mutual respect, and shared decision-making.

c. Tools for Teaching

Tools for Teaching is a classroom management method created and taught by Fred Jones on speaking tours and in the eponymous book series

d. Positive Classrooms

Positive Classrooms developed by Dr. Robert DiGiulio sees positive classroom management as the result of four factors: how teachers regard their students (spiritual dimension), how they set up the classroom environment (physical dimension), how skillfully they teach content (instructional dimension), and how well they address student behavior (managerial dimension).

e. Assertive Discipline

Assertive discipline is another systematic approach of classroom management. Lee and Marlene Canter discuss the ideas behind this approach in several published books.

f. Discipline without Stress, Punishments or Rewards

Discipline without Stress (or DWS) is a K-12 discipline and learning approach developed by Dr. Marvin Marshall described in his 2001 book, *Discipline without Stress, Punishments or Rewards*. The approach is designed to educate young people about the value of internal motivation. The intention is to prompt and develop within

youth a desire to become responsible and self-disciplined and to put forth effort to learn. The most significant characteristics of DWS are that it is totally noncoercive (but not permissive) and takes the opposite approach to Skinnerian behaviorism that relies on external sources for reinforcement.

4. Classroom management as a process

In the *Handbook of Classroom Management: Research Practice and Contemporary Issues*, Evertson and Weinstein characterize classroom management as the actions taken to create an environment that supports and facilitates academic and social-emotional learning. Toward this goal, teachers must (1) develop caring, supportive relationships with and among students; (2) organize and implement instruction in ways that optimize students' access to learning; (3) use group management methods that encourage students' engagement in academic tasks; (4) promote the development of students' social skills and self-regulation; and (5) use appropriate interventions to assist students with behavior problems.

Classroom management as a process consisting of key tasks that teachers must attend to in order to develop an environment conducive to learning. These tasks include: (1) organizing the physical environment, (2) establishing rules and routines, (3) developing caring relationships, (4) implementing engaging instruction and (5) preventing and responding to discipline problems. Classroom Management Essentials, created by Dr. Tracey Garrett, is the first classroom management app for

the iPad, iPhone and iPod touch that guides teachers through the tasks involved in the process of classroom.²⁴

5. Classroom Management as Time Management

In their introductory text on teaching, Kauchak and Eggen Kauchak, D., and Eggen, P. *Introduction to teaching: Becoming a professional* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc. explain classroom management in terms of time management. The goal of classroom management, to Kauchak and Eggen, is to not only maintain order but to optimize student learning. They divide class time into four overlapping categories, namely allocated time, instructional time, engaged time, and academic learning time.

a. Allocated time

Allocated time is the total time allotted for teaching, learning, and routine classroom procedures like attendance and announcements. Allocated time is also what appears on a student's schedule, for example "Introductory Algebra: 9:50-10:30 a.m." or "Fine Arts 1:15-2:00 p.m."

b. Instructional time

Instructional time is what remains after routine classroom procedures are completed. That is to say, instructional time is the time wherein teaching and learning

²⁴Wikipedia, *Classroom Management*, online; http://en.wikipedia.org/wiki/Classroom_management . Accessed on June 4th, 2013.

actually takes place. Teachers may spend two or three minutes taking attendance, for example, before their instruction begins.

c. Engaged time

Engaged time is also called time on task. During engaged time, students are participating actively in learning activities—asking and responding to questions, completing worksheets and exercises, preparing skits and presentations, etc.

d. Academic learning time

Academic learning time occurs when students 1) participate actively and 2) are successful in learning activities. Effective classroom management maximizes academic learning time.

6. Common mistakes in classroom behavior management

In an effort to maintain order in the classroom, sometimes teachers can actually make the problems worse. Therefore, it is important to consider some of the basic mistakes commonly made when implementing classroom behavior management strategies. For example, a common mistake made by teachers is to define the problem behavior by how it looks without considering its function.

Interventions are more likely to be effective when they are individualized to address the specific function of the problem behavior. Two students with similar looking misbehavior may require entirely different intervention strategies if the behaviors are serving different functions. Teachers need to understand that they need to be able to change the ways they do things from year to year, as the children change. Not every approach works for every child. Teachers need to learn to be

flexible. Another common mistake is for the teacher to become increasingly frustrated and negative when an approach is not working.

The teacher may raise his or her voice or increase adverse consequences in an effort to make the approach work. This type of interaction may impair the teacher-student relationship. Instead of allowing this to happen, it is often better to simply try a new approach.

Inconsistency in expectations and consequences is an additional mistake that can lead to dysfunction in the classroom. Teachers must be consistent in their expectations and consequences to help ensure that students understand that rules will be enforced. To avoid this, teachers should communicate expectations to students clearly and be sufficiently committed to the classroom management procedures to enforce them consistently.²⁵

F. Circle Game

1. Definition of circle game.

Circle games are great way to encourage the whole class to work together also provide an often welcome change in working pattern. There are mostly used with young learners, but teenagers will play them and so will the right kind of adult class: one that does not take itself too seriously.

Circle games are any games or activities that involve the whole class, sitting in a

²⁵Wikipedia, *Classroom Management*, online; http://en.wikipedia.org/wiki/Classroom_management . Accessed on june 4th, 2013.

circle. Many of the games recycle vocabulary and involve an element of fun.²⁶ I would like to outline a selection of my favourite circle games that can be used in young learner and adult classes. Some of the ideas were given to me by colleagues or they are classic children's party games which have been adapted to the English language classroom. Circle games are a good opportunity to bring the group together. I tend to use them to start or end a class. They can be used as warmers at the beginning of a class or as a 'filler' at the end.

2. Managing circle games with young learners

Circle games can be incorporated into the regular routine of a young learner class. If students are introduced to the idea of working in a whole group from the beginning of a course it is easier to establish the rules and acceptable behaviour for this type of activity. They should be seen by the students as a normal part of the class and clear parameters should be set as to what is and isn't acceptable behaviour when participating in a circle game. If you have never used any circle games and want to start, set up the class before the students arrive and begin the class with one of the simple activities. It may make a nice change and it also gives you an opportunity to greet each student on arrival and do the register.²⁷

²⁶Joanna Budden, *Circle Games*. British Council: Spain, <http://www.teachingenglish.org.uk/think/methodology/circle-games.shtml>. Accessed in April 16th 2013.

²⁷ Joanna Budden, *Circle Games*. British Council: Spain, <http://www.teachingenglish.org.uk/think/methodology/circle-games.shtml>. Accessed on April 16th 2013

3. Ideas of circle game

Game is an activity that could give enjoyment in teaching and learning process between teacher and students. It is also such great way to encourage the whole students in the class to work together and to provide an often welcome change in working pattern. They were mostly applied to younger learners, but teenager would play them and so would the right kind of adult class: one that it did not take itself too seriously. That is the reason why the researcher chooses that topic.²⁸ These games involve the learners sitting in a circle and working as a whole class:

a. Conditional chain game

This game is good to revise and practice structures in the first conditional.

1) The teacher begins with a sentence, for example "If I go out tonight, I'll go to the cinema."

2) The next person in the circle must use the end of the previous sentence to begin their own sentence. E.g. "If I go to the cinema, I'll watch The Last Samurai" The next person could say, "If I watch The Last Samurai, I'll see Tom Cruise" etc.

b. Word Associations

A very simple game where students must think of words connected to the word that comes before.

²⁸ET. *Circle Game*. Online: <http://www.teachingenglish.org.uk/activities/circle-games>. Accessed on April 18th 2013.

1) For example, the teacher says, "Fish", the next person thinks of a word they associate with fish, such as "water", the next person could say "a glass" the next, "window" etc.

2) You can decide as a group if associations are valid. Ask the student to justify the connection.

3) To make it more competitive, set a thinking time limit and eliminate students.

4) When they are eliminated they can become judges.

c. Chinese whispers - telephone lines

A sentence is whispered around the circle. The last student to receive the message either says it aloud or writes it on the board. This can be a fun way to introduce a topic and activate schema at the beginning of a class. For example, for a class on food, whisper the question, "What did you have for lunch today?" Equally, at the end of a class it can be a nice way to revise structures or vocabulary from the lesson.

d. Concentration

1) To begin with, students sit in a circle and do the hand actions of lap (both hands to lap), clap, left click, right click.

2) When they get the hang of it, add these words in time to the rhythm "Concentration, concentration, concentration now beginning, are you ready? If so, let's go!"

3) On the first finger click, you say your name, and on the second click you say the name of someone in the circle.

4) You have passed the turn to the person you nominated on your second finger click.

5) Then they say their own name on the first click and the name of another student on the second.

6) When they have got the idea, use lexical sets. For example, everyone says their favorite sport first then use these to play the game.

7) For a competitive group, eliminate those students who make mistakes.

e. Yes / No game

1) Nominate one student to be in the hot seat, slightly apart from the rest of the circle.

2) The rest of the group must think of questions to ask the student in the hot seat.

3) They can ask anything they like, the only rule is that the student in the hot seat must answer the questions without using the words "yes" or "no".

4) Also ban "yeah", head nods and shakes! For example, a student asks, "Are you wearing jeans today?" The student in the hot seat could reply, "I am" or "you can see that they're jeans!"²⁹

4. The connection between circle game and vocabulary achievement.

Words are crucial part of our life. They help us express each emotion, share our views and communicate with people. Ever wondered what would have happened if

²⁹ Joanna Budden, *Circle Games*. British Council: Spai, <http://www.teachingenglish.org.uk/think/methodology/circle-games.shtml>. Accessed on April 16th 2013.

there were no words? There would be absolutely no communication at all. Communication becomes a difficult task, when one fails to find the right words to express, which eventually results in misunderstandings and confusion. For the same reason the message of a person is sometimes misconceived by people around, which leads to problems later on. In apt vocabulary knowledge may also lead to disappointments and the person becoming less confident. Also, knowledge of less words leads to hesitation in talking to people. In many cases, it makes a person introvert in nature. To overcome these problems and make communication smoother and easier, brushing up the vocabulary is the only key. Vocabulary, in a simple language, refers to the set of words in a language. Improving vocabulary skills is not a difficult task to do. With few simple steps, you can easily achieve it.³⁰

Improving vocabulary in students is a constant challenge. Giving a list of words to memorize is no longer considered the top way to help students improve their word knowledge.

Instead, teachers search for creative ways to help the kids in their class increase their vocabulary, and thus increase their reading level. Vocabulary games are an ideal method for teaching students to improve their vocabulary skills, because they subtly enforce the skills without boring them.

Circle game is a kind of technique game that can be used to teach vocabulary. In this game, the students make a big circle hand in hand and then the teacher gives

³⁰Bali Mandiri, *Circle game*. Online: <http://bali-mandiri.blogspot.com/2012/04/v-behaviorurdefaultvmlo.html>. Accessed on April 25th 2013.

students some tricks. Classrooms not only offer a setting for education, but also for fun, depending on the grade and curriculum. Many classroom activities and games, ranging from "Duck Duck Goose" to "Hot Potato," involve students forming a circle. Teachers can engage students in numerous classroom circle games, whether for the purposes of fun or to incorporate some educational value.³¹

First, the teacher stands in the middle of the circle and then gives the students some treatments and the students follow the teacher instructions. Successful teachers and games leaders use circle games that will grab the attention of the kids playing the game. Circle games help to reinforce teamwork and a sense of belonging by giving kids a chance to play games where everyone gets a chance to play, and there is no winner or loser.³² Here, the teacher built teamwork by using circle game to stimulate students to have sense of belonging so that all the vocabulary that teacher gives can be absorbed easier by the students. And also students can be reminded each other if they forget the words, so there will be no underestimated or feeling more dominate than the other students. It has been proved by some researcher and experienced by some teacher that circle game can improve students' vocabulary and also encourage students to study, especially in study English.

³¹ Jim Radenhausen, *Classroom Circle Games*. Online. http://www.com/list_6557939_games.htm#ixzz2O9xaKNSk. Accessed on April 25th 2013.

³² Kimberlee Broaddus, *Fun Circle Games for Kids*. Online: Fun Circle Games for Kids | eHow.com http://www.ehow.com/list_6738702_fun-circle-games-kids.html#ixzz2RQRSIxRM. Accessed on April, 25th 2013.

Actually, many skills can be improved through circle sets, but in this research, the researcher chooses vocabulary because she or he thinks that vocabulary is the main weapon to master the other skill and it must be introduced to students as early as it can.

According to Gary Kroehner, the set of chair or position of students in the classroom has important meaning. Generally, if the chairs set in a circle, the students' should expect a lot of group discussion. But if the chairs set in rows the students could expect that the teacher will be doing most of the work.³³ So here, researcher expects that in circle form, the students who think that the lesson will be in discussion form will take involvement in the lesson, because they know that in discussion everything will be shared together and the students will be more enjoy the lesson.

The teacher is often referred to as talking to or talking at the group; it is simply addressing a passive audience. To be effective, teacher needs to be on top of things at all times and to be interesting or amusing to the audience. They also need to use an appropriate number of analogies, use the correct level of language for the audience and use logical sequence of ideas in the presentation.

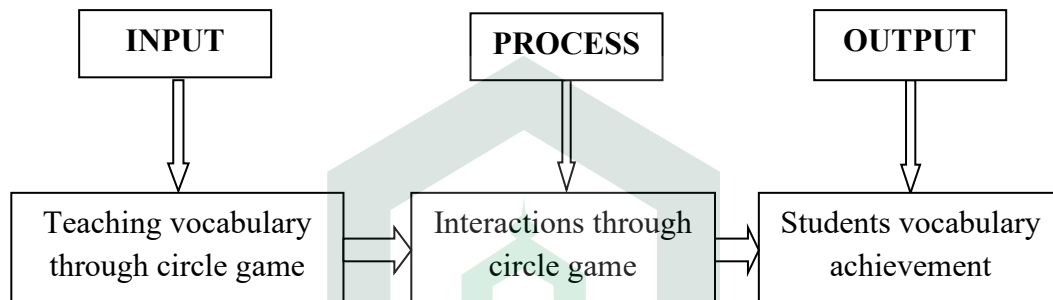
For a teacher to be effectively, the teacher needs to be aware of the students all time. The teacher's voice is particularly important both in level and tone. Also the material must be made meaningful to the group. So that, the students will want to

³³ Gary Kroehner, *Basic Training for Trainers*, (Australia: McGraw- Hill Book Company, 1995). P. 25.

listen.³⁴ That is also the researcher reason why circle game she or he choose. The researcher wants that the lesson will be meaningful, not just waste the researcher or even the students' time.

G. Conceptual Framework

The conceptual framework of this research can be described in the following:



In the diagram above shows the procedure of circle game in the class. As input, the researcher taught vocabulary to the students in this research, the researcher taught parts of body, family members and animals to the students through circle game. In the class, within the teaching and learning process, the researcher did interaction through circle game that conducted three times. At the first treatment, the researcher taught parts of body, the second treatment the researcher taught family members and the last treatment the students studied about animals. After giving treatment, the researcher measured the students' vocabulary through post-test. And the score got in post-test compared with the score in the pre-test.

³⁴ Gary Kroehnet, *Basic Training for Trainers*, (Australia:McGraw- Hill Book Company, 1995). P. 65.

H. Hypothesis

H_0 = There is no significant improvement of students at SMPN 9 Palopo through circle games.

H_1 = There is significant improvement of students at SMPN 9 Palopo through circle games.



CHAPTER III
METHOD OF THE RESEARCH

In this part, researcher describes design, variable, population and sample, instrument of analysis, procedure of collecting data, data analysis and technique.

A. Research Design

The method in this research is experimental research with pre- experimental design without class control. In this case, the one group pretest- posttest. The design is present as follows:



PRE-TEST	TREATMENT	POST-TEST
O ₁	T	O ₂

Notes:

O₁ : Pre-test

T : Treatment

O₂ : Post-test.¹

¹ Suharsimi Arikunto, *Prosedure Penelitian*, (Cet. XII, Jakarta, PT. Rineka Cipta, 2002), p.77.

B. Research Variable

This research involves two variable, they are independent variable and dependent variable. Independent variable is circle game and dependent variable is the students' vocabulary.

C. Population

The population of this research consisted of seven classes of the seventh year students, of SMPN 9 Palopo in 2012/2013 academic year. The number of population were 308 students.

Class	Class	Class	Calss	Class	Class	Class
VII.1	VII.2	VII.3	VII.4	VII.5	VII.6	VII.7
30	30	30	30	30	30	28

IAIN PALOPO

D. Sample

The sample in this research was taken by using random sampling technique where the researcher took three students from six classes and two students from a class. And the researcher take 20 students as sample.

E. Instrument of the Research

The instrument of the research was vocabulary test which consists of vocabularies namely noun, pre-test and post-test design. The pretest was intended to find out the students' prior knowledge in vocabulary mastery before giving treatment while the post-test was administered to know the students' improvement after giving treatment.

F. Procedure of Collecting Data

To collect the data, the researcher would use some procedures as follow:

1. Giving pre-test

The pre-test was given to the students to check whether they know or do not know the words before treatment and also to measure students ability in material that given by researcher in treatment with circle game technique.

2. The researcher conducted three times treatments for three meetings. The steps are as follows:

- a. In the first treatment the researcher taught “vocabulary” to the students related to noun, parts of body through circle game.

- b. In the second treatment the researcher taught “vocabulary” to the students related to noun, family members through circle game.

- c. In the third treatment the researcher taught “vocabulary” to the students related to noun, animals through circle game.

3. After giving treatment for three times, the researcher gave post-test to the students to know whether there was improvement of the students' vocabulary or not by giving test through worksheet and also oral test.

G. Technique of Data Analysis

The data, as result from the written test analyzed in percentage by using the formula as follow:

1. Scoring the students vocabulary test answer

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number}} \times 10$$

2. Classifying the students' score by using percentage as cited below:

$$P = \frac{F}{N} \times 100 \%$$

Where :

P : Percentage

F : The Cumulative Frequency of Subjects

N : Total Number of Subject. ²

Score or test is classified into criteria as follow:

- a. 9,5-10 is classified as excellent
- b. 8,6-9,5 is classified as very good
- c. 7,6-8,5 is classified as good
- d. 6,6-7,5 is classified as fairly good
- e. 5,6-6,5 is classified as fairly

² Ridwan. *Dasar-Dasar Statistika*. (Jakarta, Rineka Cipta., 2003). P. 41

f. 3,6-5,5 is classified as fairly poor

g. 0-3,5 is classified as poor.³

3. Calculating the mean score of the students

$$\bar{X} = \frac{\sum X}{N}$$

In which \bar{X} = Mean score

$\sum X$ = Total score

N = Total of sample

4. Calculating the t-test result (at the significant level : 0,05) and the t-table to see difference of the means scores in pretest and posttest for testing hypothesis used the following formula:

$$t = \frac{\bar{D}}{\frac{\sqrt{(\sum D^2 - \frac{(\sum D)^2}{N})}}{N(N-1)}}$$

Where : t = test of significance

\bar{D} = the mean of difference between pretest and posttest

$(X_2 - X_1)$

$\sum D$ = the sum of difference score

N = the total number of sample

5. Finding out the mean of the difference scored by using the formula :

$$\bar{D} = \frac{\sum D}{N}$$

Where :

³ Arikunto Suharsimi, *Prosedure Penelitian*, (Cct. XII, Jakarta, PT. Rineka Cipta, 2002),P. 137.

\bar{D} = the means score

$\sum D$ = the sum of difference score

N = the total number of sample

6. Finding out students' standard deviation used the following formula :

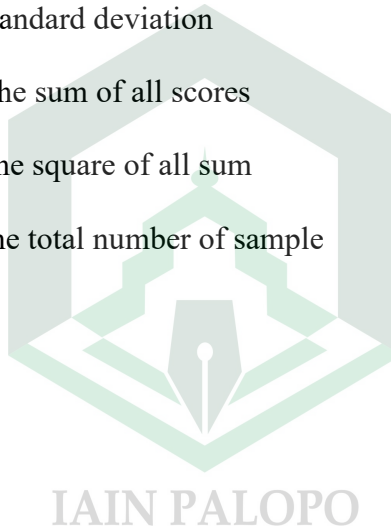
$$Sd = \frac{\sqrt{\sum x^2 - \frac{(\sum x)^2}{N}}}{n - 1}$$

where : sd = standard deviation

$\sum X$ = the sum of all scores

$(\sum X)^2$ = the square of all sum

N = the total number of sample



IAIN PALOPO

CHAPTER IV
FINDING AND DISCUSSIONS

A. Findings

1. Students' score in pre-test and post-test

The score of students were observed based on their test result. The data can be seen in the following table.

Table 4.1
The score of students' vocabulary in pre-test

NO	Respondent	Correct answer	Score
1	R1	21	5,3
2	R2	14	3,5
3	R3	25	6,3
4	R4	19	4,8
5	R5	32	8
6	R6	10	2,5
7	R7	12	3
8	R8	19	4,8
9	R9	28	7
10	R10	22	5,5
11	R11	10	2,5
12	R12	24	6

13	R13	25	6,3
14	R14	23	5,8
15	R15	25	6,3
16	R16	20	5
17	R17	24	6
18	R18	16	4
19	R19	22	5,5
20	R20	23	5,8

The table 4.1 showed that there was 1 student got score 8, 1 student got score 7, 3 students got score 6,3, 2 students got score 6, 2 students got score 5,8, 2 students got score 5,5, 1 student got score 5,3, 1 student got score 5, 2 students got score 4,8, 1 student got score 4, 1 student got score 3,5, 1 student got score 3 and 2 students 2,5. It means that most of students have low score or low in vocabulary mastery, especially in parts of body, family members and animals. Based on that fact, the researcher planned to do treatment through circle game to improve students' vocabulary.

Table 4.2
Score classification of the students' vocabulary in pre-test

Classification	Score	Frequency	Percentage
Excellent	9,6-10	-	0%
Very good	8,6-9,5	-	0%
Good	7,6-8,5	1	5%

Fairly good	6,6-7,5	1	5%
Fairly	5,6-6,5	8	40%
Fairly poor	3,6-5,5	6	30%
Poor	0-3,5	4	20%
Total		20	100%

The table 4.2 showed the score of the seventh year students of SMPN 9 Palopo in answering vocabulary multiple-choice, there were none of students excellent and very good category, 1 student (5%) had good category, 1 student (5%) had fairly good category, 8 students (40%) had fairly category, 6 students (30%) had fairly poor category and 4 students (20%) had poor category. There are 18 students (90%) of the total who have less vocabulary. So the researcher planned to conduct treatment to improve students' vocabulary.

Table 4.3

The score of students' vocabulary in post-test

NO	Respondent	Correct answer	Score
1	R1	32	8
2	R2	28	7
3	R3	33	8,3
4	R4	30	7,5
5	R5	40	10
6	R6	24	6
7	R7	26	6,5

8	R8	27	6,8
9	R9	40	10
10	R10	34	8,5
11	R11	22	5,5
12	R12	36	9
13	R13	33	8,3
14	R14	34	8,5
15	R15	35	8,8
16	R16	28	7
17	R17	33	8,3
18	R18	27	6,8
19	R19	34	8,5
20	R20	36	9

The table 4.3 showed that there were 2 students who got score 10, 2 students got score 9, 1 student got score 8,8, 3 students got score 8,5, 3 students got score 8,3, 1 student got score 8, 1 student got score 7,5, 2 students got score 7, 2 students got score 6,8, 1 student got score 6,5, 1 student got score 6 and 1 student 5,5. It means that most of the students have improvement after giving treatment. So circle game was a good method to improve students' vocabulary.

Table 4.4
Score classification of the students' vocabulary in post-test

Classification	Score	Frequency	Percentage
Excellent	9,6-10	2	10%
Very good	8,6-9,5	3	15%
Good	7,6-8,5	7	35%
Fairly good	6,6-7,5	5	25%
Fairly	5,6-6,5	2	10%
Fairly poor	3,6-5,5	1	5%
Poor	0-3,5	-	0
Total		20	100%

The table 4.4 showed the score of the seventh year students of SMPN 9 Palopo in answering vocabulary multiple-choice, there was no student who has poor category, 2 students (10%) had excellent category, 3 students (15%) had very good category, 7 students (35%) had good category, 5 students (25%) had fairly good category and 2 students (10%) had fairly category and 1 student (5%) had fairly poor category. In this test found that circle game was effective to improve students' vocabulary. It was shown that 17 students (85%) had ideal scores after being given treatment.

Table 4.5

The score of students' vocabulary in Pre-test and Post-test, Gain (D) and the square of the gain

Respondent	X_1	$(X_1)^2$	X_2	$(X_2)^2$	$D(X_2 - X_1)$	D^2
R1	5,3	28,09	8	64	2,7	7,29
R2	3,5	12,25	7	49	3,5	12,25
R3	6,3	39,69	8,3	68,89	2	4
R4	4,8	23,04	7,5	56,25	2,7	7,29
R5	8	64	10	100	2	4
R6	2,5	6,25	6	36	3,5	12,25
R7	3	9	6,5	42,25	3,5	12,25
R8	4,8	23,04	6,8	46,24	2	4
R9	7	49	10	100	3	9
R10	5,5	30,25	8,5	72,25	3	9
R11	2,5	6,25	5,5	30,25	3	9
R12	6	36	9	81	3	9
R13	6,3	39,69	8,3	68,89	2	4
R14	5,8	33,64	8,5	72,25	2,7	7,29
R15	6,3	39,69	8,8	77,44	2,5	6,25
R16	5	25	7	49	2	4
R17	6	36	8,3	68,89	2,3	5,29
R18	4	16	6,8	46,24	2,8	7,88

R19	5,5	30,25	8,5	72,27	3	9
R20	5,8	33,64	9	81	3,2	10,24
N=20	$\sum X_1=103,9$	$\sum X_1^2=580,77$	$\sum X_2=158,3$	$\sum X_2^2=1282,11$	$\sum D=54,4$	$\sum D^2=153,44$

2. The mean score

The formula of the mean score is :

$$\bar{X} = \frac{\sum X}{N}$$

Where : N = 20

a. Mean score of the students' pre-test

$$\begin{aligned}\bar{X}_1 &= \frac{103,9}{20} \\ &= 5,195\end{aligned}$$

b. Mean score of the students' post-test

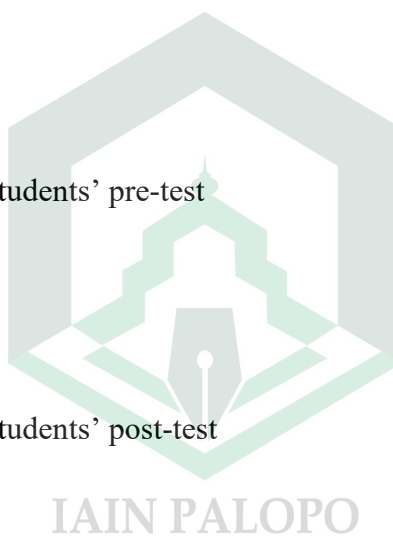
$$\begin{aligned}\bar{X}_2 &= \frac{158,3}{20} \\ &= 7,915\end{aligned}$$

c. Mean score of Gain (D)

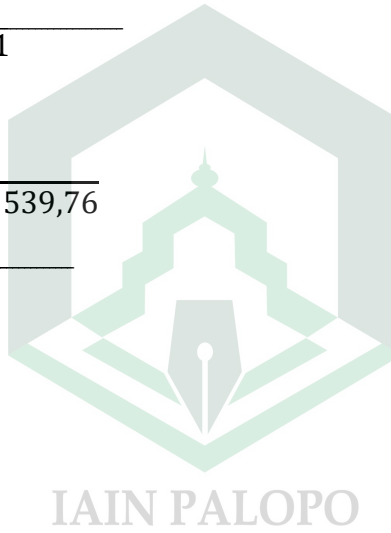
$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{54,4}{20} \\ &= 2,72\end{aligned}$$

3. Students standard Deviation in Pre-test and Post-test.

a. Standard deviation of the students' pre-test



$$\begin{aligned}
 sd &= \frac{\sqrt{\sum X^2 - \frac{(\sum x)^2}{N}}}{n - 1} \\
 &= \frac{\sqrt{580,77 - \frac{(103,9)^2}{20}}}{20 - 1} \\
 &= \frac{\sqrt{580,77 - \frac{10795,21}{20}}}{20 - 1} \\
 &= \frac{\sqrt{580,77 - 539,76}}{19} \\
 &= \frac{\sqrt{41,01}}{19} \\
 &= \sqrt{2,158} \\
 &= 1,469
 \end{aligned}$$



b. Standard Deviation of the students' Pos-test

$$\begin{aligned}
 sd &= \frac{\sqrt{\sum x_2^2 - \frac{(\sum X_2)^2}{N}}}{n - 1} \\
 &= \frac{\sqrt{1282,11 - \frac{(158,3)^2}{20}}}{20 - 1}
 \end{aligned}$$

$$\begin{aligned}
 &= \frac{\sqrt{1282,11 - \frac{25058,89}{20}}}{19} \\
 &= \frac{\sqrt{1282,11 - 1252,94}}{19} \\
 &= \frac{\sqrt{29,17}}{19} \\
 &= \frac{\sqrt{1,535}}{19} \\
 &= 1,238
 \end{aligned}$$

c. Calculated the value with t-test

The formula is :

$$t = \frac{\bar{D}}{\frac{\sqrt{\frac{(\sum D)^2}{\sum D^2 - N}}}{N(N-1)}}$$

For level of significance (D), we consult df by using t-table standar of signification 5% (α 0,05) with df = 19 and we got 2,09

After finding df, we consult df by using the table t_t standar of signification 5% (α 0,05) with df = 19, we will get 2,09

df = N - 1

$$= 20 - 1$$

$$= 19$$

$$t\text{-table} = 2,09$$

$$\text{where : } \bar{D} = \frac{54,4}{30}$$

$$t = \frac{2,72}{\frac{\sqrt{(54,4)^2}}{153,44-20}}$$

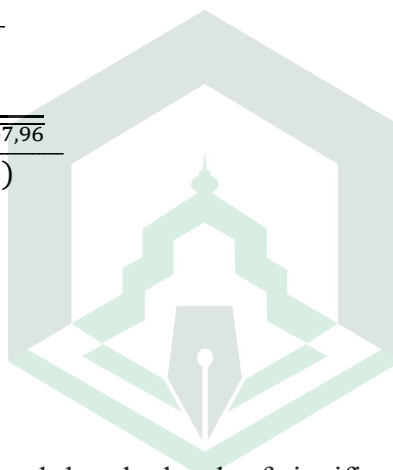
$$t = \frac{2,72}{\frac{\sqrt{2959,36}}{20(20-1)}}$$

$$t = \frac{2,72}{\frac{\sqrt{153,44-147,96}}{20(19)}}$$

$$t = \frac{2,72}{\frac{\sqrt{5,48}}{380}}$$

$$= \frac{2,72}{0,117}$$

$$= 23,24$$



Data above indicated that the level of significance ($\alpha = 0,05$) and $df = 19$, the value of t-table was = 2,09. The result of t-test was = 23,24. Thus, the value of the t-test is greater than t-table ($23,24 > 2,09$). It means that the hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Therefore, it could be said that there was a significant difference between the mean score of pre-test and the mean score of posttest of the students' improvement in vocabulary mastery by using circle game. The use of circle game was effective in improving the students' vocabulary mastery at SMPN 9 Palopo in the academic year 2012/2013.

B. Discussion

In this research, the researcher used circle game as method in teaching vocabulary. The circle position in this research which is applied by researcher is one of classroom management. Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether. In 1981 the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was "negative student attitudes and discipline".

According to Moskowitz & Hayman , once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control. Also, research from Berliner and Brophy & Good shows that the time a teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. From the student's perspective, effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment.

Classroom management is closely linked to issues of motivation, discipline and respect. Methodologies remain a matter of passionate debate amongst teachers; approaches vary depending on the beliefs a teacher holds regarding educational

psychology. A large part of traditional classroom management involves behavior modification, although many teachers see using behavioral approaches alone as overly simplistic. Many teachers establish rules and procedures at the beginning of the school year. According to Gootman , rules give students concrete direction to ensure that our expectation becomes a reality.

They also try to be consistent in enforcing these rules and procedures. Many would also argue for positive consequences when rules are followed, and negative consequences when rules are broken. There are newer perspectives on classroom management that attempt to be holistic. One example is affirmation teaching, which attempts to guide students toward success by helping them see how their effort pays off in the classroom. It relies upon creating an environment where students are successful *as a result of their own efforts*. By creating this type of environment, students are much more likely to want to do well. This transforms a classroom into a community of well-behaved and self-directed learners.¹

There are three technique of classroom. Until recently, corporal punishment was widely used as a means of controlling disruptive behavior but it is now no longer fashionable, though it is still advocated in some contexts by people such as James Dobson. Rote discipline also known as "lines," rote discipline is a negative sanction used for behavior management. It involves assigning a disorderly student sentences or the classroom rules to write repeatedly. Among the many types of classroom

¹Wikipedia, *Classroom Management*, online; http://en.wikipedia.org/wiki/Classroom_management . Accessed on June 4th, 2013.

management approaches, it is very commonly used. Meanwhile, Preventative techniques preventative approaches to classroom management involve creating a positive classroom community with mutual respect between teacher and student. Teachers using the preventative approach offer warmth, acceptance, and support unconditionally - not based on a student's behavior. Fair rules and consequences are established and students are given frequent and consistent feedback regarding their behavior. One way to establish this kind of classroom environment is through the development and use of a classroom contract. The contract should be created by both students and the teacher. In the contract, students and teachers decide and agree on how to treat one another in the classroom. The group also decides on and agrees to what the group will do should there be a violation of the contract. Rather than a consequence, the group should decide on a way to fix the problem through either class discussion, peer mediation, counseling, or by one on one conversations leading to a solution to the situation.

Preventative techniques also involve the strategic use of praise and rewards to inform students about their behavior rather than as a means of controlling student behavior. In order to use rewards to inform students about their behavior, teachers must emphasize the value of the behavior that is rewarded and also explain to students the specific skills they demonstrated to earn the reward. Teachers should also encourage student collaboration in selecting rewards and defining appropriate

behaviors that will earn rewards.² It was also applied by the researcher in conducting learning teaching process.

Among five systematic approach of classroom management, that mentioned in chapter II, the researcher had the same though with The Good Behavior Game (GBG). The Good Behavior Game (GBG) is a "classroom-level approach to behavior management" that was originally used in 1969 by Barrish, Saunders, and Wolf. The Game entails the class earning access to a reward or losing a reward, given that all members of the class engage in some type of behavior (or did not exceed a certain amount of undesired behavior). The GBG can be used to increase desired behaviors (e.g., question asking) or to decrease undesired behaviors (e.g., out of seat behavior). The GBG has been used with preschoolers as well as adolescents; however most applications have been used with typically developing students (i.e., those without developmental disabilities). In addition, the Game "is usually popular with and acceptable to students and teachers." The researcher in teaching gave reward for the students who can answer the teacher's question by giving 100 as the score and mines 100 from the score if they can not answer the questions.

The other approach of classroom management are Discipline with Dignity, according to its founders, Discipline with Dignity is one of the most widely practiced behavior management philosophies in the world. Founded by Dr. Richard Curwin and

²Wikipedia, *Classroom Management*, online; http://en.wikipedia.org/wiki/Classroom_management . Accessed on June 4th, 2013.

Dr. Allen Mendler, the program is utilized in more than 12 different countries. Discipline with Dignity provides an in-depth flexible approach for effective school and classroom management. With a strong focus on developing responsibility, it is a comprehensive, practical program that leads to improved student behavior through responsible thinking, cooperation, mutual respect, and shared decision-making. Beside that, there are also tools for teaching, positive classrooms, assertive discipline and discipline without stress, punishments or rewards.

Tools for Teaching is a classroom management method created and taught by Fred Jones on speaking tours and in the eponymous book series. Meanwhile, positive classrooms developed by Dr. Robert DiGiulio sees positive classroom management as the result of four factors: how teachers regard their students (spiritual dimension), how they set up the classroom environment (physical dimension), how skillfully they teach content (instructional dimension), and how well they address student behavior (managerial dimension). Assertive discipline is another systematic approach of classroom management. Lee and Marlene Canter discuss the ideas behind this approach in several published books. And Discipline without Stress (or DWS) is a K-12 discipline and learning approach developed by Dr. Marvin Marshall described in his 2001 book, *Discipline without Stress, Punishments or Rewards*. The approach is designed to educate young people about the value of internal motivation. The intention is to prompt and develop within youth a desire to become responsible and self-disciplined and to put forth effort to learn. The most significant characteristics of DWS are that it is totally noncoercive (but not permissive) and takes

the opposite approach to Skinnerian behaviorism that relies on external sources for reinforcement.

In the *Handbook of Classroom Management: Research Practice and Contemporary Issues*, Evertson and Weinstein characterize classroom management as the actions taken to create an environment that supports and facilitates academic and social–emotional learning. Toward this goal, teachers must (1) develop caring, supportive relationships with and among students; (2) organize and implement instruction in ways that optimize students’ access to learning; (3) use group management methods that encourage students’ engagement in academic tasks; (4) promote the development of students’ social skills and self–regulation; and (5) use appropriate interventions to assist students with behavior problems.

Dr. Tracey Garrett also describes classroom management as a process consisting of key tasks that teachers must attend to in order to development an environment conducive to learning. These tasks include: (1) organizing the physical environment, (2) establishing rules and routines, (3) developing caring relationships, (4) implementing engaging instruction and (5) preventing and responding to discipline problems. Classroom Management Essentials, created by Dr. Tracey Garrett, is the first classroom management app for the iPad, iPhone and iPod touch that guides teachers through the tasks involved in the process of classroom.³

³Wikipedia, *Classroom Management*, online; http://en.wikipedia.org/wiki/Classroom_management . Accessed on June 4th, 2013.

In their introductory text on teaching, Kauchak and Eggen Kauchak, D., and Eggen, P. *Introduction to teaching: Becoming a professional* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc. explain classroom management in terms of time management. The goal of classroom management, to Kauchak and Eggen, is to not only maintain order but to optimize student learning. They divide class time into four overlapping categories, namely allocated time, instructional time, engaged time, and academic learning time.

Allocated time is the total time allotted for teaching, learning, and routine classroom procedures like attendance and announcements. Allocated time is also what appears on a student's schedule, for example "Introductory Algebra: 9:50-10:30 a.m." or "Fine Arts 1:15-2:00 p.m."

Instructional time is what remains after routine classroom procedures are completed. That is to say, instructional time is the time wherein teaching and learning actually takes place. Teachers may spend two or three minutes taking attendance, for example, before their instruction begins.

Engaged time is also called time on task. During engaged time, students are participating actively in learning activities—asking and responding to questions, completing worksheets and exercises, preparing skits and presentations, etc.

Academic learning time occurs when students 1) participate actively and 2) are successful in learning activities. Effective classroom management maximizes academic learning time.

In an effort to maintain order in the classroom, sometimes teachers can actually make the problems worse. Therefore, it is important to consider some of the basic mistakes commonly made when implementing classroom behavior management strategies. For example, a common mistake made by teachers is to define the problem behavior by how it looks without considering its function.

Interventions are more likely to be effective when they are individualized to address the specific function of the problem behavior. Two students with similar looking misbehavior may require entirely different intervention strategies if the behaviors are serving different functions. Teachers need to understand that they need to be able to change the ways they do things from year to year, as the children change. Not every approach works for every child. Teachers need to learn to be flexible. Another common mistake is for the teacher to become increasingly frustrated and negative when an approach is not working.

The teacher may raise his or her voice or increase adverse consequences in an effort to make the approach work. This type of interaction may impair the teacher-student relationship. Instead of allowing this to happen, it is often better to simply try a new approach.

Inconsistency in expectations and consequences is an additional mistake that can lead to dysfunction in the classroom. Teachers must be consistent in their expectations and consequences to help ensure that students understand that rules will be enforced. To avoid this, teachers should communicate expectations to students

clearly and be sufficiently committed to the classroom management procedures to enforce them consistently.⁴

Words are crucial part of our life. They help us express each emotion, share our views and communicate with people. Ever wondered what would have happened if there were no words? There would be absolutely no communication at all. Communication becomes a difficult task, when one fails to find the right words to express, which eventually results in misunderstandings and confusion. For the same reason the message of a person is sometimes misconceived by people around, which leads to problems later on. In apt vocabulary knowledge may also lead to disappointments and the person becoming less confident. Also, knowledge of less words leads to hesitation in talking to people. In many cases, it makes a person introvert in nature. To overcome these problems and make communication smoother and easier, brushing up the vocabulary is the only key. Vocabulary, in a simple language, refers to the set of words in a language. Improving vocabulary skills is not a difficult task to do. With few simple steps, you can easily achieve it.⁵

Improving vocabulary in students is a constant challenge. Giving a list of words to memorize is no longer considered the top way to help students improve their word knowledge.

⁴Wikipedia, *Classroom Management*, online; http://en.wikipedia.org/wiki/Classroom_management . Accessed on June 4th, 2013.

⁵Bali Mandiri, *Circle game*. Online: <http://bali-mandiri.blogspot.com/2012/04/v-behaviorurdefaultvmlo.html>. Accessed on April 25th 2013.

Instead, teachers search for creative ways to help the kids in their class increase their vocabulary, and thus increase their reading level. Vocabulary games are an ideal method for teaching students to improve their vocabulary skills, because they subtly enforce the skills without boring them.

The connection between circle game vocabulary achievements as follows, circle game is a kind of technique game that can be used to teach vocabulary. In this game, the students make a big circle hand in hand and then the teacher gives students some tricks. Classrooms not only offer a setting for education, but also for fun, depending on the grade and curriculum. Many classroom activities and games, ranging from "Duck Duck Goose" to "Hot Potato," involve students forming a circle. Teachers can engage students in numerous classroom circle games, whether for the purposes of fun or to incorporate some educational value.⁶

First, the teacher stands in the middle of the circle and then gives the students some treatments and the students follow the teacher instructions. Successful teachers and games leaders use circle games that will grab the attention of the kids playing the game. Circle games help to reinforce teamwork and a sense of belonging by giving kids a chance to play games where everyone gets a chance to play, and there is no winner or loser.⁷ Here, the teacher built teamwork by using circle game to

⁶ Jim Radenhausen, *Classroom Circle Games*. Online. http://www.com/list_6557939_games.htm#ixzz2O9xaKNSk. Accessed on April 25th 2013.

⁷ Kimberlee Broaddus, *Fun Circle Games for Kids*. Online: Fun Circle Games for Kids | eHow.com http://www.ehow.com/list_6738702_fun-circle-games-kids.html#ixzz2RQRSIxRM. Accessed on April, 25th 2013.

stimulate students to have sense of belonging so that all the vocabulary that teacher gives can be absorbed easier by the students. And also students can be reminded each other if they forget the words, so there will be no underestimated or feeling more dominate than the other students. It has been proved by some researcher and experienced by some teacher that circle game can improve students' vocabulary and also encourage students to study, especially in study English.

Actually, many skills can be improved through circle sets, but in this research, the researcher chooses vocabulary because she or he thinks that vocabulary is the main weapon to master the other skill and it must be introduces to students as earlier as it can.

According to Gary Kroehner, the set of chair or position of students in the classroom has important meaning. Generally, if the chairs set in a circle, the students' should expect a lot of group discussion. But if the chairs set in rows the students could expect that the teacher will be doing most of the work.⁸ So here, researcher expects that in circle form, the students who think that the lesson will be in discussion form will take involvement in the lesson, because they know that in discussion everything will be shared together and the students will be more enjoy the lesson.

The teacher is often referred to as talking to or talking at the group; it is simply addressing a passive audience. To be effective, teacher needs to be on top of things at all times and to be interesting or amusing to the audience. They also need to

⁸ Gary Kroehner, *Basic Training for Trainers*, (Australia: McGraw- Hill Book Company, 1995). P. 25.

use an appropriate number of analogies, use the correct level of language for the audience and use logical sequence of ideas in the presentation.

For a teacher to be effectively, the teacher needs to be aware of the students all time. The teacher's voice is particularly important both in level and tone. Also the material must be made meaningful to the group. So that, the students will want to listen.⁹ That is also the researcher reason why circle game she or he choose. The researcher wants that the lesson will be meaningful, not just waste the researcher or even the students' time.

The result of the data analysis above showed that the circle game was able to improve the students' vocabulary. It could be seen on the table before where the mean score before giving treatment was 5,195. The highest score was 8 and the lowest was 2,5. The researcher conducted treatment three steps. The steps were as follows: 1. In the first treatment the researcher taught "vocabulary" to the students related to noun, in this case parts of body through circle game, 2. In the second treatment the researcher taught "vocabulary" to the students related to noun, in this case family members through circle game. 3. In the third treatment the researcher taught "vocabulary" to the students related to noun, in this case animals through circle game.

After giving treatment three times, the researcher gave post-test to the students to know whether there is improvement of the students' vocabulary or not by giving test through worksheet and also oral test. The oral test did by testing the

⁹ Gary Kroehnet, *Basic Training for Trainers*, (Australia:McGraw- Hill Book Company, 1995). P. 65.

students one by one about the parts of body, family members and animals. The result of students' vocabulary after giving treatment, the mean score of the Post-Test was 7,915. The highest score was 10 and the lowest was 5,5. It could be said that there was a significant difference between the mean score of pretest and the mean score of posttest of the students' improvement in vocabulary mastery by using circle game was effective in teaching the students' vocabulary mastery at SMPN 9 Palopo in the academic year 2012/2013.

Looking the result of the data analysis, the researcher also presented the discussion. The first, the researcher explained about the score of students based on their test result. In the same manner as we knew that the score of students' vocabulary in pre-test as follows: 1 student got score 8, 1 student got score 7, 3 students got score 6,3, 2 students got score 6, 2 students got score 5,8, 2 students got score 5,5, 1 student got score 5,3, 1 student got score 5, 2 students got score 4,8, 1 student got score 4, 1 student got score 3,5, 1 student got score 3 and 2 students got score 2,5. It means that the score of the students' vocabulary in per-test of the seventh year students of SMPN 9 Palopo in answering vocabulary multiple-choice namely no students excellent and very good category, 1 student (5%) had good category, 1 student (5%) had fairly good category, 8 students (40%) had fairly category, 6 students (30%) had fairly poor category and 4 students (20%) had poor category. It means that the seventh year students of SMP Negeri 9 Palopo still have low ability in mastering English. According to the English teachers and the students when the

researcher interviewed them, it was caused by less of vocabularies that they memorize. While vocabulary is very necessary to study for the English language students. Jeremy Harmer stated that vocabulary was seen as incidental to main purpose of language teaching, namely the acquisition of grammatical knowledge about the language.¹⁰ There are many concept of vocabulary, some of them: 1. Vocabulary is the stock of words used by a people, or by a particular class or person. 2. Vocabulary is a list or collection of the words of a language, book, author, branch of science, or the like, usually in alphabetical order and defined. 3. Vocabulary is the wordds of a language. 4. Vocabulary is the sum or scope of one's expressive technique, as in arts. Based on that fact, the researcher planned to do treatment through circle game to improve students' vocabulary. Where circle game is an activity that can build students's vocabulary, increase their communication skills and prepare them to adapt what they know about oral language as they explore written language.¹¹ It is part of games but it has itself characteristics which provide students chance to be enjoyable, fun, motivated, and creative in learning. This game also fit with the students' level of class especially in Junior High School level because it is included as an easy game for learners. Therefore, students do not necessary think seriously when learning English. So in this research, the researcher tried to solve the problem of the students in English by giving them circle game.

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching*, (New York:Longman, 1991), p. 154.

¹¹ Wikipedia. *Oral Language*, Online: <http://www.literacyconnections.com/OralLanguage.php>. Accessed on January 25th 2012.

Based on the preliminary observation, the researcher found that at SMPN 9 Palopo specially, the seventh year students still have low ability in mastering English. It was caused by the situation of the class which made them bored in learning it. The class position was as like as the common class position where the seats were in square position. The teacher was in front of the class, meanwhile the students' seat in square position where the students at the back position got very little attention from the teacher. The teacher only focused on the front students. The students are still less in their own vocabularies. They are not interested in mastering vocabularies which can help them to be better in learning English, because in square position, the teacher only taught the students with speech method. The students have been bored with that method.

Based on the cases above, the researcher would like to solve the students' problem in learning English especially vocabulary. Therefore, the researcher tried to improve their vocabulary through the circle games. It is believed that by using this technique, the teachers can provide students more chances to practice and it will be an interesting way in learning vocabulary. The researcher gave circle game to the students in three meetings with some of materials, parts of body, family members and animal. All of the materials taught by using circle game technique, where the students hold hand by hand in circle shape and the researcher was in the middle of that circle. In the first treatment the researcher taught "vocabulary" to the students related to noun, parts of body through circle game. In the second treatment the researcher taught "vocabulary" to the students related to noun, family members through circle game. In

the third treatment the researcher taught “vocabulary” to the students related to noun, animals through circle game.

In the first treatment, the researcher gathered the students in front of the class after removing the tables and chairs into the side of the class. Then the researcher told the students that they were going to study about parts of body. The researcher asked the students about parts of body in Indonesia first, then asked them did they understand every single parts of their body. After knowing the students’ understanding in parts of body, the researcher then began teaching parts of body in English.

The researcher touched her/his eyes and said “eyes”, meant “mata”, then touched her/his nose and said “nose”, meant “hidung”. The researcher then asked the students to follow her/ his way. The students followed the researcher way while touch their eyes and nose and shouted “eyes” and ”nose”. The researcher did it to the number of parts of body until the students understood and then the researcher asked them to back to their sheet and write down the parts of body that had just given to them. If the students did not know how to write those words in to Indonesia, the researcher wrote it on the whiteboard. In the end of the class, the researcher gathered the students again in a circle form to make sure that the students did not forget the words.

The second meeting was held in the third meeting, where the researcher was back to the class with the same technique, in this case circle game but with different material. Family members became the material for that day. Before continuing the class, the researcher reminded the students about their material last meeting first by asking them orally. After that, the researcher asked the students again to come in front of the class and make circle again. The researcher placed his self/herself in the middle of the circle and acted as the guide. The researcher told the students that the material that meeting was family members. After that, the researcher stimulated the students by asking them about their family. The researcher pointed five students to come forward in the middle of the circle and gave them name based on family members. Then they acted as their roles, pretending in a family.

After the students understood, the researcher asked them again to back to their seat and wrote down the words that they just got through circle game. Just like in the last meeting, in the end of the class, the researcher asked the students again to make a circle game again.

The last treatment was held in the fourth meeting. In this treatment, the researcher taught the students about animals. After reminding the students about the last meeting, the researcher divided a card to each student. In the card, there was animal picture and its meaning in Indonesia and also in English. The researcher asked the students to come forward in the middle of the circle and asked them to introduce

their animals one by one. The students were asked to remember all of it and back to their seat and write down again.

After writing the vocabulary of animals, the researcher continued the class by making circle again and asked one of students to come forward in the middle and acted as a guesser. The teacher gave students a card that the guesser should guess. The guesser asked some question related to animals and the students answered with yes or no. the guesser that can not guess the animals was punished by asking them to sing and dance.

Before closing the class, the researcher reminded the students to memorize the vocabulary they learnt for three meetings. In the next meeting, the researcher gave them post-test to know what improvement in students' vocabulary do the students achieve after giving treatment for three times.

Actually, many skills can be improved through circle sets, but in this research, the researcher chooses vocabulary because she or he thinks that vocabulary is the main weapon to master the other skill and it must be introduces to students as earlier as it can.

According to Gary Kroehnert, the set of chair or position of students in the classroom has important meaning. Generally, if the chairs set in a circle, the students' should expect a lot of group discussion. But if the chairs set in rows the students

could expect that the teacher will be doing most of the work.¹² So here, researcher expects that in circle form, the students who think that the lesson will be in discussion form will take involvement in the lesson, because they know that in discussion everything will be shared together and the students will be more enjoy the lesson.

The teacher is often referred to as talking to or talking at the group; it is simply addressing a passive audience. To be effective, teacher needs to be on top of things at all times and to be interesting or amusing to the audience. They also need to use an appropriate number of analogies, use the correct level of language for the audience and use logical sequence of ideas in the presentation.

For a teacher to be effectively, the teacher needs to be aware of the students all time. The teacher's voice is particularly important both in level and tone. Also the material must be made meaningful to the group. So that, the students will want to listen.¹³ That was also the researcher reason why circle game choosen as the method in increasing students' vocabulary. The researcher wants that the lesson will be meaningful, not just waste the researcher or even the students' time.

After doing treatment, the researcher gave post-test to the students. The score of students' vocabulary of SMPN 9 Palopo in post-test were 2 students got score 10, 2 students got score 9, 1 student got score 8,8, 3 students got score 8,5, 3 students got score 8,3, 1 student got score 8, 1 student got score 7,5, 2 students got

¹² Gary Kroehnet, *Basic Training for Trainers*, (Australia:McGraw- Hill Book Company, 1995). P. 25.

¹³ Gary Kroehnet, *Basic Training for Trainers*, (Australia:McGraw- Hill Book Company, 1995). P. 65.

score 7, 2 students got score 6,8, 1 student got score 6,5, 1 student got score 6 and 1 student 5,5. It is mean that the score of the students' vocabulary in pot-test of the seventh year students of SMPN 9 Palopo in answering vocabulary multiple-choice was no student who are poor category, 2 students (10%) had excellent category, 3 students (15%) had very good category, 7 students (35%) had good category, 5 students (25%) had fairly good category and there were 2 students (10%) had fairly category and there was 1 student (5%) had fairly poor category. It means that most of the students have improvement after giving treatment. So circle game was a good method to improve students' vocabulary.

And then, the result of the mean score according to multiple-formula from the students' pre-test, the students' post-test and Gain (D) namely :

1. Mean score of the students' pre-test = 5,195
2. Mean score of the students' post-test = 7,915
3. Mean score of Gain (D) = 2,72.

From the data above, it can be said that the level of significance ($\alpha = 0,05$) and $df = 29$, the value of t-table was = 2,09. The result of t-test was = 23,24. Thus, the value of the t-test is greater than t-table ($23,24 > 2,09$). It means that the hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Therefore, it could be said that there was a significant difference between the mean score of pretst and the mean score of posttest of the students' improvement in vocabulary mastery by using

circle game was effective in teaching the students' vocabulary mastery at SMPN 9 Palopo in the academic year 2012/2013.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion of the research, it can be concluded that the use of circle game is effective in teaching the students' vocabulary mastery in SMPN 9 Palopo in the academic year 2012/2013. It is proved by means score of the students posttest (7,915), which is greater than means score of the students' pretest (5,195). And the t_{test} value, that is (23,24), which is greater than t_{table} (2,09).

B. Suggestions

Based on the result of data analysis and conclusion, the researcher proposes some suggestions as follow:

1. The teacher can use good method to stimulate the students' interests in vocabulary.
2. The teacher who has the same difficulties in teaching vocabulary can use circle game as a teaching techniques to improve the students' vocabulary.
3. The teacher can use games in teaching vocabulary to make students feel enjoy, fun and not bored during learning and teaching process.

Finally, the researcher realizes that this thesis still far from perfect. However the researcher hopes that this can be meaningfull contribution for English teachers as well as students.



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APPENDIX

NOUN (PARTS OF BODY)

NO	VOCABULARY	MEANING
1	Eyebrow	Alis mata
2	Hand	Tangan
3	Tongue	Lidah
4	Stomach	Perut
5	Hair	Rambut
6	Mouth	Mulut
7	Tooth	Gigi
8	Knee	Lutut
9	Lip	Bibir
10	Ear	Telinga
11	Hair	Rambut
12	Finger	Jari-jari
13	Foot	Kaki
14	Nose	Hidung
15	Moustache	Kumis
16	Elbow	Siku
17	Calf	Betis
18	Chest	Dada
19	Cheek	Pipi
20	Nail	Kuku

APPENDIX

NOUN (FAMILY AND RELATIVE)

NO	VOCABULARY	MEANING
1	Parents	Orang tua
2	Father	Bapak
3	Mother	Ibu
3	Grandfather	Kakek
4	Grandmother	Nenek
5	Son	Anak laki-laki
6	Daughter	Anak perempuan
7	Sister	Saudara perempuan
8	Brother	Saudara laki-laki
9	Aunt	Bibi
10	Uncle	Paman
11	Wife	Istri
12	Husband	Suami
13	Cousin	Saudara sepupu
14	Step mother	Ibu tiri
15	Step father	Bapak tiri

APPENDIX
NOUN (ANIMALS)

NO	VOCABULARY	MEANING
1	Snake	Ular
2	Cow	Sapi
3	Chicken	Ayam
4	Bear	Beruang
5	Sheep	Domba
6	Pig	Babi
7	Frog	Katak
8	Lion	Singa
9	Tiger	Harimau
10	Crocodile	Buaya
11	Turtle	Penyu
12	Elephant	Gajah
13	Goat	Kambing
14	Butterfly	Kupu-kupu
15	Shark	Ikan hiu
16	Rabbit	Kelinci
17	Dog	Anjing
18	Cat	Kucing
19	Bird	Burung
20	Fish	Ikan

PRE-TEST

Name :

Class :

A. Terjemahkan kata-kata di bawah ini ke dalam bahasa Indonesia !

1. Head :
2. Ear :
3. Hair :
4. Eye :
5. Foot :
6. Eyebrow :
7. Stomach :
8. Knee :
9. Finger :
10. Hand :
11. Calf :
12. Tongue :
13. Tooth :

B. Terjemahkan kata-kata di bawah ini ke dalam bahasa Inggris !

14. Ibu :
15. Bapak :
16. Bibi :
17. Paman :
18. Saudara sepupu :
19. Anak laki-laki :
20. Anak perempuan :
21. Suami :
22. Istri :
23. Ibu tiri :
24. Bapak tiri :
25. Orang tua :

C. Pasangkanlah kata-kata berikut sesuai dengan artinya !

- | | |
|-----------------|------------|
| 26. Lion : | a. Sapi |
| 27. Tiger : | b. Buaya |
| 28. Cow : | c. Ayam |
| 29. Frog : | d. Domba |
| 30. Crocodile : | e. Burung |
| 31. Chicken : | f. Ular |
| 32. Sheep : | g. Kelinci |
| 33. Goat : | h. Singa |
| 34. Pig : | i. Penyu |



- | | |
|----------------|-------------|
| 35. Shark : | j. Ikan |
| 36. Bear : | k. Katak |
| 37. Elephant : | l. Ikan hiu |
| 38. Turtle : | m. Kambing |
| 39. Snake : | n. Beruang |
| 40. Rabbit : | o. Gajah |



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POST-TEST

Name :

Class :

D. Terjemahkan kata-kata di bawah ini ke dalam bahasa Indonesia !

41. Head :
42. Ear :
43. Hair :
44. Eye :
45. Foot :
46. Eyebrow :
47. Stomach :
48. Knee :
49. Finger :
50. Hand :
51. Calf :
52. Tongue :
53. Tooth :

E. Terjemahkan kata-kata di bawah ini ke dalam bahasa Inggris !

54. Ibu :
55. Bapak :
56. Bibi :
57. Paman :
58. Saudara sepupu :
59. Anak laki-laki :
60. Anak perempuan :
61. Suami :
62. Istri :
63. Ibu tiri :
64. Bapak tiri :
65. Orang tua :



F. Pasangkanlah kata-kata berikut sesuai dengan artinya !

- | | |
|-----------------|------------|
| 66. Lion : | a. Sapi |
| 67. Tiger : | b. Buaya |
| 68. Cow : | c. Ayam |
| 69. Frog : | d. Domba |
| 70. Crocodile : | e. Burung |
| 71. Chicken : | f. Ular |
| 72. Sheep : | g. Kelinci |
| 73. Goat : | h. Singa |
| 74. Pig : | i. Penyu |
| 75. Shark : | j. Ikan |
| 76. Bear : | k. Katak |

- 77. Elephant :
- 78. Turtle :
- 79. Snake :
- 80. Rabbit :

- l. Ikan hiu
- m. Kambing
- n. Beruang
- o. Gajah



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IAIN PALOPO



CURRICULUM VITAE

The writer, Marwah is the seventh child from two sisters and five brother of Tamrin and Subaena. She was born on December 12th 1990 in Kanan. She started her school at TK Al-Marhama Sampeang, and Graduated in 1995. In the same year, she continued her study at Madrasah Ibtidayyah Tumbu Bara, and graduated in 2002. In the same year, she continued her study at Junior High School at Madrasah Tsanawiyah Tumbu Bara, and graduated in 2005. At the same year she continued her study at Senior High School at SMA Neg. 1 Bajo and graduated in 2008. Then, in 2008 she continued her study in English Study Program of Tarbiyah Department at State Collage of Islamic Studies (STAIN) Palopo.

In the end of her study at the State Collage of Islamic Studies (STAIN) Palopo, she wrote a thesis entitled "*Teaching Vocabulary through Circle Game at the Seventh Year Students of SMPN 9 Palopo*".

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