THE USE OF SOFTWARE GAMES TO IMPROVE
STUDENTS’ VOCABULARY MASTERY
(A CLASSROOM ACTION RESEARCH ON THE FOURTH GRADE OF SD
NEGERI KARANGPUTAT 01 IN 2008/2009 ACADEMIC YEAR)

A THESIS

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TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2010
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THESIS

Submitted to Teacher Training and Education Faculty of Sebelas Maret
University to Fulfill one of the Requirements for Achieving the
Undergraduate Degree of English Education

TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
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2010
APPROVAL

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ABSTRACT


The writer believes that mastering vocabulary is a basic need in order to use language correctly and properly in communication. Though based on his lifetime experience, he finds that vocabulary has been a problem in English lesson and that it needs improvement from the earlier stage of education. After conducting pre-research, he found that vocabulary problems remained in the four grade of SDN Karangputat 01. Then he found the possible solution after knowing that the school got software games donated by the education authority in the area. Because of this, he decided to write the thesis about the topic.

This thesis is written to solve problems that appear in the teaching and learning vocabulary so that the students can improve their attention, enthusiasm, and motivation in learning vocabulary, get good scores in vocabulary test, can remember, grasp and understand the meaning of words easily, can spell and pronounce words correctly. Then at the end, the students’ vocabulary mastery can be improved by using software games. The method used in this research is action research. The research was conducted in two cycles from April 17th until June 3rd 2009 on the fourth grade of SDN Karangputat 01, Cilacap. The research data are collected by using both observational techniques and non-observational techniques. The observational techniques include classroom observation to record the events in meetings, and peer-observation to observe the students’ behaviour and vocabulary mastery progress performed by students during meetings. The non-observational techniques include oral test and written test that are conducted to support the data from observation. Audio recording and photographs are also taken during the implementation of the research to provide more accurate supporting data. The data are analyzed through re-reading the field note, the observation report, and justified in referent of standard achievement target which had been stated before the research.

The research findings prove that software games is an effective medium or teaching aid in teaching vocabulary to improve the students’ vocabulary mastery. The research findings include: 1) The quality of teaching learning process was improved by using software games. Known from the observation, from the first time the computer and software games are introduced to the students until the end of the action, it was a magnet of students’ attention. From day to day after it had been used, students participated in class activity more and more especially in cycle 2 while the students were working in a group in a competition. The software games’ features were really useful aid to help teacher in drilling pronunciation and making students grasp words meaning in an interesting way. Because of this, it
was easier for the students to be controlled. From the beginning until the end of the action, classroom situation was conducive. Students in fact did not get bored with the lesson; 2) Software games in English class does improve the students’ vocabulary mastery. Proved by the observation report, students’ spelling and pronunciation improved meeting by meeting, then at the end of the research, their spelling and pronunciation of the words they had met was satisfactory. The problem in memorizing the meaning of the words they had met was also reduced meeting by meeting, then at the end of the research, there was no one having real problem in memorizing the meaning of the words by using software games.
• Life is a matter of choice.
• Never give up !!!!
• Life is to strugle
• Better to give rater than to receive
DEDICATION

This thesis is whole-heartedly dedicated to:

1. ALLAH SWT

2. The Prophet of Muhammad SAW

3. His beloved father and mother

4. His beloved sisters and brothers

5. His beloved nephews and niece

6. His dearest

7. His beloved friends
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15. His dearest for all things she has given to him.

The writer realizes that this thesis still has many mistakes and inaccuracies. Therefore, he accepts gratefully every suggestions, criticisms and comments from those who concern to this thesis. Hopefully, this thesis will be able to give contribution and be useful for the readers especially those who are interested in the similar study.

Surakarta, 28 January 2010

Yulianto
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CHAPTER I

INTRODUCTION

A. Background of the Study

In order to use a language correctly and properly in communication, one has to master sufficient vocabulary. The writer thinks that many people agree on the previous statement because vocabulary takes a main part in many cases of both receptive and productive process of language. For instance, one cannot understand what he hears/reads if he does not have any idea about the vocabulary which he hears/reads. One cannot express what he wants to say/write as well if he has no idea about what correct/proper words to express it.

Naturally, people’s first step of learning language is learning vocabulary. By the end of the first year, normally an infant can produce a number of clearly differentiated sounds, and parents begin to hear from the infant babbling what they identify as ‘first words’. These first words often have the force of entire sentences and have been referred as “one word sentences” (Slobin, 1978: 77). It means that at that period, infants’ expressions of what they want to say represent in only one vocabulary. The next development, they are able to speak more than one word, but they have not yet combine any of their words into longer utterances. Their knowledge of language goes beyond the collection of separate words that he knows. It means they acquire vocabulary first. If we apply this natural process of learning the
first language into process of learning foreign language, it is clear enough that vocabulary mastery is a fundamental need to study a foreign language.

In English classroom environment, the writer based on his experience when both he used to act as student and he was acting as teacher often found these following issues. As a student, the writer often found neither himself nor his friends have no idea about some expressions said by the English teacher or written in English textbook, or about how to express what they want to say/write. While their teacher tried to ask them their problem, their answer in common was “Lha ga tau artinya Pak. Kata-katanya susah semua.” On the other hand, when the writer was acting as an English teacher both in Program Pengalaman Lapangan (PPL) and as an English teacher in some private English courses, and when the writer was interviewing other English teachers vocabulary problems remained. It indicates that students’ vocabulary mastery is unsatisfactory. It needs improvement indeed.

Since vocabulary has been a problem for English lesson based on the researcher lifetime experience, he tries to figure out when and how to start vocabulary improvement then?

Brewster, Ellis, and Girard (1992: 23) say that as far as secondary schooling is concerned, most countries consider that learning a first foreign language should start straight away at the beginning of the first year when the pupils are, generally eleven or twelve years old. In short, younger is better.

Teaching of English to younger learners (elementary school) is very important because it will serve as the main foundation for students to learn
English at the higher level. Singleton in Brumfit (1997: vi) says that there are a number of the reasons for teaching English at primary level, they are:

1. the need to expose children from an early age to understanding of foreign cultures so that they grow up tolerant and sympathetic to others.
2. the need to link communication to understanding of view concepts.
3. the need for maximum learning time for important languages—the earlier you start the more time you get.
4. the advantage of starting with early second language instruction so that later teachers can use the language as a medium of teaching.

To accommodate teaching and learning of English in early age, the authority of education world in Indonesia has established new policy about the possibility to include English in the curriculum as local content subject, as it is stated in curriculum:


Further, Halliwell (1998: 3) states that young children do not come to language classroom empty-handed. They bring with them an already well-established set of instincts, skills and characteristics, which will help them to learn another language. In short, each student has his own basic abilities in learning foreign language. However, those potentials are nothing if students are less motivated in teaching-learning process. Students’ motivation is the key so that their language could develop as well as well-treated seeds could
grow fertilely. Hence, it is the teacher task to motivate and to encourage students in developing their basic ability.

There are four skills in English: listening, speaking, reading, and writing. To enhance those skills, one, especially beginner, needs to master vocabulary. Zimmerman in Coady and Huckin (1998:5) states that for young learners, vocabulary is central to language and of critical importance to language learning. Moreover, talking about vocabulary, the discussion cannot separate it from the other language elements in the teaching and learning process because it influences the students’ ability in learning English. The statement explicitly states that vocabulary mastery takes a very significant role to support other language skills. The more vocabulary students master, the better chance for them to master the language. It clearly supports the previous argument that vocabulary is important to be improved, and it is important to begin from the elementary school.

While attempting to develop students’ vocabulary, teacher has to encounter some problems such as the method and media in language learning process that is not appropriate with the condition of the class. It is so questionable to claim that certain method works well with any circumstances of language teaching and learning. It is so because classroom contexts are different to one another.

Similarly, SDN I Karang Putat, Nusawungu, Cilacap, has a distinct context from other schools. After doing observation and doing interview with an English teacher there, the writer finds some main problems, such as:
1. The teacher uses traditional method to teach vocabulary in which students are supposed to memorize a set of vocabularies as it is with less teaching media.

2. The students are less interested in the teaching learning process because the teacher does not provide attractive teaching aid. As a result, many students do not concentrate on the lesson.

3. The class activities depend on the textbook, whereas all students are yet to have the book so that the lesson do not run effectively and often makes both students and teacher get bored with the lesson.

4. It is difficult for students to pronounce English word, for example, they pronounce [nə] instead of [nɔː] for the word ‘now’.

5. It is difficult for the students to spell vocabulary correctly.

6. They get difficulties to remember the meaning of the words.

   Due to those facts, the researcher finds difficulties to overcome the problems. He finds the solution when one of the teachers shows him a kind of teaching media as a donation from the education authority in that place. It is a game in the form of a set of hardware consists of pictures, words card, together with its software of which is not used yet.

   Eventually, the researcher decides that in this research, the writer would like to implement a teaching medium which is expected to be able to help the teacher in developing the students’ vocabulary mastery. He proposes the use of software games to improve the students’ vocabulary mastery.
As we shall see, teaching is a complex process. Audio-visual aids, such as software games that are available in many computers is a great help in stimulating in learning foreign language particularly in teaching of vocabulary. The students will use their ears, their eyes, and other senses while playing certain software games while learning. It will be attractive, factual, innovative, and challenging educational materials provider in English class. Software games offer what children need as Kang and Dennis in Ybarra and Green (2003) state that students need to learn vocabulary in context and with visual clues to help them understand. The writer wants to make the elementary school students interested in improving their vocabulary mastery by playing software games. The writer hopes it will be easy for the students to pronounce words correctly and remember the meaning of words in software games based class.

Software relates with Computer. Computer is a machine that manipulates data according to a list of instructions (Computer Wikipedia, the free encyclopedia.htm). The data is processed according to a set of instructions known as programs. The computer and all equipment attached to it are called hardware. The computer is a form of hardware and the programs are well known as software (news.miuegypt.edu.eg/index.php).

There are many kinds of software. One of them is software games. Recently, ‘traditional’ linguistic games like ‘hangman’ and ‘scrabble’ that are incorporated in the form of software are easily found in Internet. They have become fun and exciting media for learners, especially the young learners.
Language games are activities mainly aimed at neither breaking the ice between students nor to kill time. Byrne in Deesri (2002) gives the definition to game as a form of play governed by rules. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Moreover, games are really effective way to develop children’s motivation in learning as Stevic (1982) states that games are rich source of day-to-day motivation which reach satisfying completion within some framework which much smaller than preparation for some examination. The focus of using games in class is to help students have fun while learning.

Children love games, Khan in Brumfit (1984: 142) states that children play and want to play. Children learn through playing. When playing, children interact and in their interaction, they develop language skills. Game provides context to play, reason for playing and routines for playing. Scott and Yterberg (1992:3) also state that young learners love to play, and learn best when they are enjoying themselves. Software games have some attractive features that cannot be found in other games such as a good pronunciation model that enables students to check their own pronunciation and picture/illustration provider. It becomes the most complex, complete, fun, and attractive tool that teacher can use in the class.

In addition, the fast growing of computer technology supports the availability of software games that can be brought into classroom as Virvou, Katsionis and Manos (2005) state:
The process of learning is a very complex cognitive task that can be very imposing on students since it requires a lot of effort from them. Consequently, they need a lot of motivation to cope with it. In view of this, it is within the benefit of education to create educational software that is interesting and stimulating for students. On the other hand, there is a fast growing area of computer technology, that of computer games, that is extremely appealing to children and adolescents. Indeed, anyone who interacts with children and adolescents in every-day life can easily observe that they like computer games. This is also a view that has been supported by many researchers who have conducted empirical studies (e.g. Mumtaz 2001). Thus the computer games technology could be used to render educational software more motivating and engaging. In this respect, the difficult process of learning could become more amusing.

Based on the problem and the potentials of software games in improving students’ vocabulary mastery, the writer would conduct an action research entitled, THE USE OF SOFTWARE GAMES TO IMPROVE STUDENTS’ VOCABULARY MASTERY (A Classroom Action Research on the Fourth Grade of SD Negeri Karangputat 01 in Academic year 2008/2009).

B. The Identification of the Problem

Based on the background of the study, many problems may arise. The writer identifies the problems as follows:

1. The Students are less interested in the English class.
2. The class situation is not conducive
3. The Students have bad pronunciation
4. It is difficult for the students to spell vocabulary correctly.
5. The students get difficulties to remember the meaning of the words.
C. The Limitation of the Problem

In this research, the writer will limit the problems as follows:

1. The students’ vocabulary mastery in the fourth grade of elementary school in Indonesia will be focused on the passive vocabulary mastery.

2. The teaching of vocabulary in the fourth grade of elementary school in Indonesia will be focused on meaning, and spelling and pronunciation.

3. The media which are used in teaching and learning process will be focused on using software games to improve students’ vocabulary mastery and the quality of teaching-learning process such as classroom situation, and students’ attention, enthusiasm and motivation.

D. The Statement of the Problem

The problems of the study that will be analyzed are:

1. How far is the quality of teaching-learning process improved by using software games?

2. How far do software games improve the student’s vocabulary mastery?

E. The Objective of the Study

The objectives that will be obtained in this research are to solve problems that appear in the teaching and learning vocabulary so that the students can improve their attention, enthusiasm, and motivation in learning vocabulary, get better scores in vocabulary test, can remember, grasp and understand the meaning of words easily, can spell and pronounce words
correctly. Then at the end, the students’ vocabulary mastery can be improved by using software games.

F. The Benefits of the Study

It is expected that this research contribute some significant progresses in teaching vocabulary. The significances of this research are:

1. For the students in general, the study could enhance the students’ motivation and improve the students’ vocabulary mastery then.

2. For teachers, the study gives input in enriching their teaching techniques to be implemented in the classroom.

3. For the school, the study will enrich teaching techniques in the school.

4. For the writer, the study could bring him to a better understanding of improving students’ vocabulary mastery and give practical contributions to him on how to improve students’ vocabulary mastery using software games medium.

5. For other researcher, the study could become a kind of references to conduct the same type of research.
CHAPTER II
THEORETICAL REVIEW

A. The Review on Vocabulary

1. The Definition of Vocabulary

As explained in the background of the study, vocabulary takes such a fundamental role in mastering English as foreign language well. There are some definitions of vocabulary proposed by some experts.

Horby (1995: 31) mentions his definition of vocabulary as the total number of words in a language and vocabulary as a list of words with their meanings. Hatch and Brown (1995:1) argue that the term vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use.

Burns and Broman (1975: 295) define vocabulary as the stock of words that used by person, class, or profession. The meaning is clear enough that in almost cases of human life, they use set of words. The use of the words itself differentiated according to the field, class, person, or profession. It means that beggar use set of words to ask for some money to rich people, a teacher also use set of words to explain material to the students, a father use set of words to talk to his child, and there are many other examples that show us in most of human’s waking time they use set of words to do the activity. However, the use of set of words are different between one person and another,
person, therefore Burns and Broman emphasized on the three area of using stock words namely person, classs, and profession.

According to Ur (1996:60) vocabulary can be defined roughly as the words teacher teaches in the foreign language. The term “words” here means that the new item of vocabulary maybe more than a single word, for example, father-in-law and police office, which are made up from two or more words but express a single definition or idea. In other case there are also compund words called as multi-word idioms, for example call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words. To maintain and cover all such cases, there is a useful converntion which is talking about vocabulary items rather than talking about words.

From the definition above, it can be concluded that vocabulary is a set/list of words of a particular language that individual speakers of a language might use which is differentiated according to person, class, and profession. Since this research takes four grade students of SD Negeri Karangputat 01 as the subject and English vocabulary as an object, vocabulary in this research is limited into a set/list of English words which is close to the students’ world that should be taught so that they would use the words.

2. The Types of Vocabulary

Generally, some experts distinguish two types of vocabulary: active and passive vocabulary. Harmer (1991:150) distinguishes between these two kinds of vocabulary. The first kind of vocabulary refers to the stock of words which have been taught by the teacher or learnt by the students and which are
expected to be able to use. While the second term refers to the words of which the students will recognize when they meet them, but of which they will probably not be able to pronounce.

Haycraft (1978:44) also divides vocabulary into two. The same with the previous paragraph, they also divide it into active and passive vocabulary. Active vocabulary is the words that the students understand, can pronounce correctly and use constructively in speaking and writing. On the other hand, passive vocabulary is the words that the students recognize and understand when they occur in a context, but of which they cannot produce correctly themselves.

Based on the previous explanation, it can be concluded that there are two types of vocabulary; active and passive vocabulary. Active vocabulary could be defined as the words of which the students understand, use and pronounce constructively in speaking and writing. While passive vocabulary could be defined as the words that the students recognize and understand when they meet them, and they might be able to pronounce them in a separated individual word, but they are not able to use and pronounce constructively in speaking and writing.

3. Aspects of Teaching Vocabulary

Talking about all words used in English is really wide area. Teachers sometimes getting confused in choosing which and how vocabulary have to be taught to their students. There is a need to make limitation in introducing new
words to the students and to know the guideline in making sure the students will be master it.

Therefore Haycraft (1978: 44-47) provides a guideliness for choosing appropriate vocabulary. They are as follow:

a. Commonest Words

Teacher have to choose words that are commonly used. The lists of common words can be find in the book that they use.

b. Student’s Needs

When a students need to know a word, motivating him by teaching it to him will make him remember the word.

c. Student’s Language

There are some words that are similar between the first and second language. For example, the word ‘nama’ in bahasa Indonesia is almost similar with the word ‘name’ in English. Another examples: radio-radio, pensil-pencil, etc.

d. World Building

It is often worth in choosing a word because a general rule can be formed, for example: teach-teacher, work-worker, build-builder.

e. Topic Areas

To make it easier for the teacher to teach vocabulary, sequence is the key. For example, a simple short dialogue with it’s sequence:

Patient: I’m hungry.

Doctor: What?
**Patient:** I have not have breakfast.

f. **Cross Reference**

A lot of words are applicable to different situations or specialization. For example, we choose vocabulary connected with part of the body, such as: *ear, nose, arm, hand*, etc.

g. **Related Structure**

Many structures demand their own vocabulary, if you are teaching “may be”, you are likely to introduce a vocabulary connected with possibility.

Ur (1996: 60-62) also provides six aspects that are needed to be taught by the teacher. They are:

a. **Form: Pronunciation and Spelling**

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). In teaching, we need to make sure that these two aspects are accurately presented and learned well.

b. **Grammar**

The grammar of new items needs to be taught if it is not 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 base form. In other
words, when teaching a new verb, we have to teach the past form too; when teaching a noun, we have to teach the plural form too.

c. Collocation

The collocations typical of particular items are another factor that makes a particular combination sound ‘right’ or ‘wrong’ in a given context. So this is another piece of information about a new item which it may be worth teaching.

Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by note in parenthesis.

d. Aspects of Meaning

1) Denotation, Connotation, Appropriateness

Denotation can defines as the meaning of a word, which primarily refers to the real world. For example: dog denotes a kind of animal,; more specifically, a common, domestic carnivorous mammal; and both dank and moist slightly wet.

A connotation is the associations, or possitive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. For example, dog, for British people has possitive connotations of friendships and loyalty; in contrast with Arabic, the word ‘dog’, has negative associations with dirt and inferiority.
A more subtle aspect of meaning that often need to be taught is whether a particular word is appropriate to be taught or not. It is very important for learners to know that a certain word is very common, or relatively rare, or taboo. For example, the word ‘weep’, is virtually synonymous with the word ‘cry’, but it tends to be used in writing rather than in speech, and it is much less common than the word ‘cry’.

2) Meaning Relationships

It is useful to know that the meaning of one item may have any relationship with another meaning. Here are some main relationships between those items:

a) Synonyms

Items that mean the same, or nearly the same; for example bright, clever, smart are the synonyms of intelligence.

b) Antonyms

Items that mean the opposite; rich is the opposite of poor.

c) Hyponyms

Items that serve as specific examples of a general concept; dog, lion, mouse are hyponyms of animal.

d) Co-hyponyms or Co-ordinates:

Other items that are the ‘same kind of thing’; red, blue, green, and brown are co-ordinates.
e) Superordinates:

General concepts that cover specific items; *animal* is superordinate *dog, lio, horse.*

f) Translation

Words or expressions in the learners’ mother tongue that are (more or less) equivalent in meaning to item being taught.

There are also other ways of associating meaning that are useful in teaching. For instance, we can relate parts to a whole (relationship between arm and body); or associate items that are part of the same real-word context (tractor, farmer, milking, and irrigate are all associate with agriculture).

e. Word Formation

One word or multi-word, vocabulary item can often be broken down into small component or ‘bits’. It is a very useful information to know how these small components or bits are put together.

If teachers want to teach the common prefixes and suffixes, if the learners know the meaning of *sub-*, *un-,* and *-able,* this will help them guess the meanings of words like *substandard, ungrateful,* and *untranslatable.* The students have to be warned that in many common words the affixes no longer have any obvious connection with their root meaning (for example, *subject,*
comfortable). New combinations using prefixes are not unusual, and the reader or hearer would be expected to gather their meaning from an understanding of their components (ultra-modern, super-hero).

Another way vocabulary items are built is by combining two words (two nouns, or a gerund and noun a noun, or a noun and a verb) to make one item: a single compound word, or two separate, sometimes hyphenated words (bookcase, follow-up, swimming pool).

4. The Techniques in Teaching Vocabulary

As everybody knows that, the teaching of vocabulary is as the teaching of structure. To gain the better result on language learning process there will be a need of a good an appropriate technique in teaching vocabulary. Here are some vocabulary techniques that have been stated by Harmer (1992: 90-91). They are as follows:

a. Using Realia

The teacher gives the referent of the word being taught in the class. He or she brings the objects that become the referent of a word into the class. E.g. pen, pencil, book...etc.

b. Using Pictures

This kind of technique needs a well-drawer teacher in order to explain the vocabulary clearly. This is so because the picture drawn by the teacher is the visual representation of the object.
c. **Mime, Expressions and Gestures**

Sometimes it is almost impossible to explain about the meaning of a word using the previous techniques. If this so, there will be an action as the techniques to explain the word clearly. Most *verbs* can be easily taught to students using this technique.

d. **Contrast**

Some words are easily to be explained to student by contrast it with its opposite. Like the word *black* contrasted with *white*.

e. **Enumeration**

We can use this to present meaning. We can say clothes and explain this by enumerating or listing various items.

f. **Explanation**

The simplest way is by explaining directly to the object using a sentence or more.

g. **Translation**

There are always some words that the situation needs to be translated.

Another technique about introducing new vocabulary is stated by Gairns and Redman (1986:76). They divide it into three parts, as written below:

a. **Visuals**

1) **Visuals**

Flashcards, photograph, blackboard drawings, wall charts,
and realia are extensively used for conveying meaning and particularly useful for teaching concrete items of vocabulary such as food or furniture, and certain areas of vocabulary such as places, professions, description of people, actions and activities.

2) Mime and Gesture

These are often used to supplement other ways of conveying meaning. When teaching an item such as *to swerve*, a teacher might build situation to illustrate it, making use of the blackboard and gesture to reinforce the concept.

b. Verbal Techniques

1) Use of Illustrative Situations (Oral or Written)

This could be the most helpful ways when the items become more abstract. The teachers often make use of more than one situation or context to check that learners have grasped the concept.

2) Use of Synonymy and Definition

The teachers often use synonymy with low-level students, where inevitably they have to compromise and restrict the-length and complexity of their explanation.

3) Contrasts and Opposites

In line with synonymy, this is a technique which the –
students themselves use, often asking what's the opposite of ...............? A new item like smart is easily illustrated by contrasting it with stupid which would already known by the students.

4) Scales

After the students have learnt two contrasting or related gradable items, this can be useful way of revising and feeding in the new items.

5) Examples of the Type

To illustrate the meaning of subordinates, such as furniture, vegetables, and transport, it is a common procedure to exemplify them e.g. cucumber, spinach, tomato and chilli are all vegetables.

c. Translation

It can be very effective way to convey the meaning because it can save valuable time that might otherwise be spent on a tortuous and largely unsuccessful explanation in English, and it can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention.

From the techniques used for presenting new vocabulary, Hammer (1992: 90-91) suggests many techniques that will help students learn vocabulary in easier way. It can be concluded that the better way to teach vocabulary is by integrating and mixing them into such an attracting learning.
If this so, there will be a need of a tool or even an assistant to help the teacher hold the class in order to make the learning process run well and games that incorporated in the form of software might be the best answer. In addition Kang and Dennis in Ybarra and Green (2003) state that the contextual approach have been proved much more effective in promoting long-term recall of vocabulary. This approach will be accommodated by the use of software games. Moreover, this kind of medium will help the teacher maintain the pace of the lesson and the student’s motivation. By teaching in fun nuance, it is expected that it will be easy for the students to learn vocabulary.

5. Vocabulary Mastery

Each language has its own vocabulary so that knowing some amount of vocabulary will make the students easier to understand the meaning of language, and English has as well. Mastering English vocabulary therefore is much needed to learn more about English.

Mastery defines as the complete control of knowledge (as stated in Oxford advance dictionary). It means that to be able to control our four language skills for communicating, without having proportional English vocabulary, we will get great deal of difficulties in using English, both written and orally. Hornby (1995: 721) states that mastery is complete knowledge or great skill. While Swannel (1992:656) in library.athabaschau.ca/drr/download.php?filename:scis/KarenStauffer.pdf defines mastery as a comprehensive knowledge. From the definition above, it comes to conclusion
that mastery means the competency to comprehend and apply something learnt.

Based on the discussion above, it can be concluded that vocabulary mastery is the competency to comprehend and apply numerous words learnt by learners of a language. It has been stated in the limitation of the study that vocabulary in this research is limited into a set/list of English words which is close to the students’ world that should be taught so that they would use the words. Further, the vocabulary teaching in the fourth year of SD Negeri Karangputat 01 is focussed on English words that the students recognize and understand when they meet them, and they might be able to pronounce them in a separated individual word, but they are not able to use and pronounce constructively in speaking and writing. Considering this scope of study, vocabulary mastery in this research is students’ competency to comprehend the meaning of certain words that are close to their world, and to be able to produce the words in separate individual form both written and oral.

B. The Review on Software Games

1. The Use of Teaching Media in Language Teaching

Many efforts have been done in education to make it better and better. One of the applied knowledge that works on this issue is better known as educational technology. Many educators use this term really broadly. Lever-Duffy, McDonald, and Mizell (2003: 5) state that educational technology is any technology used by educators in supporting teaching and learning process.
This definition allows us to explore the full range of media that a teacher might use to enhance his instruction and augment student learning. In line with the previous statement, Price in Rivers (1987: 155) states that many developments in language teaching have evolved from a growing awareness of the different medium teacher can work. A creative teacher would also aware of using different media to enhance his teaching.

a. The Definition of Teaching Media

The word *media* is a Latin word as the plural form of the word *medium* which means carrier, or a mean for conveying ideas or communication, or an intermediate state or condition halfway between two extremes (Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved)

Gagne (1970) in Sadiman et al (2002: 6) states that teaching media is any component in students’ environment that stimulates them to study. While Briggs (1970) in Sadiman et al (2002: 6) defines teaching media as any physical object that conveys message and stimulates students to study. In line with the two previous definition, Sadiman et al (2002: 6) define teaching media as anything used to convey message from the addresser to the addressee so that it stimulates mind, feeling, and attention and students’ enthusiasm and attention so that they will learn. They add that teaching media are often considered as teaching aids which could be defined as any tools that could give concrete experience and learning motivation, and improve students’ comprehension and learning retention.
Based on the previous definitions, it can be concluded that teaching media are anything that are able to stimulate students’ mind, feeling, attention, and enthusiasm so that they will be more motivated and more enthused.

b. The Kinds of Teaching Media

There are many kinds of media that have been used in language teaching. The following are some kinds of teaching media proposed by Sadiman et al (2002):

1) Graphics Media
   a) picture / photograph  
   b) sketch  
   c) diagram  
   d) charts  
   e) graphs  
   f) cartoon  
   g) poster  
   h) map and globe  
   i) flannel board  
   j) bulletin board

2) Audio Media
   a) radio  
   b) magnetic tape recording

3) Still projected media
   a) frame film  
   b) chain film  
   c) transparency media / OHP  
   d) opaque projector  
   e) microfiche  
   f) film  
   g) loop film  
   h) TV
4) Game and Simulation

Software games proposed by the writer to improve students’ vocabulary mastery cover both games and simulation.

2. The Definition of Games

Game has a very close relation with play. J. Huizinga in Smed and Hakonen (2003: 1) give the following definition for play:

Play is an activity which proceeds within certain limits of time and space, in a visible order, according to rules freely accepted, and outside the sphere of necessity or material utility. The play-mood is one of rapture and enthusiasm, and is sacred or festive in accordance with the occasion. A feeling of exaltation and tension accompanies the action, mirth and relaxation follow.

But play is really different if it is contrasted with game. The main difference is on the way it goes, plays don’t have any restricted rules but games have it. The rules structure the activity, and make it possible to repeat it. Jesper Juul (2005:36) states that games are rule-based activity that has variable, quantifiable outcomes. The different potential outcomes of the game are assigned different values, some positive and some negative. The player exerts effort in order to influence the outcome (games are challenging). The player is emotionally attached to the outcome of the game in the sense that a player will be winner and “happy” in case of a positive outcome, but a loser and “unhappy” in case of a negative outcome. The same game (set of rules) can be played with or without real-life consequences.

In line with Jull, Byrne in Deesri (2002) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the
learner to use the language in the course of the game. Similarly, Jill Hadfield in Deesri (2002) defined games as "an activity with rules, a goal and an element of fun". Deesri (2002) added that games involve many factors: rules, competition, relaxation, and learning, in particular. Here we know that a game is not a chaos-maker if we can apply and conduct it straight as its rules.

Games, like other activities, have components. Smed and Hakonen (2003) state that a game seems to involve three components:

a. Players who are willing to participate the game (e.g., for enjoyment, diversion or amusement),

b. Rules which define the limits of the game, and

c. Goals that give arise to conflicts and rivalry among the players.

The following is an illustration how the three components above are connected to one another in a game:

![Figure 1: Components, relationships, and aspects of a game. Smed and Hakonen (2003:2)](image-url)
The figure above illustrates the components and relationships present in a game. The relationships form three aspects are the following:

a. Challenge

Rules define the game and, consequently, the goal of the game. When players decide to participate in the game, they agree to follow the rules. The goal motivates the players and drives the game forwards.

b. Conflict

The opponent (which can include unpredictable humans and unpredictable random processes) obstructs the players from achieving the goal. Because the players do not have a comprehensive knowledge on the opponent, they cannot determine precisely the opponent’s effect on the game.

c. Play

The rules are abstract but they correspond to real-world objects. This representation concretizes the game to the players.

Here we can conclude that game is an enjoying activity restricted by rules where the player having a competition to be the winner and aimed as relaxation activities.

3. The Fundamental Concept on Software

As it is said in the previous chapter, the term of software cannot be separated with computer. The word computer itself taken from Greek *computare* that is means as to compute. According to Computer Wikipedia, the
free encyclopedia.htm computer is a machine that manipulates data according to a list of instructions. While news.miuegypt.edu.eg/index.php states that a computer is general-purpose machine that processes data. The data is processed according to a set of instructions known as programs. The computer and all equipment attached to it are called hardware. The computer is a form of hardware and the programs are known as software.

The computer’s data processing mechanism has been explained in Blissmer’s definition of the computer in Dhimas.com (2008). He states that computer is an electronic machine that is able to do some jobs which are receiving input, processing the input using the directions given by the operator, saving the direction and the result of it, and serving information formed output. In line with the explanation above, Turban, Rainer and Potter (2003: 57) state that physical units used for input, process, storage activities, and output refer to what the so-called hardware. While the direction here is what the so-called software.

It comes to conclusion that computer, hardware, and software is a unity. Physical units of computer are called hardware. In order to work the computer needs software. This means that using a computer is running software.

4. The Definition of Software

Hamacher, Vranesic, and Zaky (2002: 3) state that software/program is a list of instruction that performs a task. Instructions here are explicit command that:
govern the transfer of information between hardware

- specify the arithmetic and logic operation to be performed.

While Turban, et al (2003: 95) state that software consists of computer programs, which are sequences of instructions for computer. There are many kinds of software, but they classify them into two major types, namely system software and application software.

Meanwhile Nancy and Lary Long (2004: 14) say that software refers to any program that tells the computer system what to do. They classify many kinds of software into two major types as well, namely system software and application software.

From the explanation above, it can be concluded that software is computer programs which are sequences of instructions in which are the form of arithmetic and logic operation for computer that perform a task.

5. Types of Software
   
a. System Software

   System software is the class of programs that controls and supports the computer system and its information-processing activities. This kind of software controls the use of hardware, software, and data resources of computer program. It is well known as operating system. This program makes the computer works. Windows and Linux are the example of this type of software.

b. Application Software

   Application software is sets of computer instruction that are
designed and created to perform specific task such as word processing, graphics, multimedia, and game.

6. **The Definition of Software Games**

Smed and Hakonen (2003) define a computer game as a game that is carried out with the help of a computer program. Incidentally, we can discern three roles for a computer program in a game:

a. coordinating the game process

b. illustrating the situation

c. participating as a player.

Software games could be defined as games (enjoying activities restricted by rules where the player has a competition to be the winner and aimed as relaxation activities) in the form of software which need computer to play it.

7. **On the Use of Software Games as a Medium in Language Teaching**

As stated in the previous explanation, due to development in technology, there are many media which the language teacher can use in class arise. Many creative educators have taken advantages of the development in technology to enrich their teaching media, method, and technique. Their logical reason to bring technology into class might be bringing the real world to class instead of bringing children to the real world because it will be impossible to many students. This idea is supported by Novikova (2004) by explaining as follows:
What can we do to take our students out from the textbook context and into a “real world” context? The best way would be the immersion into the English-language and culture, preferably by sending them to England or the United States for 6 months. And while this is possible for some young people, most of our students cannot do that. But what we can do is to bring part of the English language world into our classroom. Where do we obtain our knowledge about foreign cultures and foreign countries? Besides our personal experiences we gain it from the media - television, radio, feature films, Internet, music, etc.

Computer which might be considered as the main part of development in technology has been a special topic of interest to be used in classroom instruction from the past 39 years since the invention of low-cost personal computers in the late 1970s (Lever-Duffy et al, 2002: xiii). During that period, many educators such as Ariew and Frommer in Rivers (1987: 177-193), Son (2001), and Bickes and Scott in https://www.calico.org/html/article_405.pdf have proposed the use of computer in teaching a language that better known as computer assisted language teaching (CALL) program.

Being aware of the use of computer to be an interactive media of language teaching, software developers have produced many kinds of software called academic software as such valuable inputs for educators. What the so called academic software according to Lever-Duffy et al (2002: 169) includes the wide variety of software packages that can be used in enriching teaching and learning environment for both teachers and students. In addition, they made the following table as the summary of academic software.
Table 1: Academic Software Summary Lever Duffy et al (2002: 169)

As it is mentioned in the table 1, one of the education software is educational games. The following table contains the examples of the educational software games summarized by Lever-Duffy et al (2002: 189).
<table>
<thead>
<tr>
<th>Types of Games</th>
<th>Examples of Games</th>
<th>Possible Classroom Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic</strong></td>
<td>Living Books series</td>
<td>Games for reading, language, discovery</td>
</tr>
<tr>
<td></td>
<td>Blaster Series (Math, Reading, etc.)</td>
<td>Contest practices in a shoot-em-up format</td>
</tr>
<tr>
<td></td>
<td>Carmen Sandiego series</td>
<td>Geography/social studies in a mystery format</td>
</tr>
<tr>
<td><strong>Action</strong> (hand-eye coordination, quick thinking)</td>
<td>Pinny and the Brain World Conquest</td>
<td>Analytical reasoning</td>
</tr>
<tr>
<td></td>
<td>Operation</td>
<td>Biology, especially anatomy</td>
</tr>
<tr>
<td></td>
<td>Centipede</td>
<td>English, especially narratives</td>
</tr>
<tr>
<td></td>
<td>Game of Life</td>
<td>Career choices</td>
</tr>
<tr>
<td></td>
<td>Flying Corps Gold</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Girl Talk</td>
<td>Life skills</td>
</tr>
<tr>
<td><strong>Adventure</strong> (problem-solving skills, role playing)</td>
<td>The Last Express</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Tex Murphy Series</td>
<td>English/social studies</td>
</tr>
<tr>
<td></td>
<td>Of Light and Darkness</td>
<td>History/ethics/art</td>
</tr>
<tr>
<td><strong>Sports</strong> (fine motor skills, collaborative learning)</td>
<td>3D Ultra Mini Golf</td>
<td>Physical education/social skills</td>
</tr>
<tr>
<td></td>
<td>CART Precision Racing</td>
<td>Physics/drive's education</td>
</tr>
<tr>
<td></td>
<td>Virtual Pool</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>NBA Live</td>
<td>Physical education</td>
</tr>
<tr>
<td></td>
<td>Grand Prix Legends</td>
<td>History</td>
</tr>
<tr>
<td><strong>Strategy/Simulation</strong> (problem solving, decision making)</td>
<td>Sid Meier's Alpha Centauri</td>
<td>History/social studies/economics/technology</td>
</tr>
<tr>
<td></td>
<td>SimCity 3000</td>
<td>Civics/architecture/urban studies/social studies</td>
</tr>
<tr>
<td></td>
<td>Age of Empires</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Sid Meier's Gettysburg</td>
<td>Biology/ecology</td>
</tr>
<tr>
<td></td>
<td>Sid Meier's Civilization II</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Seren Kingdoms</td>
<td>Business/diversity</td>
</tr>
<tr>
<td></td>
<td>Sim Safari</td>
<td>History/social studies/international studies</td>
</tr>
<tr>
<td><strong>Puzzle/Classic</strong></td>
<td>Chessmaster 9000</td>
<td>Analytical reasoning</td>
</tr>
<tr>
<td></td>
<td>Dr. Brain Series</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Headrush</td>
<td>General knowledge</td>
</tr>
<tr>
<td></td>
<td>Scrabble</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Smart Games Series</td>
<td>Math/English</td>
</tr>
</tbody>
</table>

Table 2: Academic Software Games Examples
Since there are many kinds of educational software available, a language teacher should be aware of each common category of the software to be able to select the best software to achieve his objectives. In fact, there are many other available academic software games outside are mentioned in the table 2 such as Hang Man, Spelvin, Uero Talk, Play and Learn with English, Basic English and many more, which can be used in language teaching. The previous software are examples of software that are included in English Vocabulary games category which presents vocabulary with visual, audio, and sentence context in such a motivating and fun nuance environment so that they could be valuable input for the teacher in teaching English, especially teaching vocabulary. In this research, the researcher uses three software games namely Play and Learn with English, Basic English, and Uerotalk.

8. The Procedure of Using Software Games to Improve Vocabulary Mastery

The procedure of using software games in class varies according to the availability of computer in the school, students’ background knowledge on the computer, the software games being used, the level of the students, and the topic in syllabus. Because of this, procedure of using software games to teach vocabulary in one school could be different from others.

The first thing to do in order to use software games is to select the appropriate software games for the topic in the syllabus. Based on the topic stated in the syllabus, the researcher explores the games which are available in the internet, in the software rental and in other sources. From the games found, considering the guidelines of selecting vocabulary proposed by Haycraft, he selects the most appropriate games for the topic. The fourth grade students of
SD Negeri Karangutat 01 are in their first year of learning English. This means that they are in the elementary level, so that games used should be games for the elementary level and the vocabularies in the games should match the guidelines. In this research, the researcher found that the games namely *Play and Learn with English* and *Basic English* are suitable and appropriate to the topics namely *Alphabet* and *Calendar*. In addition he found that the game namely *Eurotalk* is appropriate to the topic ‘*Calendar’*, however it is not appropriate to the level of the students, but it is needed to motivate students more.

As it is explained in the previous section, the main tool needed in order to use software games in teaching-learning process is computer. Without computer, software games cannot be used. SD Negeri Karangputat 01 has not had a set of computer yet. Because of this, the next step is to provide a set of computer to play the game, LCD projector to display the game in order to make students able to see the game, and good loud speaker in order to make all the students able to hear the pronunciation model.

Considering the use of many electronic tools, it is important to have good electricity. Before starting the class, the researcher has to make sure that the power supply for the tools is available.

The fourth grade students of SD Negeri Karangputat 01 know nothing about computer, so in this research, the researcher operates the computer while students do the instructions related to the software games guided by the researcher. One who plays the game and follows the instruction in the game is
not the researcher but the students although it is the researcher who operates
the computer. Nevertheless, students are given a chance to operate the
computer in playing the game.

9. **The Advantages and the Obstacles of Using Software Games in Language
Teaching**

The advantages of using computer based games in the class are as
follow:

a. **Experiential Learning**

Using software games, students learn thing by doing thing. They
grasp the meaning, imitate and practice spelling and pronunciation by
observing what provided in the software games and by practicing
what instructed in the software games.

b. **Enhance Motivation and Enthusiasm**

Computers are most popular among students either because they are
associated with fun and games or because they are considered to be
fashionable. Student motivation is therefore increased, especially
whenever a variety of activities are offered.

c. **Enhanced Students’ Learning Attitude**

New and interesting aids such as computer attract students’ attention
so that their learning attitude improved as the class will be easier to
control, and the students focus and concentrate to the class.

d. **Enhance Students’ Achievement**

As students’ attention, motivation, and enthusiasm have improved,
they will study better and harder so that their achievement will follow
to improve.

e. Authentic Materials for Study

Pronunciation model provided by the software is trustworthy and easy to be imitated.

f. Independence from a Single Source of Information

Although students can still use their books, they are given the chance to escape from canned knowledge and discover thousands of information sources.

g. Acceptance of Technology

To use computer in the class is to make students not left behind too far away in technology because computer can not been separated from human life nowadays. It would be awkward if students do not know computer.

Meanwhile, there are some obstacles in using the software games as follow:

a. Financial Barriers

As everybody knows, computer is expensive equipment compared with the like books and other school equipment. Most Indonesian elementary schools are still in a matter of financial problems. There are very rare of schools that have their own computer laboratory.

b. Availability of Computer Hardware and Software

Even if the schools are having computer laboratory, but still, sometimes the computers are the old-fashion type. What can the
teacher do with these kinds of computer is very limited.

Moreover, teacher has to struggle to find the appropriate software for the topic. As long as teachers are left behind in technology, the use of technology in class is hard to do. It would be better if the teachers follow the development in technology and it would be much better if the teachers are able to create software by themselves.

c. Technical and Theoretical Knowledge

Though the schools have complete facilities such as good computer laboratory, computer is still a strange item for Indonesian education apparatus. It will be a useless thing if the computers are not being used efficiently.

These obstacles are more for the teacher rather than for the students. However, it is teachers’ job to be creative and innovative in delivering material to the students. Besides, the advantages of using software games are too valuable if they are taken for granted.

C. Basic Assumption

From the explanation above, the writer tries to relate children’s vocabulary mastery to software games. English has four skills; they are listening, speaking, reading and writing. All of those skills will be easily reached if the children understand the meaning of the words – here vocabulary – well. Therefore, here vocabulary is very important in teaching English to children.
In fact, teaching and learning are complex process and need many effort and motivation. This is also a view supported by Virvou et al (2005) by stating that the process of learning is a very complex cognitive task that can be very imposing on students since it requires a lot of effort from them. Consequently, they need a lot of motivation to cope with it.

Based on that fact teachers have to choose the best way, approach or technique, or media which is going to be used when teaching vocabulary. Both computer and games can be modified into attractive teaching aids and being attracted the students will be motivated as well. Therefore, software games that serve many edutainment materials are proposed to help the teacher in teaching vocabulary to children.

By looking the theory and all about software games and vocabulary mastery, the writer believes that by using software games in teaching and learning process the students’ motivation, attention, and enthusiasm will be stimulated and the classroom environment will be conducive for studying so that the quality of teaching-learning process will improve. Then finally, the vocabulary mastery of the student in this case elementary students will be improved.
CHAPTER III

RESEARCH METHODOLOGY

A. The Setting and Time of the Research

The study was carried out at SD Negeri Karangputat 01, Nusawungu. It is located in Karangputat, Nusawungu, Cilacap, Central Java. SD Negeri Karangputat 01 can be categorized as one of the best schools in the surrounding. Nearly all students graduated from there are accepted in the state junior high school in that district so that this school is the most favorite school in the village.

This school has won many competitions in the district level. However, this school is in the village so that the main problem faced by the school is financial problem and lack of facilities. It has not had laboratory yet and many buildings such as toilets, some classrooms, and kitchen have broken. However, in 2007 the local government allocated DAK (Special Allocated Fund) to help this school to build a library and to buy books.

Generally, the classes are noisy. The students love playing and chatting. They are active children but passive learners. Seen from their economic background, most of the students came from medium to low level of economic background.

This research was conducted for about two months, started on April until June 2009. There were eight meetings. Each meeting lasted for seventy-five minutes. Below is the schedule of the research.
B. The Subject of the Research

Since the study was conducted at SD Negeri I Karang Putat, Nusawungu, Jawa Tengah, the writer used the fourth grade students as the subject of the research. This class consisted of 24 students, 15 boys and 9 girls. Most of their parents work as farmers. In spite of their financial boundaries, like most Indonesian children have, smiling faces are always easily found in this class. The children love to chat and play. As observed during and pre research, the children like to chase each other among the tables and chairs. They mock their friends and make so many noises. In short, they are active players but unfortunately, they were also passive learners. Because of this characteristic, the class was chosen as the subject of the research.

C. The Method of the Research

The method used in this research is action research. Richard and Platt
(1992:4) state that action research is a teacher-initiated classroom research which seeks to increase the teacher’s understanding of classroom teaching and learning and to bring about improvement in classroom practice. While, Kemmis and McTaggart (1988) in Nunan (1992: 17) state that there are three characteristics of action research; firstly, the action research is carried out by practitioners rather than outside practitioners. Secondly, the action research is collaborative, and thirdly, the action research is aimed at changing conditions.

Based on Mills (2000: 6) action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment, to gather information about the ways that their particular schools operate how they teach, and how well their students learn.

From the definitions above it can be concluded that action research is any systematic inquiry conducted by teacher researcher, principals, school counselor, or other stakeholders in the teaching-learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn and how they will teach then. This research has certain goal that is improving and evaluating the results of strategies practiced.

D. The Model of the Research

Action research in this classroom action research uses the model developed by Kemmis and McTaggart in Hopkins (1993: 48). They state that
there are four steps in action research; they are plan, action, observation, and reflection. It can be illustrated as follows:

Figure 2: Action research scheme
(Kemmis and McTaggart in Hopkins 1993: 48)

E. The Procedures of Action Research

Based on the model of the research, this procedure is composed of cycles; each of the cycle consists of five steps, and they are as follows:

1. Identifying the Problem

The aim of pre research activity is to observe the teaching learning process so that the researcher could identify the problem and found the possible solution in accordance with students’ environmental characteristics.
In this pre research, the teacher implemented some attractive material like songs that are suitable in the textbook. But the students were easily getting bored because features and materials in the songs were very limited. When children get bored, they became less attentive to the lesson.

2. Planning the Action

The researcher prepared everything related to the action that will be implemented. He made a lesson plan before he teaches the students. He also prepared the related materials related to the topic and prepared the teaching aids. The researcher plan will be illustrated as follows:

a. Lesson plans. In the lesson plan, the teacher highlighted on students’ vocabularies.

b. Materials related to the topic. The topics are *alphabet* and *calendar*.

c. Teaching aids. The choice of teaching aids is in line with the topics, *alphabet* and *calendar*. For example computer and speaker active to play the game namely BASIC ENGLISH, PLAY AND LEARN WITH ENGLISH, and UERO TALK.

d. Classroom electronic system. A good planning is necessary in this aspect because computer, which will serve as the main aid, needs a good and safe energy supply.

3. Implementing the Action

The researcher implemented the teaching learning activity based on the lesson plan that has been made by the researcher. As a model of the lesson plan implementation are as follow:
a. The researcher prepared the software that was going to be used in the instructional process.

b. The researcher explained the instruction used in the software and gave as many examples as possible of how to learn through computer based activity.

c. The researcher guided the students to learn, to practice, and to do the exercises.

d. The researcher gave the students chances to practice either individually or in class, either written or oral.

e. The researcher reviewed the material and gave the students an evaluation as reinforcement.

4. Observing the Action

The researcher observed all activities in teaching learning process while he is teaching. In this step, the researcher was helped by the teacher. The teacher noted events happening in the teaching learning process.

5. Reflecting the Result of the Observation.

The researcher made an evaluation towards what he has observed to find the weakness of the teaching activity having been carried out. By analyzing collected data, the researcher determines whether the action is successful or unsuccessful. The weakness could be seen from whether the students are active or passive during the teaching learning process, and from whether the students pass the standard achievement target or not. The
evaluation is written down as field notes. It is the basic consideration to conduct the next teaching.

F. The Technique of Collecting Data

The techniques used in his research were observational and non-observational techniques.

1. Observational Technique

   Students’ behaviour and activities were observed during lesson. The observation focused on the quality of process, namely the development of students’ motivation, classroom situation, teaching-learning process quality, and students’ vocabulary mastery. The record put in field notes as records of activities happening in the class.

   Because it is hard to observe while teaching, the researcher collaborated with the teacher to observe the students’ behaviour and activities during lesson. The researcher prepared the instrument of peer observation.

2. Non-observational Technique

   Besides collecting the data by using observation technique, non-observation technique was also used to collect them. There were interviews, photographs, and written tests.

   a. Interview

   This technique was held in the beginning and the end of the research to know the students’ view of the teaching-learning process and to know the
teacher’s view of the class.

b. Photographs

Photographs recorded activities happening in the class. It could give real description about teaching learning process.

c. Written Test

The researcher gave test of vocabulary. There is post-test which are used to making sure that students’ improvement in the observation means a thing in their achievement, in this case their mark.

d. Oral Test

The writer gave oral test of pronunciation. The students are expected to be able to pronounce some words in a separated individual word. This oral test is a kind of triangulation in collecting the data in this research. This oral test was used to support the data from the observation and from the written test.

G. The Technique of Analyzing Data

The classroom action research analyzed the data from the result of observation, interview, and test. The observation and interview describe how the process of teaching by using software games to improve vocabulary mastery runs in the classroom through qualitative methodology.

In analyzing the data in the form of qualitative method, the researcher used interactive model analysis. The researcher used model of analysis involving collecting the data, reducing the data, presenting the data and drawing conclusion
(Sutopo, 2002: 95). After the writer collected the data, she reduced and presented the data. When reducing the data, the writer rejected the meaningless data. It was followed by presenting the data; it means that the writer presents about the data systematically and logically, so the meaning of every event is clear. In the end of collecting the data, the researcher tried to verify the data based on reduction and data presentation.

The researcher also gave test to measure students’ vocabulary mastery. It is posttest. The improvement described in the observation should present good written test result. Therefore, students’ improvement is to be sure a real improvement. By doing post test, the students improvement in reaching the achievement target could also be analyze compared to the condition before the action research. The classroom action research is successful if there are no problems in every cycle which the students faced, the improvement in teaching learning process and from the improvement of students’ vocabulary mastery as well. And then, by analyzing the observation result and test result, the conclusion can be made whether or not the use of software games can improve students’ vocabulary mastery.

The following is the tool used by the researcher to analyze the data collected during doing the action, namely standard achievement target:
<table>
<thead>
<tr>
<th>Aspects</th>
<th>Target (end of research)</th>
<th>Standard measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
<td>Students’ attention, motivation, and enthusiasm</td>
<td>70% of students</td>
</tr>
<tr>
<td></td>
<td>Classroom situation</td>
<td>70% of students</td>
</tr>
<tr>
<td>Product</td>
<td>Students ability to spell and pronounce words correctly</td>
<td>70% of students</td>
</tr>
<tr>
<td></td>
<td>Students ability to know the meaning of the words</td>
<td>70% of students</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Score</td>
<td>70% of students</td>
</tr>
</tbody>
</table>

Table 3: Standard Achievement Target
Here is the instrument to observe the students’ improvement from meeting to meeting:

<table>
<thead>
<tr>
<th>No</th>
<th>Student's Number</th>
<th>Aspects</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students are motivated, enthused, and giving full attention</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students are behaving well in a good classroom situation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students spell words correctly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students pronounce words correctly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students know the meaning of the words</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
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<tr>
<td>24</td>
<td></td>
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</tr>
</tbody>
</table>

Table 4: observation instrument

**Direction for use:**

Rate the above statement according to how accurately the students perform the statement based on this following key:

1: does not at all perform the statement
2: only marginally perform the statement
3: neutral
4: performs rather well the statement
5: is a totally accurate performance of the statement
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The aim of the research is to describe to find out how far teaching-learning process is improved by using software games, and how far software games improve the students’ vocabulary mastery. It is presented in chapter four which is divided into two parts. The first is the research findings and the second is the discussion. Each part is described as follows:

A. The Research Findings

The research was conducted with the help of the English teacher of SD Negeri Karangputat 01 (Teacher DSM). Before conducting the research, the researcher and teacher DSM discussed about conducting an action research in one of his classes. The researcher revealed his interest in vocabulary improvement and teacher DSM admitted that lack of vocabulary mastery remains in his classes. Here are some obstacles found by the researcher based on the pre-observation interview with Mr. DSM and some students:

“Kesulitan utama dari hal yang mereka hadapi yaitu kosakata, terutama pengucapan dan maknanya, unggkapan berbahasa Inggris yang benar. Di samping itu, ketika sedang pelajaran mereka cenderung kurang memperhatikan pelajaran bahasa Inggris. Awalnya sih mereka perhatiin, tetapi baru sebentar saja mereka sudah tidak berkonsentrasi, begitu”
“Seperti yang sudah saya katakana tadi, hmm.. mereka kesulitan terutama dalam hal makna kata, mereka sering sekali tidak tau makna kata atau kadang lupa, kemudian pengucapan mereka pun masih salah-salah. Kemudian saat menulis, mereka gampang lupa sampai-sampai mereka harus melihat berulang-ulang ketika menuliskan kosakata kembali”
buku, jadi di kelas mereka saya kelompok-kelompokan menurut ketersediaan bukunya. Sebagian besar orang tua mereka petani sie, ya petani miskin, jadi mereka tidak diwajibkan membeli memfotokopi buku atau buku bahasa Inggris, tetapi ada beberapa disini yang mampu membeli buku bahkan membeli kamus. Oleh sebab itu, di kelas siswa sering menemui kesulitan dalam menentukan makna, apalagi dengan keterbatasan melihat kamus”
“Susah”
“Iya pak, ngucapinya saja susah. Nulisnya juga susah”
“Iya pak, artinya juga tidak tau.”

Based on the interview above the obstacles in learning English that the researcher could identify were 1) the teacher uses traditional method to teach vocabulary in which students are supposed to memorize a set of vocabularies as it is with less teaching media, 2) they get difficulties to remember the meaning of the words, 3) the students were less interested with the class and less concentrated in the class, 4) the students get difficulties in spelling and pronouncing the words, and 5) the class activities depend on the textbook, whereas all students have not had the book yet, so the lesson do not run effectively and often makes both students and teacher get bored with the lesson.

In order to have deep identification of the aspects of vocabulary the students were in trouble, and to know the situation of the teaching-learning process and students’ behaviour during the process, the researcher conducted pre-observation. Before observing, the researcher made a kind standard about aspects of vocabulary the students supposed to have mastered and the standard about the teaching-learning situation the class should be. In order to make it easier to map the idea, the observation is reported in a table as follow:
<table>
<thead>
<tr>
<th>Point</th>
<th>Aspect</th>
<th>Indicator</th>
<th>Found Fact</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Teaching and Learning Process | Student’ attention, motivation, and enthusiasm | Quantity of students that participate actively in the class | 1) 9 students (38%) had rating 2 in this aspect.  
2) 13 students (54%) had rating 3 in this aspect.  
3) Only 2 students (8%) had rating 4 in this aspect. | Only 8% of students were active in the class (had rating >3). This was so might be because the teaching technique/teaching media used by the teacher could not attract them. |
| | Classroom Situation | Quantity of students that behave well in the class | 1) 1 student (4%) had rating 2 in this aspect.  
2) 2 students (8%) had rating 4 in this aspect.  
3) The rest had rating 3 | Because only 2 (8%) out of 24 students behaved well (had rating >3), the class was not conducive. |
| | Vocabulary aspects | Students’ ability to spell words correctly | Quantity of students who prove that he can spell certain words correctly | Students’ rating in this aspect is acceptable if it is 3. But there were no students who reached rating 3. This shows that their spelling was totally bad. |
| | | | 1) 2 students had rating 2 in this aspect.  
2) The rest had rating 1. | |
| | | Students’ ability to pronounce words correctly | Quantity of students who prove that he can pronounce certain words correctly | Students’ rating in this aspect is acceptable if it is 3. But, It was only 2 students (8%) who reached rating 3. This shows that their pronunciation was really bad. |
| | | | 1) 2 students had rating 3 in this aspect.  
2) 9 students had rating 1.  
3) The rest had rating 2. | |
| | | Students’ ability to know the meaning of the words. | Quantity of students who prove that he knows the | Students’ rating in this aspect is acceptable if it is 3. But, it was only 2 students (8%) who |
| | | | 1) 2 students had rating 3 in this aspect  
2) 1 students had rating 1 | |
Based on the observation report (table 5) above the obstacle in learning English that the researcher could identify was quite similar to the obstacles the researcher found in interview. The main obstacles are 1) the students are less interested in the teaching learning process; 2) many students do not give their attention to the class and many students do not concentrate on the lesson; 3) it is difficult for students to pronounce English word, for example, they pronounce [no] instead of [nao] for the word ‘now’; 4) it is difficult for the students to spell vocabulary correctly; and 5) they get difficulties to remember the meaning of the words.

Based on the observation and the interview done by the researcher, it is clear to see the problem in teaching-learning English the fourth year of SD Negeri Karangputat 01 had already been. The problems found could be limited into:

1. The students are less interested in the English class.
2. The class situation is not conducive.
3. The students have bad pronunciation.

4. It is difficult for the students to spell vocabulary correctly.

5. The students get difficulties to remember the meaning of the words.

Based on the interview, it can also be concluded that students’ current vocabulary is far from satisfaction and need improvement. In addition, based on the observation report, it can be concluded that the students’ current vocabulary mastery is low because it is far from the stated standard.

Considering those facts and their causes, teacher DSM and the researcher decided to bring about the different media in teaching English. The researcher proposed to use software games in English class in order to improve students’ vocabulary mastery.

The research consisted of two cycles which were carried out in four meetings of each cycle. For each cycle, he taught one topic, namely Alphabet for the first cycle and Calendar for the second. Each of the cycles consisted of six steps, namely identifying the problem, planning the action, implementing the action, observing the action, evaluating and reflecting the result, and revising the plan. Those steps can be explained as follows:

1. Cycle 1
   a. Identifying the Problem

   The problem referred to the students’ difficulties in mastering English vocabulary. First, they were less interested in English class. Second, the class situation was not conducive. Third, they had bad
pronunciation. Fourth, they had bad spelling. Fifth, they had difficulty to remember the meaning of words.

b. Planning the Action

In this step, the researcher did pre-observation to know the condition. He planned to observe each student in details about their meeting to meeting vocabulary improvement and after that to do post test to know the teaching-learning effectiveness. The test was completion test.

The researcher then made the lesson plans for cycle 1. He made 3 lesson plans for this cycle, and then the fourth meeting was for evaluation. He prepared the teaching materials based on the topic that will be taught to the students. He needs about one month to collect and find the proper software games. He found the materials both online and offline from the internet connection. From the World Wide Web, he found a calendar quiz games. It was a freeware, free software that downloadable from certain links in internet. While from the offline software tracking, he found Basic English, Play and Learn with English, and Eurotalk software.

c. Implementing the Action

In this step, the researcher, as the teacher, did the action by teaching the fourth grade students of SD Negeri 01 Karangputat by using software games.

1. The First Meeting (09.30 a.m – 10.45 a.m)

The first meeting was conducted on Friday, April 17th 2009.

The topic was Alphabet. That day the researcher as the teacher, helped
by a collaborator, wanted to teach about alphabet. The meeting should be presented in the fourth grade class, but because of electronically reason the class was held in the fifth grade class. The meeting was designed to re-introduce alphabet to the student, but it was in English. Before the meeting was held, the class has been prepared by the assistance of the research collaborator. Everything needed for the meeting such as PC set, LCD Projector, Loud speaker, etc. should have been ready after the break. After greeting, he asked some students to mention their names and then asked them to spell their name or to clarify their name. That was the introduction of the use of the topic of the meeting namely alphabet in life. He turned the projector and computer on. The students looked so curious with what the teaching and learning process would be by using the computer. Yet the class was a bit noisy but when there was a sound of windows start up they were getting silence, and when there was a child’s voice says “menu” followed by “sound English” they were getting more and more silence.

The English sound section in the game contains English alphabet and some vocabularies arranged based on their first letter. By the time it began, on the screen letter A until Z appeared and if one of them was selected there would be a sound pronouncing it. Students did imitate the sound produced by the computer though firstly they laugh because might be they feel that English pronunciation is silly. With the help of the researcher, they repaired their miss imitating of
pronunciation. The researcher modified it by giving them a challenge by turning off the loud speaker and asked students to spell the letter pointed. Just like in the pre observation no one raise to the challenge. This process continued till students practiced pronunciation A until Z.

The next step was exercise. The researcher checked the students understanding by giving them oral test, one by one. The question was pronouncing some alphabet. Some of the students were able to answer the question correctly, but many of them were not. However, every time a student had his turn, the researcher click the letter questioned to the students, then the researcher asked students to determine whether his answer wrong or right by comparing the students answer with the pronunciation model. By doing this, it is hoped that the students will have better understanding on English alphabet.

After all students had their turn, the researcher introduced vocabularies that had been arranged based on their first letter. The researcher did a left click to the letter A so that some vocabularies begun by A appeared. The researcher pointed a word shown so that there was a voice in the computer pronouncing the word. The students repeated to pronounce the world after the computer. The researcher did the same with other words and other letter. In order to check the students’ ability to grasp the meaning, he asked the students question as the following:
“What is apple in bahasa Indonesia? Dalam bahasa Indonesia, apple itu apa?” All students already knew it from the illustration given and then they were supposed to keep that in mind.

The researcher gave students the challenge by turning down the loud speaker and then asked students to pronounce the words pointed. However, no one rose to the challenge. Nevertheless, the researcher checked the students’ memory by asking about the alphabet while showing the words in the game. Here is the example:

“What the first letter of banana?” “Huruf pertama untuk banana apa?” asked researcher. “Raise your hand please!” he asked the students. At that time many students raised their hand and answered the question correctly.

The next activity was reviewing the lesson and giving the homework to the students. The homework was making note of English alphabet (writing down the phonemic symbol of alphabet). The last, the teacher close the meeting with asking students’ impression with the meeting. He asked whether they like the teacher’s
technique or not. The students answered it with, “suka……., besok lagi ya sir”

2. The Second Meeting (09.30 a.m – 10.45 a.m)

The second meeting was conducted on Friday, 24th April 2009. The topic was still Alphabet. That day, the researcher would make students interact with the game by themselves, with the guidance of the researcher. That was so because computer is still new thing for them. That meeting was the continuance of the first meeting. Surprisingly, the students moved to class fifth’s room and kept themselves stayed in the class while the break time.

The researcher continued the previous material, namely introducing vocabularies that had been arranged based on their first letter. The writer did the same procedure in delivering vocabularies arranged based on their first letter. He did check the students’ ability to grasp the meaning of the shown word, did give the students challenge and did give the students exercise as all available words had been practiced.

A trouble arose that day when students from other class was interested in the voice produced by the computer and in the voice of students’ active participation and excitement. Students from other class breached inside the class. And with his kindness, Mr. DSM allowed them to enter the class and study together. He said that the observation
would be no problem in this huge class because the fourth grade students had already used ID card.

It was really hard to handle this huge class since it needed more energy and time to work by. The researcher dealt with more students’ miss pronunciation in imitating the pronunciation model produced by the game. The exercise was not as effective as the previous meeting as well. The exercise began by asking the fourth grade students one by one to pronounce the word pointed by mouse cursor in the screen. After all students of the fourth grade had their turn, the researcher did the same procedure with some students from other classes. Because of that trouble, researcher plan to let the students to interact with the game by themselves had been postpone. However, teaching learning process that day was generally well.

Time was running out and that was time to the researcher to give a review by checking their memory one by one on the meaning of the words. “What is arrow in Bahasa Indonesia?” was the example of his questions. After that he played an alphabet video that has the same type with the game. There was no homework that day. He closed the meeting by asking the students question about their impression of the class. The students answered it with, “asik…!”

3. The Third Meeting (09.15-10.45)

The third meeting was conducted on Friday, 1st May 2009. The software for that day was Basic English. It is nearly the same with the
first software, but it has a voice who spells the word pointed. Because the vocabulary in this software is nearly the same with the first, the class was just like a kind of review plus a new thing namely spelling words.

In this meeting, the procedure in presenting the material was the same as the procedure in the previous meeting. The researcher clicked letter to letter and word to word and then the students repeat and imitate the pronunciation model sounded by the computer. This process continued until they have practiced with all letters and words presented in this session of this software games.

Next, the researcher gave exercises to the students. He pointed certain word and then he asked a student to say the word in Bahasa Indonesia, to pronounce the word, and to spell the word. Next he let the students to check the correct answer by turning on the loudspeaker so that they could hear the correct pronunciation and spelling.

After all students had got their turn, the researcher gave the students chance to operate the computer in playing the game. Because many students insisted to get the first turn, Mr. DSM put their turn in certain order. After that, he asked the student who was operating the computer to act like what the researcher did in the previous exercise. Because they had not operated computer yet, they needed much assistance from the researcher.
Next activity was giving review by checking their memory one by one on the meaning of the words. “What is house in bahasa Indonesia?” was the example of his questions. Then he explained that the meeting is the end of the topic namely alphabet. He explained to the students that next meeting they would have a new topic namely calendar. Suddenly one of the students said, “pakai computer lagi sir?”. And the researcher said, “OK.”. They yelled again, “horee…”, and then the teacher response was only smiling. That was the end of cycle one.

d. Observing the Action

In order to make it easier to map the idea, the observation is reported in the form of tables. They are as follow:

a) The First Meeting

<table>
<thead>
<tr>
<th>Point</th>
<th>Aspect</th>
<th>Indicator</th>
<th>Found Fact</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Process</td>
<td>Student’ attention, motivation, and enthusiasm</td>
<td>Quantity of students that participate actively in the class</td>
<td>1) 1 student (4%) had rating 3 in this aspect. 2) The others (96%) had rating 4 (active in the class)</td>
<td>Students’ motivation was drastically boosted by the time the researcher introduced software games played by using computer</td>
</tr>
<tr>
<td>Classroom Situation</td>
<td>Quantity of students that behave well in the class</td>
<td>All students behaved well in the class (had rating ≥3). In detail, 2 students (8%) had rating 5 in this aspect,</td>
<td>The students were easier to be controlled</td>
<td></td>
</tr>
</tbody>
</table>
while the rest (92%) had rating 4.

<table>
<thead>
<tr>
<th>Vocabulary aspects</th>
<th>Students’ ability to spell words correctly</th>
<th>Quantity of students who prove that he can spell certain words correctly</th>
<th>That day was designed to introduce the English alphabet. There was no exercise involving pronouncing and spelling words and express the meaning of words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students’ ability to pronounce words correctly</td>
<td>Quantity of students who prove that he can pronounce certain words correctly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students’ ability to know the meaning of the words.</td>
<td>Quantity of students who prove that he knows the meaning of certain words</td>
<td></td>
</tr>
</tbody>
</table>

Table 6: Observation report meeting 1, cycle 1

b) The Second Meeting

<table>
<thead>
<tr>
<th>Point</th>
<th>Aspect</th>
<th>Indicator</th>
<th>Found Fact</th>
<th>Comments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Process</td>
<td>Student’ attention, motivation, and enthusiasm</td>
<td>Quantity of students that participate actively in the class</td>
<td>All students had rating 4. They participated actively in the class.</td>
<td>Software games really boost their motivation to study English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom Situation</td>
<td>Quantity of students that behave well in the class</td>
<td>2 students (8%) had rating 5 in this aspect, while the rest (92%) had rating 4.. So, the class was</td>
<td>Fun nuance supplied by the game made students easier to be controlled</td>
<td></td>
</tr>
</tbody>
</table>
Table 7: Observation report meeting 2, cycle 1

c) The Third Meeting

<table>
<thead>
<tr>
<th>Point</th>
<th>Aspect</th>
<th>Indicator</th>
<th>Found Fact</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Process</td>
<td>Student’ attention, motivation, and enthusiasm</td>
<td>Quantity of students that participate actively in the class</td>
<td>96% of students had rating 5 in this aspect. The rest (4%) had rating 4. They were active and lively in the class.</td>
<td>Once the students interested in an activity in the class, they would study enthusiastically</td>
</tr>
<tr>
<td>Vocabulary aspects</td>
<td>Students’ ability to spell words correctly</td>
<td>Quantity of students who prove that he can spell certain words correctly</td>
<td>1) 8 students (33%) had rating 2 in this aspect</td>
<td>The meeting was designed to provide pronunciation model of certain words. There was no exercise involving spelling words</td>
</tr>
<tr>
<td></td>
<td>Students’ ability to pronounce words correctly</td>
<td>Quantity of students who prove that he can pronounce certain words correctly</td>
<td>2) 2 students (8%) had rating 4. They learn the material quickly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students’ ability to know the meaning of the words.</td>
<td>Quantity of students who prove that he knows the meaning of certain words</td>
<td>3) The rest (59%) had rating 3</td>
<td></td>
</tr>
</tbody>
</table>

There was no exercise involving spelling words.
<table>
<thead>
<tr>
<th>Classroom Situation</th>
<th>Quantity of students that behave well in the class</th>
<th>96% of students had rating 5 in this aspect. The rest had rating 4. So, the class was conducive for studying.</th>
<th>Features in software games substituted many roles of teacher. If this so, teacher would have more chance to control the class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ ability to spell words correctly</td>
<td>Quantity of students who prove that he can spell certain words correctly</td>
<td>1) 9 students (38%) had rating 4 in this aspect (they could spell words given rather well). 2) The rest (62%) had rating 3.</td>
<td>Generally the students spelling and pronunciation was almost satisfactory, despite they still misspelled and mispronounced many given words in class</td>
</tr>
<tr>
<td>Students’ ability to pronounce words correctly</td>
<td>Quantity of students who prove that he can pronounce certain words correctly</td>
<td>1) The 9 students (38%) also had rating 4 in this aspect. 2) The rest (62%) had rating 3</td>
<td></td>
</tr>
<tr>
<td>Students’ ability to know the meaning of the words.</td>
<td>Quantity of students who prove that he knows the meaning of certain words</td>
<td>1) 11 students (46%) had rating 3 in this aspect 2) The rest (54%) had rating 4 (they had rather good memory on the meaning of the words given)</td>
<td>Software games did help students to memorize the meaning of words because in presented in a fun nuance while interact with the game.</td>
</tr>
</tbody>
</table>

Table 8: Observation report meeting 3, cycle 1
d) Evaluation 1

<table>
<thead>
<tr>
<th>No</th>
<th>No of students</th>
<th>Written test</th>
<th>Oral test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>6,67</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>6,67</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>8,33</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>6,67</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>6,67</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>5,3</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>6,67</td>
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<tr>
<td>8</td>
<td>8</td>
<td>7,33</td>
<td>4</td>
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<tr>
<td>9</td>
<td>9</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>8,67</td>
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</tr>
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<td>11</td>
<td>11</td>
<td>7</td>
<td>4</td>
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<tr>
<td>12</td>
<td>12</td>
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<td>16</td>
<td>6,67</td>
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<tr>
<td>17</td>
<td>17</td>
<td>8,67</td>
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</tr>
<tr>
<td>18</td>
<td>18</td>
<td>7,33</td>
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<tr>
<td>19</td>
<td>19</td>
<td>6,67</td>
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<td>20</td>
<td>20</td>
<td>6,67</td>
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<td>23</td>
<td>23</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>24</td>
<td>24</td>
<td>7,67</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 9: Post test cycle 1

e. Reflecting the Action

After implementing the action, the teacher noted that the use of computer assisted games is generally appropriate to teach vocabulary in elementary school because they provide so many edutainment features that the students wanted. The students became more attentive and interested in the teaching learning process.
Their interest could be seen when the equipment of the games was prepared in the class; they helped the researcher and his assistant to prepare the equipment. They also pleaded to start the lesson as early as possible. In fact, some of them did not use their break time by playing and hanging around. They stayed in the class so that when the teacher came to class, the ‘game’ could be started earlier. They were also well motivated in accomplishing the task given by the teacher especially the computer based one.

The students wanted to interact with computer in every meeting that the researcher held. It could be seen from their response at the end of every meeting. They asked the teacher to bring back the computer in the next meeting.

Here is the summary of the observation done in each meeting

<table>
<thead>
<tr>
<th>Point</th>
<th>Aspect</th>
<th>Indicator</th>
<th>Progression</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Process</td>
<td>Student’ attention, motivation, and enthusiasm</td>
<td>Quantity of students that participate actively in the class</td>
<td>Before the action, only 2 students had rating &gt;3 in this aspect (see table 5). It means that there were only 2 active students. But it was improving while the action. In meeting 1, 96% of students having rating &gt;3 (see table 6). And then in meeting 2 it was 100% of students. In meeting 3, even 96% of students had rating 5.</td>
<td>Before the action, most of students did not active in the class. But it changed by the time computer and software games are introduced to them</td>
</tr>
</tbody>
</table>
### Classroom Situation

- **Quantity of students that behave well in the class**
  - Before the action, only 2 students had rating >3 in this aspect (see table 5). While the action, all students behaved well (had rating >3 for this aspect). At the end of cycle 1, even 96% of students had rating 5.

### Vocabulary Aspects

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Quantity of students who prove that he can spell/can pronounce/can know the meaning of words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ ability to spell words correctly</td>
<td>Before the action, there were no students who reached rating 3 in this aspect. In exercise conducted in meeting 3, all students reached rating 3. In detail, 9 students (38%) had rating &gt;3, the rest (62%) had rating 3 (see table 8).</td>
</tr>
<tr>
<td>Students’ ability to pronounce words correctly</td>
<td>Before the action, only 2 students (8%) reached rating 3 in this aspect. In the exercise conducted in meeting 2, 16 students (67%) reached rating 3. In detail, 2 of them had rating &gt;3, the other 12 students had rating 3 (see table 7). Then in meeting 3, all students reached rating 3. In detail, 9 students (38%) had had rating &gt;3, the other 15 students had rating 3 (see table 8).</td>
</tr>
<tr>
<td>Students’ ability to know the meaning of the words.</td>
<td>Before the action, only 2 students (8%) reached rating 3 in this aspect. In review of meeting 2, all students reached rating 3. In detail, 92% of students</td>
</tr>
</tbody>
</table>

It is clear that there was improvement in spelling and pronunciation at the end of cycle 1 despite it had not reached the target considering only 38% of students who had rating >3. The target was 70%. The oral spelling and pronunciation test result however shows that only 2 students passed the standard (see table 9). It was far from satisfaction despite improvement.
had rating 3, 2% had rating >3. In review of meeting 3, all students reached rating 3. In detail, 46% of students had rating 3, 54% had rating >3. because only 13 of them (about 55%) had rating >3. The target was 70%.

| Vocabulary Score | Quantity of students who passing the standard achievement in the post test | 9 of the students (about 38%) did not pass the standard achievement stated by the researcher. It means that only 62% passed the standard (see table 9). It had not reached the target, 70%. | However, there was improvement compared with before the action while only 41% of students passed the standard. |

Table 10: Observation summary cycle 1

Computer is a very helpful teaching aid. Some of teachers’ roles were done by computer. It is a pronunciation model, materials provider, tasks provider, and fun nuance creator. It was easy to handle the class.

Despite the advantages, the use of software games to teach English in the classroom in this cycle also has some disadvantages if it is seen from the perspective of both teaching learning process and vocabulary mastery. The first problem in teaching-learning process is that preparation to make computer and software ready needs too much time. In this cycle, the researcher takes break time to do preparation, but if the schedule makes this impossible the preparation will be a real problem. Second, the class switching because of the electricity as explained in the action process bothers other class. Further, the voices produced by both the speaker and the children in doing instruction make students from other classes less concentrated to their lesson considering the class produces so much noises
from the beginning to the closing. This kind of problem was a real problem especially in the meeting 2 because the class became less supervised. It would be better if the class is conducted in a special place such as laboratory. Third, it is awkward that many students do not able to operate the computer to play the software games. Although they have been given chance to operate the games before, it was far from enough besides they scrambled for their turn. It will be better if the students are given more chance to operate the games and if the turn is organized.

Meanwhile the first disadvantage from the vocabulary mastery perspective is that the achievement target stated by the researcher has not been reached yet in spite of the improvement. Considering that the students practiced the software games in the school only because they do not have computer in their home, and that there are fast learner and slow learner among them, they need more times to practice and interact with the game. Next, the result of oral test was unsatisfactory. This might be because the procedure of oral test was inviting the students one by one randomly and then asked the student to do the instruction while the others were having fun with some entertainment given by the teacher through computer. Because of this, students were really nervous in doing oral test. In addition this was the first time they have an oral test.

In the next cycle the teacher would conduct the meeting only in a special place to avoid bothering other classes and unwanted condition, and would give the students more opportunities to operate the game.
f. Revising the Action

Based on the result above, the researcher then made a revised plan to solve the problem in cycle one. First, he moved the class to a library. This is to avoid bothering other classes. Besides, he could make the computer set and the games always ready so that he could shorten the preparation time. Second, the exercise time would be given to the students. This means that the students would be act like the researcher in giving exercise. The researcher would conduct this exercise by involving group works and then by creating a competition among groups. The activities would be carried out in the next cycle.

2. Cycle 2

1) Identifying the Problem

As observed during teaching learning process in the previous cycle, the problem that will be solved in the cycle2 are 1) the need to shorten the preparation time; 2) avoiding bothering other students in other classes; 3) slow learners’ lack of learning experience; and 4) oral test procedure that should be revised.

2) Planning the Action

In planning the action, the teacher prepared the lesson plans and game related to the topic, calendar. For this cycle he only made two lesson plans for four meeting. The third meeting was for giving students times to interact more with the game, and then the fourth meeting was for evaluation. The equipments necessary for carrying out the action were an
LCD projector, a computer, and a set of sound system. Similar to the first cycle, he planned to observe each student in details about their meeting to meeting vocabulary improvement and after that to do post test to know the teaching-learning effectiveness. The test was completion test.

He planned to group the students into six groups. It was aimed to motivate and accelerate the pace of the slow learners in their study because he or she could get support from their friends. It was also aimed at accommodating the fast learners who were already comfortable with the pace of the lesson.

3) Implementing the Action

This second cycle was basically similar to the first cycle. The game was still the same, but the researcher introduced new software games at the end of the cycle to boost students’ motivation with the understanding that there are many interesting teaching learning media. In the exercise time, students worked in six groups. Each group should get as many points as they could. The prize was children snacks. It was hoped the students could be more active and attentive in the class.

a) The First Meeting (09.15-10.45)

The first meeting of cycle 2 was conducted on Friday, 15th May 2009. The topic was calendar. The meeting was held in the library which had been equipped with. The meeting was designed to introduce names of days and months. After greeting and checking students’ attendance and giving review of previous meeting, the teacher
encouraged the students to express their idea days in a week and months in a year.

Next the researcher started to use the game. When the game came into the selected feature, the teacher invited the students to play the game. The game introduces new vocabulary about name of days to the students. The voice in the computer did drilling and modeling. It was so easy to handle the class. He pointed certain nameplate of days in the screen using mouse and the voice in the computer pronounced the nameplate pointed. After that, he asked the students to pronounce and then to spell the word after the voice in the computer. They did it well. Next practice, he asked students to pronounce and then to spell the names of days, but without pronunciation model. Next, they did the same, but names of days were randomized.

After some practices, there were exercises that were done in group. The procedure of the activity was as follow; 1) grouping students into 6 groups; 2) five of the six groups would compete to have the highest score; 3) one of the groups in turns would give 10 questions to each groups about material they got so that there would be 6 competitions, and all member of the questioner group did have a chance to operate the software games; 4) the content of each questions was what is it in Bahasa Indonesia; how do we pronounce it; and how do we spell it.
The researcher corrected the students’ mistakes (if any) at the end of each competitors turn. This kind of activity in fact made students more comfortable. They enjoyed the class more. In a group word, the slow learner got helped by his/her group mates while doing group works. The other advantage was the students were easier to be observed because the observer’s focus was in a group.

Next activity was giving review by checking their memory one by one on the meaning of the words. “What is Wednesday in Bahasa Indonesia?” was the example of his questions.

Despite students still enjoyed the activity and there were groups had not had their turn as questioner, the time had run out. After asking students’ impression of the meeting, he closed the meeting.

b) The Second Meeting (09.15-11.00)

The second meeting was conducted in the library on Friday, 29th May 2009. The topic was still calendar. That day was designed to introduce names of months in a year to the students. The procedure of practice was the same as the procedure in delivering the names of days.

This meeting, the exercise procedure was the same as the previous meeting, it was the continuation of the previous meeting but with topic addition namely names of months. After game was over, the teacher explained about what the students could gain from the game that the students had just played.
Having a period of time remained, the researcher introduce a web game about calendar he downloaded from the internet. It is about questions related to names of days and months. While their answer checked, they seemed disappointed to know they had wrong answer, but they seemed satisfied to know their answers were right.

Next, he gave review by checking their memory one by one on the meaning of the words. “What is June in Bahasa Indonesia?” was the example of his questions.

After asking students impression of the lesson, he closed the meeting.

c) The Third Meeting (09.15-10.45)

The third meeting was conducted on Friday, 29th May 2009. After greeting, the researcher motivated students by commenting on their previous activity and giving the prize.

Next, he explained that they would have one more competition among the sixth groups. He decided to keep the previous meeting’s grouping. He would be the questioner at this time. The questions and the topic were the same with the previous meeting, but every member of every group should answer the questions given by him in turn. Every time each group finished their turn, he corrected their mistakes in answering the question (if any). This process continued until all groups had their turn.
Next, he announced the group winner. Then he gave them prize and asked the students to give them applause.

Having times remained, he introduced other software games to boost students motivation with the understanding of varieties of interesting teaching-learning media. The game was *uerotalk*. The software in fact does not suit the beginner level like the fourth year of SD Negeri Karangputat 01 because its contents are listening activity. However the need to give students understanding of wide area of teaching media should be taken into consideration. The level boundaries could be solved by the researcher's explanation of what was the instruction and what were questioned by the game. However, nearly all questions could be answered correctly by the students.

Next, he gave review by checking their memory one by one on the meaning of the words. “What is Friday in Bahasa Indonesia?” was the example of his questions.

After the students did the exercise well, the researcher explained to the students that it was the end of the meeting using software games with him. Many of hoped to continue this kind of meeting by expressing their disappointment by saying “yahh… lagi sir.” His respond were smiling and telling students that they probably will have this kind of meeting next time. He added that they were going to have a test (post test) about the topic they had just learned. That was the end of cycle two.
4) Observing the Action

In order to make it easier to map the idea, the observation is reported in the form of tables. They are as follow:

a) The First Meeting

<table>
<thead>
<tr>
<th>Point</th>
<th>Aspect</th>
<th>Indicator</th>
<th>Found Fact</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student’ attention, motivation, and enthusiasm</td>
<td>Quantity of students that participate actively in the class</td>
<td>All students had rating 5 in this aspect. They were active and lively in the class.</td>
<td>The students participation was getting better and better while they were involved in group activity and competition</td>
</tr>
<tr>
<td></td>
<td>Classroom Situation</td>
<td>Quantity of students that behave well in the class</td>
<td>All students had rating 5 in this aspect. All students behaved well and the class situation was conducive for studying.</td>
<td>Despite many movements and activities, the class were under control</td>
</tr>
<tr>
<td></td>
<td>Students’ ability to spell words correctly</td>
<td>Quantity of students who prove that he can spell certain words correctly</td>
<td>1)13 students (54%) had rating 4 in this aspect 2)The rest (46%) had rating 3</td>
<td>Group work facilitated slow learner to follow the pace of study and competition gave them extra need to be as good as, or even to be better than their friends. So, they tried to excel the given material faster.</td>
</tr>
<tr>
<td></td>
<td>Students’ ability to pronounce words correctly</td>
<td>Quantity of students who prove that he can pronounce certain words correctly</td>
<td>1)The 13 students (54%) had also rating 4 in this aspect 2)The rest (46%) had rating 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students’ ability to know the meaning of the words.</td>
<td>Quantity of students who prove that he knows the meaning of certain words</td>
<td>1)14 students (58%) had rating 4 in this aspect 2)The rest (42%) had rating 3</td>
<td></td>
</tr>
</tbody>
</table>

Table 11: Observation report meeting 1, cycle 2
b) The Second Meeting

<table>
<thead>
<tr>
<th>Point</th>
<th>Aspect</th>
<th>Indicator</th>
<th>Found Fact</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Process</td>
<td>Student’ attention, motivation, and enthusiasm</td>
<td>Quantity of students that participate actively in the class</td>
<td>All students had rating 5 in this aspect. They were active and lively in the class.</td>
<td>The students’ participation was really good in this group activity. Further, it shows that they did not get bored in using software games.</td>
</tr>
<tr>
<td>Classroom Situation</td>
<td>Quantity of students that behave well in the class</td>
<td>All students had rating 5 in this aspect. All students behaved well and the class situation was conducive.</td>
<td>Despite many movements and activities, the class were still under control</td>
<td></td>
</tr>
<tr>
<td>Vocabulary aspects</td>
<td>Students’ ability to spell words correctly</td>
<td>Quantity of students who prove that he can spell certain words correctly</td>
<td>1) 9 students (38%) had rating 5 in this aspect. 2) Only 2 students (8%) had rating 3. 3) The rest (54%) had rating 4</td>
<td>Group work facilitated slow learner to follow the pace of study and competition gave them extra need to be as good as, or even to be better than their friends. So they tried to excel the given material faster</td>
</tr>
<tr>
<td></td>
<td>Students’ ability to pronounce words correctly</td>
<td>Quantity of students who prove that he can pronounce certain words correctly</td>
<td>1) 9 students (38%) had rating 5 in this aspect. 2) Only 2 students (8%) had rating 3. 3) The rest (54%) had rating 4.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students’ ability to know the meaning of the words.</td>
<td>Quantity of students who prove that he knows the meaning of certain words</td>
<td>1) 9 students (38%) had rating 5 in this aspect. 2) The rest (63%) had rating 4</td>
<td></td>
</tr>
</tbody>
</table>

Table 12: Observation report meeting 2, cycle 2
c) The Third Meeting

<table>
<thead>
<tr>
<th>Point</th>
<th>Aspect</th>
<th>Indicator</th>
<th>Found Fact</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Process</td>
<td>Student’ attention, motivation, and enthusiasm</td>
<td>Quantity of students that participate actively in the class</td>
<td>All students had rating 5 in this aspect. They were active and lively in the class.</td>
<td>The students’ participation was still really good in meeting 3. Further, it shows that they did not get bored in using software games.</td>
</tr>
<tr>
<td>Classroom Situation</td>
<td></td>
<td>Quantity of students that behave well in the class</td>
<td>All students had rating 5 in this aspect. All students behaved well and the class situation was conducive</td>
<td>Despite many movements and activities, the class were still under control</td>
</tr>
<tr>
<td>Vocabulary aspects</td>
<td>Students’ ability to spell words correctly</td>
<td>Quantity of students who prove that he can spell certain words correctly</td>
<td>1) 9 students (38%) had rating 5 in this aspect. 2) Only 1 student (2%) had rating 3. 3) The rest (60%) had rating 4.</td>
<td>Group work facilitated slow learner to follow the pace of study and competition gave them extra need to be as good as, or even to be better than their friends. So they tried to excel the given material faster</td>
</tr>
<tr>
<td></td>
<td>Students’ ability to pronounce words correctly</td>
<td>Quantity of students who prove that he can pronounce certain words correctly</td>
<td>1) 9 students (38%) had rating 5 in this aspect. 2) The rest (62%) had rating 4.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students’ ability to know the meaning of the words.</td>
<td>Quantity of students who prove that he knows the meaning of certain words</td>
<td>1) 9 students (38%) had rating 5 in this aspect. 2) The rest (62%) had rating 4</td>
<td></td>
</tr>
</tbody>
</table>

Table 13: Observation report meeting 3, cycle 2
d) Evaluation 2

<table>
<thead>
<tr>
<th>No</th>
<th>No of students</th>
<th>Written test</th>
<th>Oral test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>7,33</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>3</td>
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</tr>
<tr>
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Table 14: Post-test cycle 2

5) Reflecting the Action

After analyzing the second cycle, the researcher found that students became more attentive by the time the games were played, and more and more attentive when they were involved in group activity and competition. They did their best to win the competition. If they had their turn, they could answer the teacher’s question both individually and in-team well.
In cycle two, although there were more movements and activities during having competition, the class was in order. The group work in competition environment blended the slow and fast learner to answer the question together. The slow learners were forced to answer the questions with the support of their friends in order to win the competition. They had the reason to excel the material faster while studying English in this kind of situation.

Here is the summary of the observation done in each meeting

<table>
<thead>
<tr>
<th>Point</th>
<th>Aspect</th>
<th>Indicator</th>
<th>Progression</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Process</td>
<td>Student’ attention, motivation, and enthusiasm</td>
<td>Quantity of students that participate actively in the class</td>
<td>At the end of cycle 1, 96% of students had rating 5 in this aspect. And even better in cycle 2 while all students had rating 5</td>
<td>The teaching-learning process was good since the beginning until the end of the action. The use of software games did not get the students bored with the lesson at all.</td>
</tr>
<tr>
<td>Classroom Situation</td>
<td>Quantity of students that behave well in the class</td>
<td>At the end of cycle 1, 96% of students had rating 5 in this aspect. And even better in cycle 2 while all students had rating 5. Despite many movements and activities, the class were still under control.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary aspects</td>
<td>Students’ ability to spell words correctly</td>
<td>Quantity of students who prove that he can spell certain words correctly</td>
<td>In exercise meeting 1, 54% of students had rating&gt;3. In the meeting 2, it was 92%. And in the meeting 3, it was 96%.</td>
<td>It shows that the students spelling and pronunciation improved day by day. At the end of cycle 2, target had been reached. And their mastery was satisfactory supported by their score of oral spelling and pronunciation test. The result of the test shows that only 2 students (about 8%) did not pass</td>
</tr>
<tr>
<td>Vocabulary aspects</td>
<td>Students’ ability to pronounce words correctly</td>
<td>Quantity of students who prove that he can pronounce certain words correctly</td>
<td>In exercise meeting 1, 54% of students had rating&gt;3. In meeting two, it was 92%. And then in meeting 3, it was 100%, no one had real problems in pronouncing the given</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Point</th>
<th>Aspect</th>
<th>Indicator</th>
<th>Progression</th>
<th>Comments</th>
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</tbody>
</table>
The standard stated by the researcher (see table 14).

<table>
<thead>
<tr>
<th>Students’ ability to know the meaning of the words.</th>
<th>Quantity of students who prove that he knows the meaning of certain words</th>
<th>In review meeting 1, 83% of students had rating&gt;3. But, in the next meetings it was 100%, no one had real problems in remembering the meaning of the words they had met.</th>
<th>It shows that remembering the meaning of words was no longer an obstacle with the aids of software games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Score</td>
<td>Quantity of students who passing the standard achievement in the post test</td>
<td>Only 1 student (about 4%) did not pass the standard stated by the researcher. It means that they had reached the standard (see table 14).</td>
<td>It shows that the improvements observed in class were a real improvement. This is because they result in good scores in post test.</td>
</tr>
</tbody>
</table>

Table 15: Observation summary cycle 2

6. Revising the Plan

The researcher decided to stop the cycle since the result in the last cycle had shown better improvements of students’ vocabulary mastery.

Thus, the researcher did not revise the plan

B. Discussion

After analyzing the research results which was gathered in several sources of data such as field notes, research observation report, pre-research observation report, interview report, audio recording, the score of post-test, photographs, and lesson diary; the researcher concluded several findings which answered the research question as stated in chapter I. The research
findings include: the improvement of students’ vocabulary mastery and the improvement of teaching-learning process when software games is used.

The findings could be described as following table:
<table>
<thead>
<tr>
<th>Aspects</th>
<th>Target (end of research)</th>
<th>Standard measurement</th>
<th>Result finding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process</strong></td>
<td>Students’ attention, motivation, and enthusiasm</td>
<td>70% of students</td>
<td>The researcher observes it during teaching-learning process and measures it by counting the amount of students who participate actively in the class (rating &gt;3). Only 8% of students had rating &gt;3 in this aspect. It means there were only 8% of students who participate actively in the class (see table 5).</td>
</tr>
<tr>
<td></td>
<td>Classroom situation</td>
<td>70% of students</td>
<td>The researcher observes it during teaching-learning process and measures it by counting the amount of the students that did not make any nuisance and any other trouble in the class (rating &gt;3). The class was not conducive because only 2 (8%) out of 24 students had rating &gt;3. It means that only 8% of students behaved well (see table 5).</td>
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<tbody>
<tr>
<td>Students ability to spell and pronounce words correctly</td>
<td>70% of students</td>
<td>The researcher observes it during teaching-learning process and measures it by counting the amount of students who prove that he is able to spell and pronounce certain word correctly during exercise (rating &gt;3).</td>
<td>There were no students who even reached rating 3 in pronunciation and spelling. This shows that their spelling and pronunciation was really bad (see table 5).</td>
</tr>
</tbody>
</table>

| Students ability to know the meaning of the words | 70% of students | The researcher observes it during teaching-learning process and measures it by counting the amount of | Only 2 students (8%) reached rating 3. This shows that they got real difficulties in memorizing |

| Students | 70% | The researcher observes it during teaching-learning process and measures it by counting the amount of | Only 2 students (8%) reached rating 3. This shows that they got real difficulties in memorizing |

At the end of cycle 1, all students reached rating 3, but only 38% had rating >3 (see table 10). At the end of cycle 2, 96% of students had rating >3 in spelling and all students had rating >3 in pronunciation (see table 15). This data supported by oral test in which 92% students pass the standard (see comment on spelling and pronunciation aspects on table 15).
students who prove that he is able to know the meaning of certain words correctly in review stage (rating >3).

The meaning of the words (see table 5).

(see table 10). At the end of cycle 2, all students had rating >3 (see table 15).

<table>
<thead>
<tr>
<th>Vocabulary Score</th>
<th>70% of students</th>
<th>59% of the students (or about 14 students) did not passed the standard stated in the school (6.0) while doing UUS I (see table 5). Despite it was not specifically vocabulary test, the items in general needed sufficient vocabulary especially the words’ meaning to answer the questions.</th>
</tr>
</thead>
</table>

At the end of cycle 1, only 62% passed the standard. It had not reached the target, 70% (see table 10). At the end of cycle 2, 96% of students passed the standard stated by the researcher. It means that they had reached the standard (see table 15).

Table 16: The findings of the research
From table of result finding before, it can be seen that there were some research findings, which include:

1. The quality of teaching learning process was drastically improved by using software games. The improvements in teaching learning process are in cases that:
   - Before, only 8% of students participated actively in the class (had rating >3). But, at the end of cycle 1, 100% of students had rating >3 and even 96% of students had rating 5. It was even better in the cycle 2, all students had rating 5.
   - Before, only 8% of students behaved well (had rating >3). But, at the end of cycle 1, 100% of students had rating >3 and even 96% of students had rating 5. It was even better in the cycle 2, all students had rating 5.

2. Software games in English class do improve the students’ vocabulary mastery satisfactorily. The vocabulary improvements in this research are in cases that:
   - Before, all students could not pronounce most of words they had met correctly, their rating was below 3. But, at the end of the research, all students had better pronunciation on the words they met in the topics namely alphabet and calendar, all students had rating >3. Even 9 students (38%) had good pronunciation represented by rating 5 (see table 13 on page 83).
• Before, as stated by Mr. DSM; “Kemudian saat menulis, mereka gampang lupa sampai-sampai mereka harus melihat berulang-ulang ketika menuliskan kosakata kembali”, students spelling was bad. While asked to spell words orally, students’ spelling was really bad, their rating was below 3. But at the end of the research, students in overall had better spelling on the words they met in the topics namely alphabet and calendar, 96% students had rating >3. The 4% students also had better spelling (rating 3) compared with before (rating1) despite he failed to reach the standard. Even 9 students (38%) had good spelling represented by rating 5 (see table 13 on page 83). Once students had better oral spelling, they will not have difficulties in writing English words.

• Before, they get difficulty in memorizing the meaning of the words they had met with; only 2 students (8%) reached rating 3. But, at the end of the research, all students had rating >3. There was no one having real problem in memorizing the meaning of the words they had met with by playing software games.

Vocabulary improvement performed by students in observation should result in a good score if they are given test. To find out whether the vocabulary improvement performed by students during observation will also result in good test result or not, the researcher conducted written test. The written test result shows that 94% of students having vocabulary score same as or upper than the standard stated by the researcher, score 7.
Further, this posttest result was improved compared with UUS I in which only 41% of students passed the KKM in the school, score 6.0. Therefore, the result the observation and the test justify each other.

By using software games, the students could achieve most of the vocabularies that the teacher gave easily. In *alphabet*, based on the curriculum, the vocabulary given should be about English sounds and persons’ name. However, the researcher modify the vocabulary given by linking the alphabets with words which close with children’s world such as names of animal, fruits, and other things surround them. While in *calendar* the vocabulary given are name of days and weeks. The students achieved the materials well.

As stated in the limitation of the study, the teaching of vocabulary in the fourth grade of SD Negeri Karangputat 01 will be focused in passive vocabulary. Students are expected to recognize, to be able to pronounce and write as many as possible words in separated and individual way. They have not expected to be able to construct the words into sentences. In later stage, once they understand the system of English, they would use the words actively in constructing sentences. So, most of the vocabularies that the students achieved are the passive one. However, some words such as, what, name, is, how, it, are active vocabulary. This is so because the students were able to construct it into longer sentences for instance in asking *what is your name?*.

And as the result, the vocabulary mastery of the students was improved.
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

The result of this action research described in the previous chapter shows that software games can improve students’ vocabulary mastery on the fourth grade of SD Negeri Karangputat 01 in 2008/2009 academic year.

The students’ vocabulary improvement is proved by the observation report of students’ development from meeting to meeting. Known from the observation, by the time the computer and software games introduced to the students, it was a magnet of students’ attention. From day to day after it had been used, students participated in class activity more and more especially in cycle 2 while the students worked in a group in a competition (see table 10, on page 71-73 and table 15, on page 85-86).

The software games’ features were really useful aid to help teacher in for instance, drilling pronunciation and making students grasp words meaning in an interesting way. Because of this, students were easier to be controlled. From the beginning until the end of the action, classroom situation was conducive (see table 10, on page 71-73 and table 15, on page 85-86). Students in fact did not get bored with the lesson.

Proved by the observation report, students’ spelling and pronunciation improved meeting by meeting (see table 10 on page 71-73 and table 15 on page 85-86), then at the end of the research, their spelling and pronunciation
of the words they had met with was satisfactory. The problem in memorizing
the meaning of the words they had met with was also reduced meeting by
meeting (see table 10 on page 71-73 and table 15 on page 85-86), then at the
end of the research, there was no one having real problem in memorizing the
meaning of the words by using software games.

When applying software games in the class, the teacher used some
techniques to explain certain vocabularies. The techniques were drilling and
prediction. Alongside Aristotle’s words, when children hear, children forget.
When children see, children remember. When children do, children
understand. They need to be involved in the process of finding the meaning of
the words and that will happen if the teacher uses the technique of prediction.
The students predict the meaning of words given by relying on illustration
provided in the game. Drilling was done by the software games. Fun nuance
creates by the software games makes this technique effective.

Moreover, the students become more attentive and active in class.
Some of them are no longer shy in pronouncing certain words in front of the
class. The frequency of the students mocking other’s pronunciation has
decreased since the computer assisted games came to the class. The students
even become more and more attentive and active when they were involved in
group activity in a competition environment.

**B. Implication**

In teaching vocabulary to children, it is important to implement
appropriate and attractive techniques and teaching aids. The use of software
games in teaching vocabulary to children is proven to be an effective and attractive way improving young learners’ vocabulary mastery. The interesting teaching aids such as software games have been proven effective to substitute teacher role in drilling the pronunciation. It should be remembered, however, that teaching vocabulary using computer assisted games will be effective and efficient if the games are presented using appropriate techniques. Selecting a way of teaching vocabulary should be based on the class situation and teacher’s condition. An appropriate technique can attract the students’ attention and help achieve the teaching aims. One technique that has been proven to be an effective way of teaching vocabulary using computer games is prediction. This is because by using prediction the students are directed to be more active in finding the meaning of a word.

C. Suggestion

In accordance with the conclusion above, the researcher gives some suggestion.

1. To Teacher

   English teacher should be the modern one, or recently it should be Information and Computer technology (ICT) based. They should follow the progression of technology. Computer is now become popular teaching aid. When he or she applied technology there are few things that they should consider.
a. They should prepare all of the electricity devices. Some computers have high sensibility with the voltage of the electricity. There are some areas in Indonesia that have a lower voltage than its standard. Teacher should equip the computer with the voltage stabilizer in order to keep the voltage input to computer stable and with the UPS to avoid the computer shut down suddenly.

b. Working with child needs extra energy to supervise them. It will be better if the teacher bring another supervisor in his or her class. It is because the computer works with the support of electricity. Young learners have huge curiosity. Even good electricity system is still a dangerous ‘toy’ for children if they are not supervised well.

2. To Students

   It is important for the students to pay attention while learning English in the class. They should practice their pronunciation in order to be more understandable, fluent, and native-like. Using learning aids such as pictures, songs, picture, electronic speaking model, and cartoon movies will help them to understand new word and memorize it when they learn English themselves.

3. To the Institution

   It is important for the institution to provide the class with computer supporting devices. LCD projector, high-end computer, sound system in each classroom, and educational CD are needed to build a well computer
based classroom. By providing the devices, it is hoped that the teacher can be more creative in presenting the materials.

4. To Other Researchers

This research studies the use of computer assisted games in teaching vocabulary to children. It is hoped that the result of the study can be used as an additional reference for further research in different context which will give contribution to area of teaching English for children.
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