TEACHING VOCABULARY AT LANGUAGE DEVELOPMENT CENTER OF UIN SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN BY USING GAMES

A THESIS

*Submitted to Padangsidimpuan State Islamic University
as a Partial Fulfillment of the Requirement for the Graduate
Degree of Education (S.Pd) in English*

Written by

LIA HARDIANTI
NIM. 17 203 00032

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2022

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Term : Munaqosyah

Item : 7 (seven) exemplars

Padangsidimpuan, 21 December 2021

a.n. **Lia Hardianti**

To: **Dean**

Tarbiyah and Teacher Training Faculty

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Padangsidimpuan

Assalamu 'alaikum warohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Lia Hardianti**, entitled **"Teaching Vocabulary at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan by Using Games"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikum warohmatullah wabarakatuh

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ABSTRACT

Vocabulary is the stock of words used in a language, the more students have stock of words used in a language, the better it will make performance. Vocabulary also is words in general, words known and used by one person, a list of words in alphabetical order with their meanings. So it can communicate the ideas more effectively

There were two objectives of the problem in this research, the first is to know kinds of games in teaching vocabulary at Language Development Center of IAIN Padangsidimpuan, the second is to know the reason of using games in teaching vocabulary at Language Development Center of IAIN Padangsidimpuan. The purposes of this study were to find out what kinds of games that teachers used in teaching vocabulary and to describe why do the teachers using games in teaching vocabulary at Language Development Center of IAIN Padangsidimpuan.

This research used mixed method. It means this research began with quantitative research and continued by qualitative research.In this research, the teachers at Language Development Center of IAIN Padangsidimpuan were as subject of the research and the sources of the data. In collecting data, questionnaire aims to find the data about the kinds of games in teaching vocabulary, while interview aims to find data about the reasons why the implemented the games in teaching vocabulary.

The results of the research were; Teachers at language development center use games in teaching vocabulary. 8 games used by English teachers at Language Development Center to improve vocabulary skills are Arranging game, Guessing game, ords Search game, Board game, Role Play/Dramas game, Mime game, Matching game and Hidden Picture game. Hidden picture game has highest score was (4.83) and board games has the lowest score was (4.03).

Key words: *Vocabulary, Games*

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FAKULTAS	**: TARBIYAH DAN ILMU KEGURUAN**
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JUDUL SKRIPSI	**: TEACHING VOCABULARY AT LANGUAGE DEVELOPMENT CENTER OF UIN SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN BY USING GAMES**

ABSTRAK

Kosakata adalah stok kata-kata yang digunakan dalam suatu bahasa, semakin banyak siswa memiliki stok kata-kata yang digunakan dalam suatu bahasa, semakin baik kinerjanya. Kosakata juga adalah kata-kata secara umum, kata-kata yang dikenal dan digunakan oleh satu orang, daftar kata-kata dalam urutan abjad dengan artinya. Sehingga dapat mengkomunikasikan ide-ide dengan lebih efektif.

Rumusan masalahan dalam penelitian ini ada dua, yang pertama untuk mengetahui apa saja jenis-jenis peramainan yang digunakan dalam pembelajaran vocabulary di Pusat Pengembangan Bahasa di IAIN Padangsidimpuan dan yang kedua adalah untuk mengetahui alasan penggunaan permainan dalam pembelajaran vocabulary di Pusat Pengembangan Bahasa di IAIN Padangsidimpuan. Tujuan dari penelitian ini adalah untuk mengetahui jenis permainan apa yang digunakan guru dalam mengajar kosa kata dan untuk mendeskripsikan mengapa guru menggunakan permainan dalam mengajar kosa kata di Pusat Pengembangan Bahasa IAIN Padangsidimpuan.

Jenis penelitian ini adalah penelitian campuran. Artinya penelitian ini dimulai dengan penelitian kuantitatif dan dilanjutkan penelitian kualitatif. Di dalam penelitian, guru pusat pengembangan bahasa IAIN Padangsidmpuan sebagai subjek penelitian dan sumber datanya. Dalam mengumpulkan data, kuesionare bertujuan untuk menemukan data tentang jenis-jenis permainan dalam mengajar vocabulary. Sedangkan interview bertujuan untuk menemukan data tentang permainan yang diterapkan dalam pengajaran vocabulary.

Hasil dari penelitian ini adalah guru di pusat pengembangan bahasa menggunakan berbagai permainan untuk meningkatkan kemampuan vocabulary, 8 permainan yang digunakan guru bahasa inggris di pusat pengembangan bahasa untuk meningkatkan keterampilan dalam vocabulary adalah arranging game, guessing game, word search game, board game, role play/dramas, mime game, matching game dan hidden picture game. Hidden picture game memiliki nilai tertinggi yaitu (4.83) dan board game memiliki nilai terendah yaitu (4.03).

Kata kunci: *Kosa Kata, Permainan.*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praised to Allah SWT, the almighty creator who has given me health, opportunity, strength, time, knowledge so that I can completed this thesis entitled **"Teaching Vocabulary at Language Development Center of IAIN Padangsidimpuan"**. Then, pray along with greetings to the spirit of our lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.

It is a pleasure to acknowledgement the help and contribution to all of lecturer, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

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I realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, April 2022
Researcher

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TABLE OF CONTENTS

Page

LIST OF TABLES

CHAPTER I

INTRODUCTION

A. Background of Problem

Teaching English is very important, because English is an international language that is generally used as a language of communication for people who come from aboard. As an international language, English is used not only as a means of communication, but also for transferring knowledge, conducting business transaction, broadcasting the news by mass media, and other activities in the world.

There are many materials for teaching English, such as listening, speaking, reading, writing, grammar, vocabulary. There are many materials that students at IAIN Padangsidimpuan can learn for two semesters, one of which is vocabulary.

Vocabulary is the stock of words used in a language, the more students have stock of words used in a language, the better it will make performance. Vocabulary also is words in general, words known and used by one person, a list of words in alphabetical order with their meanings. So it can communicate the ideas more effectively.

The purpose of teaching vocabulary is helping students understand and communicate with others in English and vocabulary also helping students to master English for their purposes. Another purpose is supporting the skills of teaching English, such as listening, speaking, reading, and

writing. So vocabulary is very important for student success for vocabulary is directly related to school achievement.

The government faces many obstacles in order to improve the quality of education. One of the efforts given by the government is one of these efforts is teaching English vocabulary in Indonesia has been known since elementary school to college tall. This is done so that students become more accustomed to dealing with the foreign language. The main hope is that students can improve ability to communicate using language. With ability good, then someone will be able to interact well with the world international. Other efforts is given by the institution is to provide additional hours outside of school such as English lessons to train students to understand more in English lessons, especially in teaching vocabulary. Another effort that can be done so that students can master the language English is a teacher is expected to use an effective way in teaching and learning process. Teachers have a responsibility in presenting ways teach and motivate interesting and attractive students.

The condition of teaching vocabulary in Language Development Center like students are less attractive, so that they are difficult to understand that the teacher explained. Based on interview with one of English teachers of Language Development Center in IAIN Padangsidimpuan. The teacher said that: "Students' are poor in vocabulary mastery of learning English is generally influenced by lack of knowledge of

students about vocabulary.[1] The student also said: "learning vocabulary is still monotonous.[2] So the teacher need use game in learning vocabulary to make students interest to learning vocabulary.

Based on preliminary study by using questionnaire at Langugae Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, 2 respondents which 1 teacher and 1 student. The student still poor in learning vocabulary, while teacher teach vocabulary still monotonous. Vocabulary learning process that are generally determined at this time still tent to be in the form of theoretical memorization. The learning process is also not based on students experience which causes low students knowledge in learning vocabulary. In learning vocabulary, students can not be taught only by using lecture method but by using games.

In conclusion, all of the above understanding is an identification that students' ability to master vocabulary teaching has been not effective and still far from expected because the teacher do not use game. To increase vocabulary the teacher needs to use game in teaching vocabulary, that can make easier to understand English, especially vocabulary.

One of the attractive teaching strategies is by using game. Game is an activity with rules, a goal and an element of fun. Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Games are

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[1]Nurhayati, "*Private Interview to Teacher of Language Development Center of IAIN Padangsidimpuan*" (Sihitang: IAIN Padangsidimpuan, 2021)

[2]Ria Amelia*," Private Interview to Student ofSemerster 1 of IAIN Padangsidimpuan"* (sihitang: IAIN Padangsidimpuan, 2021)

particulary valuable for a child to begin learning a foreign language. At the beginning of learning a new language, children need some time to adapt to the language, sounds and rhyhms.

The importance of game is game consists of visual elements (can be seen), audio (can be heard) and motion (can interact). So this media game can arouse students' curiosity, stimulate their reaction to the teacher's explanation, allow students to touch the object of the lesson study, help them concretize something abstract and so on.

The role of game in teaching vocabulary are used to assist student during language learning, make classes entertaining and sustain effort and interest of students. Another role of game in teaching English vocabulary is can make students highlight the necessary and important words to achieve the objectives of the game.

Based on the explanation above, the researcher is interested to do a research entitled "The Use of Games in Teaching English Vocabulary at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan by Using Games".

B. Focus of the Research

Based on the background above, there are some problems and of course there are solutions to overcome problems in teaching English vocabulary, one of them is using game. So, this research focused on using game in teaching vocabulary at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. There are kinds of

games in teaching vocabulary and problems faced by teachers in using games in teaching English vocabulary.

C. Formulation of the Problem

Based on the background of the study, the problems of this study are formulated as follow:

1. What kinds of games do teachers implement in teaching English vocabulary at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan?

2. Why do the lecturer used game in teaching English vocabulary at Language Development Center of of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan?

D. Objective of the Research

The objectives of this research are elaborated obviously; to know the effectiveness of using game in teaching vocabulary at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan which is described as follow:

1. To know the kinds of games in teaching English vocabulary at Language Development Center of of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

2. To know the reasons of using game in teaching English vocabulary at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

E. Significances of the Research

This study is expected to give a valuable contribution presented as follow:

1. The reseacher expects that this study will give the information to the reader about kinds of game and the advantages and disadvantages of using game in teaching English vocabulary.

2. It helps students to know the kinds of game in teaching English vocabulary and also the benefit and the lack learn English by using game.

3. For the future researchers, this research will be the important reference for English Language Education which conduct similar research.

F. Definition of Key Terms

1. Game

Games are defined as an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language. And also game as an activity carried out by cooperating decision-makers who want to achieve their objectives following a set of rules.

2. Teaching

Teaching is a system of actions involving an agent, an end in a view and situation including two sets of factors those over which agent has no

control. And also teaching is a form interpersonal influence aimed at changing the behaviour potential another person.

3. English

   English is widely used as a mean of communication for people all over the word. English is the first foreign language at school in Indonesia. English also is a global language, can hear it on television spoken by politicians from all over the world. Wherever you travel, your see English sign and advertisements.

4. Vocabulary

   Vocabulary is the basic element of language which someone needs in learning a language especially to communicate effectively with others.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

This chapter presents literature review which involves the following main topics: definition of vocabulary, purpose of vocabulary, kinds of vocabulary, definition of game, purpose of game, principle of game, advantages and disadvantages of game and the material of teaching vocabulary.

1. Definitions of Vocabulary

According to Hornby, "Vocabulary is all the words that a person knows or use, the words that people use when they are telling about particular subject"[3] Vocabulary may be defined as the total number of words in a language and vocabulary is a list of words with their meanings.

Schmitt in Alizadeh stated that:

The generally define vocabulary as the knowledge of words and word meanings. Someone else may define vocabulary as a list of words arranged in alphabetical order with their definitions. A word, in most linguistic analyses, is described as a set of properties, or features, each word is the combination of its meaning, register, association, collocation, grammatical behaviour, written form (spelling), spoken form (pronunciation) and frequency. To master a word is not only to learn its meaning but also to learn seven other aspects.[4]

Vocabulary is the center of language teaching and learning. It means that by mastering vocabulary, of course with grammar, the learners will

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[1]A.S. Hornby, *Oxford Advance Learner's Dictionary (*New York: Oxford University Press, 2000). P. 150

[2]AlizadehIman, "Vocabulary Teaching Techniques: A Riview of Common Practices" *Journal*, Vol 1, No 1, 2016. p. 22.

produce so many sentences easily either in spoken or written also. They can also communicate with other people fluently and express their opinion or ideas conveniently. The problem that usually students did is a lack of vocabulary when they are using foreign language.

So, we can conclude that the term of vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use.

2. Purpose of Vocabulary

The purpose of learning vocabulary is to assist students developing vocabulary knowledge. Words are one of the elements in a text and lesson that comprise the learning experiences of the learners. Moreover, a student's ability to understand words and their meanings is essential in al content areas as curriculum increase in difficulty, so to do the words that make up that curriculum. At very basic level, vocabularies underlie a student's ability to understand what has being thought. Well-developed vocabulary is an essential component success in reading. If students have large vocabulary knowledge, it can be easily for them to recognize the words when they read, write, listen, and speak.[5]

Vocabulary is important to students. In the Teaching Practice Handbook, there are several purposes of vocabulary :

1) To express their opinion thinking
2) To express idea in their society
3) Particularly in early stages when students are motivated

---

[5]Renata C. G VigeleynNikijuluw, "Vocabulary Journal Strategy: One Way to Help Student's Vocabulary" *Journal*, Vol 17, No 1, 2020. P. 3

4) To learn the basic words they need to get by in language.
5) To understand nuances of meaning
6) To become more proficient in their own choice of words and

expressions.[6]

Based on the explanation above, there are some purposes of vocabulary. They are: to express their opinion thinking, to express idea in their society, particularly in early stages when students are motivated, to learn the basic words they need to get by in language, to understand nuances of meaning, to become more proficient in their own choice of words and expressions, counting the lesson, need for business, and presentation. Researcher limit the purposes of vocabulary into four points. The first, to express their opinion thinking, it means that students can express their idea by words. Second, to learn the basic words they need to get by in language, by learn the basic words students can start to communicate with another people. Third, to understand nuances of meaning, it means students get many meaning to express the opinion. Fourth, to become more proficient in their own choice of words and expressions.

According to the curriculum book the language development center stated that

The purpose of vocabulary for mastering the four English skills, there are listening, speaking, writing and reading. For speaking skills, the purpose of vocabulary is that students will be able to communicate fluently and correctly. And for reading skill, vocabulary is taught with the aim that students are able to understand the text that is read. And then for writing skills, vocabulary is able

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[6]Roger Gower, *Teaching Practice Handbook* (Thailand: Macmillan, 1995). P. 124

to use vocabulary in writing and also for listening skills, learn vocabulary can understand the text that is heard.[7]

From the explanation above, it can be concluded that purpose of vocabulary is very important. Because without having many vocabulary, the students will be impossible tomastering their english skill; listening, speaking, reading and writing, and they are impossible to communicate well.

3. Kinds of Vocabulary

Vocabulary divided into two types: active and passive vocabulary. Harmer distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to be words which students will recognize when they meet them, but which they will probably not be able to pronounce. According Hatch and Brown in Mofareh Alqahtani indicate two kinds of vocabularies; receptive vocabulary and productive vocabulary:[8]

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

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[7]Language Development Center Curriculum Book, 2020.
[8]MofarehAlqahtani, " The Important of Vocabulary in Language Learning and How To Be Taught."*Journal*, Vol III, No 3, 2015. p. 25

According to Nagy, Anderson and Herman in Zunita Mohammed "Productive Vocabulary is known and understood its meaning by learners when reading text or listening to the text".[9]So learners know and recognize the meaning of the words that caused them to understand the text they have read but not to used to speak and write.

b. Productive vocabulary is the set or words that an individual can use when writing or speaking. It is about knowing a word involves being able to pronounce the word, how to write and spell it, and how to use grammatical pattern and it also involves not using the word to stand for the meaning it represents and being able to think that is suitable for the word.[10]

According to Gairns and Redman in Deogratias Nizonkiza, "Productive Vocabulary is language items which the learner can recall and use appropriately in speech and writing".[11] So productive vocabulary is associated with speaking and writng tasks that require perception of the form of the word and its meaning.

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[9]Zunita Mohammed Maskor, ' Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill" *Journal* Vol 6, No 11, 2016.P. 263.

[10]Ahmad Syarofi Al-Furqon, "The Effect of Word Search Puzzle Game in Teaching Vocabulary to the First Grade Students of SMPN 3 Proppo, " *Wacana Didaktika* 5, no.2 (2017):101-7."

[11]Deogratias Nizonkiza,"Firs-year University Students' Receptive and Productive Use of Academic Vocabulary" Jounal, Vol 45, No 10, 2016. P. 171.

According to Yet Laufer in Dakhi Chaniago and Fitria Tira Nur stated there are two kinds of vocabularies; active vocabulary and passive vocabulary:

a. The active vocabulary is the words by which listeners and writer usually use as they are completely understood. They are the words that are recalled and used at will when a situation of speech and writing requires them. Practically, the active words are those we can automatically use when writing and speaking without stopping and forcing ourselves to remember.[12]

Based on the definition above the researcher concludes that active vocabulary is the stock of word used by people to express thought and feeling and communicative with other people both oral and written

b. The passive vocabulary is meant as the words that are not completely understood, so that they are infrequently used when writing and speaking. Related to this, therefore, it can be concluded that the passive vocabulary is a precondition of the active vocabulary. It is, of course, an optional step as people have different abilities and words have different degrees of comprehensibility, which has to be acquired anterior to the active vocabulary mastery.[13]

So passive vocabulary is the words that the students recognize and understand them when they occur in a context or practice connections for them to learn it well.

Based on the explanation above the researcher take a conclusion receptive or passive vocabulary will be easy to understand by using listening and reading to remember words on vocabularies,

[12]DakhiSaniago and FitriaTiraNur,"The Principle and the Teaching of English Vocabulary: A Riview" *Journal*, Vol 5, No 1, 2019.P. 19.
[13]DakhiSaniago and FitriaTiraNur,"The Principle and the Teaching of English Vocabulary: A Riview" *Journal*, Vol 5, No 1, 2019.

while productive or active vocabulary will be easy understand by using concentration pattern and grammatical word to get vocabularies.

4.Choosing of Vocabulary

According to Ellis and Farmer there are how to choosing vocabulary, as follow :

a. Select words that are coon or generally usefull for students to know

b. Avoid assigning words that students rarely encounter

c. Choose ter that are strategic to acadeic success and are not typically acquired independently

d. Identify words that are essential for understanding a reading selection

e. Pick textbook vocabulary that address key conceptsor idea.[14]

So from expalanation above, the researcher concluded that choosing of vocabulary is very impotant to the process of selecting appropiate instructional strategies that enable students to aster the vocabulary they need to learn to read and to read to learn.

5.Classification of Vocabulary

According to Ronnie in Eka Sustri Harida stated that classification of vocabulary:

That may hold semantic relationship between words, both within the vocabulary as a whole and in using in the sentences. Another

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[14]Ellis E.S., and Farmer,T.*The Clarifying Routine:Elaborating Vocabulary Instruction*(1996-1200)

relation in semantic is 'sense' of a word. Sense relations hold between words within the vocabulary. The most obvious sense relations are those of 'sameness' and 'oppositeness', called synonymy and antonym.[15]

Penny classification vocabulary based on another aspect, the meaning of the words. One word has to have relation to the other words:

a. Synonyms: the word that nearly same with other words. For example: smart and clever.

b. Antonyms: the word that mean the opposite. For example: clean X dirty.

c. Hyponyms: the words that have specific example with other items. For example: cat, dog, deer, lion are the hyponyms of animal

d. Co-hyponyms: the words that the same kind with other things. For example: red, yellow blue.

e. Super-ordinates: the idea that cover the specifics items. For example: floer is the super-ordinates of rose, jasmine, and carnation.

f. Translations: the words of learners" mother tongue that have the meaning to other word that be taught.[16]

From the explaining above, we know that every experts in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas.

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[15]Eka Sustri Harida, ," Reading Comprehension I" *Diktat* (2019).p. 63
[16]Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge: University Press,2003).p.60

6. The Material of Vocabulary

Nowdays, most school in Indonesia, bot elementary, junior high and high school have changed their curriculum to K'13. In the 2013 curriculum it is sataed that students are more active than teachers. Language Development Center of IAIN Padangsidimpuan curriculum also applies it.

There are many topic in teaching vocabulary, the students' text book has the some materials, it is about food and drink, numbers, colours, cities and countries.

7. Definition of Game

The game is a complex activity in which there are rules, play and culture. A game is a system in which players are involved artificial conflict, here the player interacts with the system and internal conflict the game is engineered or artificial.[17]It means defines that game is the activities where one or more players follow the rules and are enforced for all players and end in measurable result.

According to The Longman Dictionary of Language Teaching and Applied Linguistics, "games isan organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language."[18]

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[17]Nicolas Espasito, "A Short and Simple Definition of What a Game Is", hlm. 160.
[18]Tri Rahmadhaniarti, "Teaching English Vocabulary Through Game: Views From The Students"*Journal*, hlm. 383.

Based on the definition above the researcher concluded that game are activities created by teachers to make the teaching and learning process more intersting so that the students enjoy the materials. Concequently, they will get better achievement.

6. Purpose of Game

The purpose use game in teaching English can be summed up in four points which are the following:

1) To develop an enthusiastic learner.
2) To motivate and engage students.
3) Reduce monotonous learning methods.
4) To help students with focus, self-esteem, and memory.[19]

Another purpose of game according Mohammed Akour, Hiba Alsghaier and Samah Aldiabat stated that:

> "game based learning refers to the using of games power in educational purposes, where it can be used to define the accomplishment by using games as a learning method without any stress or pressure on students to improve student's education level. It also helps to incorporate ideas and works in a non-stress environment. It involves introducing exercises and exams in exciting ways where students participate together and experience good learning methods".[20]

Based on the explanation above, it can concluded that the purpose of game in learning can help students focus and help to incorporate ideas and work in the learning vocabulary. So that make the student exciting and reduce monotonous in the learning.

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[19] Victor Samuel Zirawaga, "Gaming in Education: Using Games as a Support Tool to Teach History" *Journal*, Vol 8, No 15, 2017. p. 55.

[20] Akour Mohammed, dll, "Game-Based Learning Approach to Improve Self-Learning Motivated Students" *Journal*, Vol 12, No 2, 2020.p.148.

8. Principles of Game

In order to optimize the use of games in teaching and learning process, a teacher must consider what kind of game that will be used and teacher must select the games which are appropriate. There are the principles of game:

a. Game should be more just fun
b. Inole friendly copetition
c. Game should keep all of students inole and interest
d. Encourage the students to focus on the material given by teacher[21]

According to Hadija Selman stated that there are another principle of game as follow:

a. An activity in the environment around the students
b. Create a good mood
c. Covers physical activity which requires cooperationand intellectual engagement
d. Bring the student in enjoy situation feeling happy and satisfied[22]

Based on the explanation above, it can be concluded that the teacher should choose the appropriate game for teaching and learning English, especially the vocabulary. The game must be more than just fun and it is not tiring. Besides that, the teacher must give the instruction and explain to the students how to play the game. Make sure that all the students will be willing to participate in the game without being forced.

9. Advantages and Disadvantage of Game

The advantages use game in teaching English can be summed up in nine main points which are the following:

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[21]Mathias Poulsen and Ebba Køber, "The Game It Handbook" 2011, p.20.
[22]Hadija selman,"Perainan Untuk eningkatkan Keapuan otorik Anak" Journal Vol 5 No 2, 2021 p. 2034

a. Games are learned-centered (the student is always in focus)
b. Games promote communicative competence
c. Games increase learning motivation
d. Games reduce learning anxiety
e. Games integrate many various linguistic skills
f. Games encourage creativity and spontaneous usage of the language
g. Games construct a cooperative learning environment
h. Games foster participatory attitudes of the students.[23]

According to Sultonova D.T there are many benefits of using games in teaching English:

> "Games are highly motivating and entertaining, and they can give shy students more opportunities to express their opinions and feelings, they also enable learners to acquire new experience within the foreign language that are not always possible during a typical lesson, games add diversion to the regular classroom activities, break the ice and introduce the new ideas, in the easy, relaxed atmosphere which is created by using games the students remember things faster and better.[24]

The teacher can use game because there are many advantages of teaching by using games are as follows:

a. The games promote physical growth and development.
b. The games promote the socialization process.
c. The games are fun for the students like to play them.
d. The games make students enjoyable in learning.
e. The games develop emotional understanding between one student to another.
f. The games provide language practice in various skills, such as: speaking, writing, reading, and listening.[25]

So by using games in teaching English can make the process of teaching and learning becomes better and more affective, communicative

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[23]Abdelrazig Ibrahim, "Advantages of using language games in teaching English as a Foreign Language in Sudan Basic School,"*journal,* Volume 37, No 1, pp 140-150.
[24]Sultanova D.T, "The Use of Games in Learning English Grammar,"*Journal* Vol.1,October 2011, p.

[25]Sri Yuliani, "Teaching English Vocabulary By Using Guessing Game," *Jurnal*, Volume 45, No. 7, April 2017 , hlm. 195-196.

and not shy when they want to do something. By implementing games in teaching activities can help the students understand the subject matter, improve students' abilities in term of coordination, communication and cooperative, and also can apply mutual respect, intimacy and honestly between students each creates a different mindset and behaviour.

There are the disadvantages of Game in learning vocabulary as follow:

a. Sometimes a game structure may be too difficult and time-consuming.
b. Maybe too expensive
c. Learning outcomes may be "lost" in winning the game.
d. Students get tired over time when they find out that games do not match their assessment test.
e. Keep under control is difficult in the classroom.
f. Game culture and play could be a disadvantage to the learner if not designed correctly.
g. Some learners, especially teenagers, may find games unnecessary and childish.
h. Straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning
i. Usually, a game is difficult to apply in a big class.[26]

There are also the disadvantages of game according to Drs. Soeparno in Yulia, the disadvantages of using games are:

a. Generally, if the students' numbers is too much, it will surface to involve all of the students in that games, a student whom did not involved will disturb the process.
b. Not all materials of study can communicated by game.
c. Game usually makes a noise.
d. Most teachers used game only for a part time.[27]

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[26]Akdogan Esra, "Developing Vocabulary in Game Activities and Game Materials" *Journal*, Vol 7, No 1, 2017.p. 41.
[27]Yulia Mawaddah, "Using Game in Teaching Vocabulary", *Thesis* (Jakarta: Syarif Hidayatullah State Islamic University Jakarta,2010), hlm. 18.

The disadvantages of applying games in teaching English process was by attractive student's interest to games, all of them were active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them and other disadvantages of applying games in teaching learning process was by doing games the teacher only had a little time to explain the material. So there was no longer time for teacher to explain more about the material.

10. Kinds of Games of Teaching Vocabulary

According to Hadfiled in Blanka Frydrychova Klimova stated that there are kinds of games in teaching vocabulary such as "Arranging game, guessing game, words search game, board game and role play/dramas game"[28]

Another kinds of game in teaching vocabulary according to Andrew Wright are; "Mime game, guessing game, and matching game".[29]

Kinds of games in teaching vocabulary according to David Betteridge and Michael Buckby in Puput Nugroho stated that are: "words search game, board game, guessing game and hidden picture game".[30]

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[28]Blanka Frydrychova Klimova, Games in Teaching of English, *Journal* 1157-1160.

[29]Andrew Wright, dkk., *Games for Language Learning* (New York: Cambridge University Press,2006), p. 4.

[30]Puput Nughroho, "The Effectiveness of Teaching Vocabulary By Using Games to The Third Grade Students of SD Negeri 03 Karangmojo" *Thesis* (Surakarta: Sebelas Maret University, 2008).p. 21-22.

Based on the quotition above there are seven games in teaching vocabulary. So the researher will researh the games are; arranging game, guessing game words, seacrh game, board game, role play/dramas game, mime game, matching game and hidden picture game.

a. Arranging Games

1) Definition of Arranging Game

Arranging game is the game that is the words or the sentences in disorder or incorrect form and it is no meaning. It is supported by Hadfield in Yona and Loli that:

> "Arranging game is also alled as sequening or ordering gae where there are gae whih ask players tp aquire inforation and ation on it in orderto arrange the ites in speific. Beside that the items that an be used in this game is piture ard word ars or events in a narrati tet and another[31]

It means that, arranging games is the game that is the words or the sentences in disordered or incorrect form and it is no meaning. So the students must arrange the wordsor sentenes into orret sentenes form.

2) Purrpose of Arranging Game

` The purpose of arranging game is"by applying this game to encourage, entertain, teach, and proote fluency and communicative skills. It has high mativation because it is

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[31]Yona Meidiastuti and Loli Safitri, " The Effetieness or Arranging Words Game in Teaching Grammar",*Journal* Vol 1. No. 1, 2021. P. 4-5

amusing and interesting".[32] It means that purpose of game can enable students to view the course in a different way so as to motivate and involve students to completion.

3) Procedure of Arranging Game

According to Agung Prihantoro stated that there are procedure of arranging game:

a) Teacher prepares the sentences which an be taken for any english book that will be arrange by students
b) Teacher jumbles two words until students do not know the corret sentences
c) Teacher divides students to some groups where each of group consist of 3-5 students
d) Teacher divides the words which are jumbled to the students
e) Then teacher asks students to arrange the words into the corret sentenes and to nderstant the eaning of eah of words and sentenes
f) Teacher asks students to write every sentences which has been arrange on the whiteboard and to explain the meaning of the sentences[33]

It an conculde that the procedure of arranging game must prepare the words or sentenes before learning and then the sentences or words mixed up so that students must arrange the sentences or words into corret form.

4) The Advantages and Disadvantages of Arranging Game

According to Milan in Hanisa Thesis there are some advantages and disadvantages of using Arranging Words game as follow: The advantages of arranging game are "By using this

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[32]Arum Nisma Wulanjani," The Use of Vocabulary-Games in Improving Children's Vocabulary in English Language Learning" *Journal,* Vol 12 No 1 2016.p. 82

[33]Agung Prihantoro *100 Gaes for Teaing English(Yogyakarta:Puataka Belajar 2014)p 34*

game they will learn from the mistake that they make in the game, so they can remind the way or the formula automatically and also the students can explore their vocabulary".[34]

Based on the quotition above can conclude that the advantages of arranging game are: first, by using this game they will learn from the mistake that they make in the game, so they can remind the way or the formula automatically. Second, students can explore their vocabulary.

The disadvantages of arranging game are: "This game can make the class noisy and this game can waste time of the class hour".[35]Therefore, the teacher should create a discussion that makes the appeal of students and the teacher must manage the learning process as good as possible with considering time, subject and so.

b. **Guessing games**.

1) Definition of Guessing Game

According to Similary, Klippelin Sri and Fitri said that "guessing game is true communicative situation and such are very important for foreign language practice with fun and

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[34]Hanisa, " The Influence of Using Arranging Words Game Towards Students" Simple Past Tense Matery", *Thesis* (Lampung: University of RadenIntan Lampung, 2017).p. 65
[35]Hanisa, " The Influence of Using Arranging ...,p. 66

excitement".[36] It means by guessing game the students can easy to know the material.

2) The purpose of Guessing Game

The purpose of guessing game "will help to improve the students' motivation in learning engish and will give impact to their vocabularies mastery".[37]Based on the statement above, it was clear that game can provide students with pleasure that evoked their motivation and interest in learning English, thus they would not find English as a frightened and boring subject to learn.

3) Procedures of Guessing Game

There are the procedure of guessing game:

a) The teacher gave 20 things inthe classroom as the material to the students
b) Then the teachergave some clues related to things in the classroom
c) The students had to guess what thing is.
d) After the students guessed it correctly the teacher ask the students to write the word to the whiteboard.
e) The teacher gave the picture of thing that had been guessed corretly by the student.
f) At last the student showed the picture to their friends in front of class.[38]

Based on the explanation above can conclude that the procedure of guessing game are: first, the teacher must prepare and give 20 things as the material to the students. Second, the

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[36] Sri Wahyuni, Fitri Yualianti, "The Use of Guessing Game to Improve Student's Speaking Skill", *Journal,* Vol 3, No 2,2016. p. 17

[37]Ayu Wahyuni," Teahing Vocabulary By Using Guessing Games", *Journal*, Vol 5 No 1 2020. P. 35

[38]Sri Yulianti Teahing English oabulary Using Guessing Gae to The Fifth Garde Students 117 Palembang ,*Thesis (*Palebang: Uniersity of Palebang 2017) p 196

teacher give some clues related to things in the classroom. Third, the students have to guess what thing is. Fourth, the students guess it correctly and the the teacher ask the student to write the word in the whiteboard. Fifth, teacher give the picture of thing that had been guessed correctly by the student and the student show the picture to their friend in front of class.

4) Advantages and Disadvantages of Guessing Game

There are some disadvantages of guessing game according to Fan in Lea, they were:

a) The game promote physical growth and development
b) The game is fun for the students like to play them
c) The game makes students enjoyable in learning
d) The game develops emotional understanding between one student to another
e) The game provideslanguage practice in various skills, such asspeaking, reading and listening.[39]

It can conclude that the advantages of guessing game are: first, the game promote phyical growth and development. Second, the game is fun for the students. Third, the game makes student enjoyable in learning. Fourth, the game develops emotional understanding between one student to another. Fifth, the game provides language practice in various skills, such as speaking, reading and listening.

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[39]Lea Octavia Dewi,"The Merit of Guessing Game in Improving Studends' Vocabulary Mastery" *Journa*l, Vol 3.No 2, 2021.p.306

Besides the advantages of guessing game there are the disadvantages of guessing game, as follow:

a. Guessing game sometimes can cause a lot of noisy in the classroom. Students who are too noisy may interrupt other learners and teachers as well. The noisy behavior can be minimized with a simple rule which says that it makes them lose points.
b. Problem related to students" quarrels. Such conflicts are often started by students who lose a game. They do not want to accept they have lost it takes maturity and responsibility to deal with problems of this kind and again it is a thing students can taught while playing a guessing game.
c. The teacher often finds difficulties in controlling the class.
d. The teacher cannot monitor all groups at once.[40]

The researcher concluded that disadvantages of this technique are noisy and can made students quarrels, still need a rule before applying guessing game. There were some tips to overcome disadvantages of guessing game. The students in each group only one guess is allowed to minimize a lot of noisy in the classroom. Thus, process in teaching learning can be effective.

c. Words Search games.

1) Definition of Word Searh Game

According to Hossein Vossoughi said that:

Word search game is one of many instructional games that reinforce word level into a grid and persuades the class to make suggestions for the puzzle clues. This game is good to review general vocabulary, without ever tiring the students. In most of the puzzles, there are at least 40 words. The words

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[40]Ardi Budiono Pratama, "The Influence of Using Guessing Game Towards Students' Narrative Writing Ability At The First Semester of The Tenth Grade Of Sma Negeri 3 Bandar Lampung", *Thesis* (Bandar lampung: University of Raden Intan Lampung, 2019).p.44

may be hidden in any direction: horizontally, vertically, diagonally, and forwards and backwards.

Based on definition above, that is conclude word search game that is letter of the word in a grid that usually has rectangular or square shape. The objective of this puzzle is to find and mark all the words hidden inside the box. The words may be horizontally, vertically or diagonally.

2) The Purpose of Word Search Game

The purpose of word search game "can help the students to know and understand new vocabulary and can help improve vocabulary by searching and analyzing some words in the table with random words".[41] It means that the purpose of word search game is can help students with word memorization, provides internal learning motivation and can be effective in recalling words after a long time.

3) Procedures of Words Search Game

According to Munaworoh in Muhammad Rafli state that the procedura of words search game there are:

a) The teacher gives clear intruction to explain the game's rules
b) The teacher gives an example of playing the game
c) The student focus on the teacher instruction.
d) The teacher gives the words search game and ask the students to arrange the words
e) The teacher give the students times to finish their work, then the students discuss together.[42]

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[41]Muhammad Rafli,"Improving Students' Vocabulary Through Word Search Game", *Journal*.4 Vol 2 2016.p. 49

[42]Muhammad Rafli,"Improving Students' Vocabulary,,,,.p. 45

The researcher concluded that the procedure of word search game are: first, the teacher gives clear intruction to explain the game's rules. Second, teacher gives an example to playing the game. Third, the teacher gives the words search game and ask the students to arrange the wods. Fourth, tacher give the students times to finish their work, then the students discuss together.

4) Advantages and Disadvantages of Words Search Game

Word Search Game has many advantages in improving vocabulary. This advantage is not only for the teacher but also to the student. To teacher, this media can help them to explain more about the material. In addition, the teacher can know how far the material can be understood by the student. To students, it can make them understand of their materials.

The disadvantages of words search game are:

a) the class can be crowded as the students are discussing their word
b) turning of the students'creativity
c) students only need to receive draw materials
d) students cannot develop material existing with their ability or potential.[43]

Based on the quatition above there are the disadvantages of word search game: first, the class can be crowded as the students are discussing their word. Second, turning of the students' creativity. Third, students only need to receive draw materials.

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[43]Heni Sofia,"The Influence of Using Word Square Game Towards Students' Vocabulary Mastery" *Thesis* (Lampung: Raden Intan State Islamic University),p.57

Fourth, students cannot develp material existing with their ability or potential.

d. Board games.

1) Definition of Board Game

Board game is one of interesting games that an be used in teaching vocabulary. According to Larasati in Uci Puspitasari and A. Malik stated that "Board game is a game which counters of pieces are placed, removed, or moved on a specially design board.[44] It means that to play board game we have to use a special board made to play those games only.

2) Purpose of Board Game

The board game activity starts with the introduction of the rules of the games to make sure the students know the rules that would lead to a better use of the board game. "The board game have some types of epression, so they can know a variety of vocabularies, grammatical patterns, and functional meaning".[45]

3) Procedure of Board Game

Roman in Rupiah said that the procedure of playing board game are:

a) Divided students into a teams and have team pick team name
b) Make a category list on the board or hand card such as verb, noun, adjective, adverb, etc. Student can also choose the

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[44]UciPuspitasari and A. Malik," The Making of Dart Board Game Foe Elementary School Students,"*Journal,*Vol 2, No 1, 2017.p. 106
[45]Elin Ermasari,"The Effect of Using Board Game Towards Studnts'Vocabulary Mastery", *Thesis* (Jakarta: Syarif Hidayatullah State University,2019).p.19

categories or they can be dependent on the current topic at hand

c) Once the categories are chosen, student have to pick a letter based on the teacher' instruction. Whatever letter is chosen, teas have to write the categories starting with that letter. Only one word per category.

d) Once the time is up, students put their pencils down right away.

e) Teams share their answer. For every correct answer, they get one point. For every wrong answer and answer shared with another team, they get no points.

f) Teacher notes the points then continue with another team, they get no points.

g) Teams an share the meaning of each word or use it in a sentence to get full mark.[46]

Based on the explanation, it can concluded that the procedur of board game are: first divided the students into a team and have team pick team name. Second, make a category list on the board or hand card and student choose the categories. Third, students have to pick a letter based on the teacher instruction. Fourth, one the time is up students put their pencils down right away. Fifth, taem share their answer and then the teacher notes the point for the correct answer.

4) Advantages and Disadvantages of Board Game

There are many advantages of board game as follow:

a) board games gives an enganging practice to the students.

b) attracts students' attention.

[46]Rupiah Sari, "The Effect of Using Board Game on Studens' Vocabulary Mastery" *Journal,* Vol 2 No 4,2019.p.18

c) Improve students' vocabulary so help students communicative easily.[47]

Based on the explanation above there are the advantages of board game are: first, baord game gives an enganging pratie to the students. Second, attracts students' attention. Third, improve students' vocabulary so help students communiatie easily.

Board game also same with another game have diasadvantages. According to Jewar in Rupiah there are some disadvantages of using board game:

> Board game does not scale well to the number of players, 4 players seem to be ideal; player take too long and 2 players is completely pointless; too dependent on luck; this game is the oldd game, which can make some people less interested to play.[48]

Based on the explanation above can conclude that the disadvantages of board game are: first, Board game does not scale well to the number of players, 4 players seem to be ideal. Second, player take too long and 2 players is completely pointless. Third, this game is the old game, which can make some people less interested to play. Fourth, have a limited time so students should focus and concentrate. Fifth, teacher should monitor every group explain the rule of the game to the students while play.

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[47]M Arief Syakur,"The Use of Board Game in Teaching Speaking to Young Leraners*" Journal,* Vol 5 No 2 2020.p.153

[48]Rupiah Sari, "The Effect of Using...,p.23

e. Role play games/dramas.

1) Definition of Role Play Game/Dramas

According to Kuipers and Altun stated that "role play is a teaching strategy that models vocabulary learning in a cost-effective, controlled and fun way for both studentsand teacher."[49] It means role play game is teaching strategy that which include vocabulary learning in a cost-effective, controlled and fun for student and teacher.

2) Purpose of Role Play Games/Dramas

According to Vinza Hedi the purpose of role play "can make the students feel comfortable with playing this game and feel enjoy without feeling bored or anxious".[50]

Based on the quatitaion above the purpose of role play game are:

a) Can make the students feel comfortable with playing this game

b) Feel enjoy without feeling bored or anxious.

3) Procedure of Role Play Games/Dramas

The procedure of role play/dramas are as follow:

a) Present a topic based on the selected in the textbook.
b) Use warm up activities to introduce the new topic.
c) Present and discuss the new vocabulary by using in learning. Then,write the new words on the board,to reinforce spelling.
d) Give a scenario to students to perform.

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[49]Thuraya A Alabsi," The Efeectiveness of Role Play Strategy in Teaching Vocabulry" *Journal*,Vol 6. No 7,2016.p.229
[50]Vinza Hedi Satria,'Role Plying Game as Learning Mediato Support Online Learning" *Journal*, Vol 5, No 4.2021.p.584

e) Ask students to learn about the scenario severeal days before perfomance activity.
f) Divides the class into groups of students. Then, expalin and give instruction to achieve commination competence and timing.
g) Select a group of the student and ask them to play the prepared the scenario.[51]

Based on the quatation above can coanclude that the procedure of role play game are: first, present a topic based on the selected in the textbook. Second, the teacher used wram up activities to introduce the new topic. Third, present and discuss the new vocabularyby using in learning. Fourth, give students a scenario to perform and ask them to learn about the scenario. Fifth, divides the class into group of the students, select a group of the student and then ask them to play the prepared the scenario.

4) Advantages and Disvantages of Role Play Games/Dramas

According to Clemens and Huang in Thuraya the advantages of role play are: "can increase students' enthusiasm, self-confidence, emphaty, and encourage critical thingking."[52]It means that the advantages of role play are:

a) Can increase students' enthusiasm

b) Self-confidence

c) Emphaty

d) Encourage critical thingking

[51]Thuraya A Alabsi," The Efeectiveness of Role Play....,.p.230-131
[52]Thuraya A Alabsi," The Efeectiveness of Role Play.....,p.229.

The disadvantages of role play game are some teacher consider that there are to any drawbacks as regards using role play. For example they argue that it can take too much tie, because embarrassment, they can be afraid of being mocked by the students or they may feel that they lose control of the class.

f. Mime Game

1) Definition of Mime Game

Mime is the use of hand or body movement and facial expression to act something without speaking. According to Topham in Narni "Mime game is using bodies to convey the meaning of an action or an expression which the other have to guess."[53] It means mime game is dominant game using body movements.

2) Purpose of Mime Game

The purpose of "mime game could help the students to remember word easily. Morever, the students become active participation both individually or in group while miming as applied in teaching vocabulary".[54] It means miming game can make the learners get moved to express something by miming andusing gesture. They also will imagine and think to gues what their friend's expression means.

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[53]Narni Lestari,"The Influenceof Using Mime Game Towards Students' Writing Ability In Descriptive Text". *Thesis* (Lampung: University of Raden Intan Lampung,2019),p.49.
[54]Sustiyana Intan Sari," Miming Game as a Medium to Improve Students' Vocabulary Mastery" *Thesis* (Semarang: Universitas Negeri Semarang, 2017).p. 63.

3) Procedure of Mime Game

The procedure of teaching by using mime game as follow:

a) Dividing the student into two group and ask them to make a half circle
b) Then, one of the selected students will take a cards in the box
c) The selected students stand in front of the class and try to mime the word in the card and rest of the students will guess what their friend tries to mime.[55]

Based on the quatation above there are the procedure of mime game: first, the teacher dividing the students into two group and ask them to make a half circle. Second, one of the selected student will take a card in the box. Third, the selected students stand in front of class and try to mime the word in the card and rest of the students will guess what ther friend tries to mime.

4) Advantages and Disadvantages of Mime Game

There are the advantages of mime game as follow:

a) mime game teaches communication skill between student with other student.
b) the student practice sending and receiving message, they practice eye contact and they also practice nonverbal communication.[56]

So it can concluded that the advantages of mime game can make stimulate the students imagination and how to mime a certain word Furthermore, students can stimulate their

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[55]Mardhatillah and Ratmaida,"Using Mime Game to Teach Vocabulary to Young Learners" *Journal,* Vol 5 No1 2016.p. 135
[56]Mardhatillah and Ratmaida,"Using Mime Game to Teach Vocabulary to Young Learners" *Journal,* Vol 5 No1 2016.p. 137

imagination in guessing words, they try to understand and guess what their frieds tries to mime.

The disadvantages of the mime game is the problems of managing the class. Playing this game sometimes resulted noiisiness that can make the students ouyt of control and distrub other class.

g. Matching Game

1) Definition of Matching Game

According to Hadfield in Ruzki staded that "Matching games are a game to match the corresponding pair of cards or pictures and may be played as a whole class activity, where everyone must circulate until they find a partner with corresponding cards or pictures or as a pair work or small group activity".[57]

Based on the explanation above the reasearcher can concluded that matching game is one of the game can be used for creating fun and effective learning activity for young learners.

2) Purpose of Matching Game

The purpose of "matching game is to transfer information".[58] It involves matching corresponding pairs of cards or pictures and may be played as a whole class activities, where everyone must

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[57]Ruzki Fatmawati,"The Influence of Using Matching Game Toward Students' Vocabulary Mastery" *Thesis* (Lampung: Raden Intan Lampung University),p. 30
[58]Dinar Vincy, "The Implementation of Fashcard Game on Vocabulary Mastery*" WacanaDidaktika* 3, No 6, 2015.p.98

circulate until they find a partner with a corresponding card or a

picture.

3) Procedure of Matching Game

The procedure of matcing game are as follow:

a) The game is played by one or more students
b) The cards are shuffled before the game started
c) The first student takes the picture card and put it into available in the book
d) The second student guess what the english of the picture and find the pair of the picture
e) If the second student cannot find the pair, the student can ask his/her group to help
f) In addition, the game was play individually even they are in the group.[59]

Based on the quatation above that the procedure of matching

game are: first, student takes the picture card and put in into

available in the book. Second, student guess what the english of

the picture and find the pair of the picture. Third, if the second

student cannot find the pair, the student can ask his/her group to

help and the game was play individually even they are in the

group.

4) Advantages and Disadvantages of Matching Game

There are some advantages to the matching game, as follows:

a) Matching can improve students in a learning activity for theircognitive and physic.
b) Fun.
c) Match can improve students" motivation in learning ofstudents" comprehension about the material.
d) Effective as exercise courage students to perform a presentation.

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[59]Aswandi,"The Application of Matching Game to Improve Students' English Vocabulary Mastery" *Journal,* Vol 5 No 1 2020.p. 60-61

e) Effective to coach students" discipline to appreciate the time to learn.[60]

Based on the explanation above that the advantages of matching game are: first, matching game can improve students in learning activity for their cognitive and physic. Second, this game is fun. Third, matching can improve students "motivation in learning of students" comprehension about the material. Fourth, effective as exercise courage students to perform a persentation. Fifth, effevtive to coach students' discipline to appreciate the time to learn.

There are some disadvantages to the Matching game, as follows:

a) If this learning is not well prepared, much time is wasted.
b) If the teacher does not give instruction very well, a lot of students are less attention during a presentation.
c) Using this model continuously will cause bored.[61]

Based on the explanation above the disadantages of matching game are: first, much time is wasted. Second, teacher does not give instruction very well so student are less atention during presentation. Third, using this model continously will cause bored.

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[60]Aswandi,"The Application of Matching...,p.62
[61]Andi Patimah and Andi Asrifan, " The Matching Game in Teaching Vocabulary in ESL Classroom" *Journal* Vol 65 No 1 2018. P. 33

h. Hidden Picture Game

1) Definition of Hidden Picture Game

According to Gerlach in Eva Abdillah hidden picture game "is a game to encourage students' skill to have a capability in guessing picture according to the characteristic that is given by other". [62]It conclude that hidden picture game is a game to help students' practice in guessing the picture based on the characteristic.

2) Purpose of Hidden Picture Game

The purposes of hidden picture game are "can improve the students' motivation that make them active and involved in the learning process".[63] It means that by using hidden picture that improvement and effectiveness so can significantly improve the students' achievement.

3) Procedure of Hidden Picture Game

There are the procedures of picture game as follow:

a) Teacher will give the instruction to the students about the hidden picture game.
b) Teacher gives the explanation about how to do the hidden picture, they should be finds out the object which is listed on the picture. After that, if they can find the object of the listed they have to give the mark to the picture such as circle mark or given the colour on the picture.
c) Teacher give the picture for every student and they will be given times for finish it.

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[62]Eva Abdillah," The Use of Hidden Picture and Noughts Crosses Games For Improving ESL Speaking Ability in Describing People" *Thesis* (Semarang: Semarang State University, 2017).p. 27

[63]Desi Sri Astuti, " Teaching Vocabulary By USING Picture to Second Year Students of SMP Negeri 1 EmbalohHilir Kapuas Hulu" *Journal*, Vol 3, No. 2, 2014. P. 200

d) The students make a note of list of vocabulary from the picture and memorize it.
e) Teacher collects the result of the student and evaluate the result.[64]

Based on the quotation above, that can conclude that the procedure of hidden picture game are: first, teacher will give the instruction to the students about the hidden picture game. Second, teacher gives the explanation about how to do the hidden picture, they should be find out the object which is listed on the picture. Third, teacher gives the picture for every student. Fourth, the student makes a note of list of vocabulary from the picture. Fifth, teacher collect the result of the students and evaluate the result.

4) Advantages and Disadvantages of Hidden Picture Game

There are some the advantages of hidden picture game as follow:

a) Fun for the students
b) It is not use monotonous technique so students enjoy during teaching learning process
c) Can help students to learn and acquaire new word
d) Make them memorize the word easily
e) To improve the students' vocabulary mastery.[65]

So it can conclude that the advantages of hidden picture game are: fun for the students, hidden picture game is not monotonous technique so that students enjoy in teaching learning process, can

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[64]Khaerunisa, "The Implementation of Hidden Picture Game to Improve Student' Vocabulary Matery at Seven th Grade of MtsNegeriLubukPakam"*Thesis* (Medan: State Islamic University of North Sumatera Medan, 2018).p. 33-34
[65]Khaerunisa, "The Implementation of Hidden Picture Game,,,,.p. 35

help students to learn, acquaire and memorize the word easily and the last to improve the students' vocabulary mastery.

Beside the advantages of hidden picture game, there are the disadvantages of hidden picture game as follow: "need support facilities and tools such as: picture and colored in every student. It is difficult to find a good picture and appropriate of the material to be taught".[66]

Based on the quotation above, it conclude that the disadvantages of hidden picture game are:

a) Need support facilities and tools

b) It is difficult to find the picture and appropriate of the material to be taught.

B. Review of Related Finding

There were some researchers related to this researcher. Many researchers had done researcher about using game in teaching English in their researcher as follow:

The first researcher is conducted by Ensa Puspita Sari. Her thesis was about "The Use of Games As Strategy to Teach English to Young Learners".[67] Result of the research, it could show the perception of use game

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[66]Khaerunisa, "The Implementation of Hidden Picture Game,,,,.p. 36
[67]Ensa Puspita Sari, "The Use of Games as a Strategy to Teach English to Young Learners."

in teaching English, her explain about factor perception of using game, there are stereotype, selectivity, self-concept, situation, need and emotion.

The second researcher is from Sultanova D.T. His thesis is about "The Use Of Game In Learning English Grammar".[68]Based on the result above show the types of grammar presentation techniques. So the different is the games use in English grammar, while I will carry out research the games use in teaching English.

Based on related findings, it can be seen this research topic has the same with those findings that investigated teaching vocabulary, but this research is different with other. The object of this research is not the same with others. This object of research is the student at language development center and also some of the theories used by other research is not the same theory that will be used in this research.

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[68]Sultanova D.T, "The Use of Games in Learning English Grammar."

CHAPTER III

RESEARCH METHOD

A. Place and Time of Research

This research was been done at Language Development Center of State Institute for Islamic Studies Padangsidimpuan. This campus is located at H.T Rizal Nurdin sub-district of Sihitang. District of Southeast Padangsimpuan, Municipality of Padangsidimpuan, Province of North Sumatera, Indonesia. The research conducted from January 2022 until finish.

B. Method of the Research

The kind of this research is mixed research. It means this research began by quantitative research and continued by qualitative research. The quantitative used to find the data about the kinds of games in teaching vocabulary. While qualitative aims to find data about the games implemented in teaching vocabulary and to know the problems of using games in teaching vocabulary. The method of this research is a descriptive method. A descriptive method is "a method that serves to describe or provide an overview of the object under study through data or samples that have been collected as is."[69] This method use to describe the condition of teaching vocabulary by using game at Language Development Center of IAIN Padangsidimpuan.

In breafly, the quantitative research is to know the data of the kinds of games in teaching vocabulary. Besides that, qualitative research is to know the

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[69]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan* (Bandung: Alfabeta, 2013), p29, https://id1lib.org/book/5686376/9d6534.

games implemented in teaching vocabulary and to knows the problems of using games in teaching vocabulary.

B. Population and Sample

1. Population

Population is all of which are the subject in the research. "The population is the entire set of individuals to which findings of the survey are to be extrapolated".[70] In a simple definition population is all individuals declared as research subject.

The population in this research was the lectures of Language Development Center of IAIN Padangsidimpuan. So, the population of the research consists of 44 lecturers.

2. Sample

Sample is defined as a smaller set of the data that is chosen and selected from a larger population by using certain rules. "Sample is choosing a smaller, more manageable number of people to take part in their research".[71] So, the sample takes from population with a certain amount based on the rules, which is used as participant in his/her research.

. In the sample selection process, researchers must pay attention to several conditions including; representative, accessible, and unbias. This research used Slovin method to determine the sample size. Slovin's formula which explain as follow:

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[70]Paul S. Levy, *Sampling of Populations: Methods and Applications*, Fourth Edi (Canada: A JOHN WILEY & SONS, INC, 2008), p40.

[71]Catherine Dawson, *Practical Research Methods*, vol. 66 (UK: How To Book Ltd, 2012), p47.

$$n = \frac{N}{1 + Ne2},$$

Where:

 n = The total of the sample

 N = Total of population

 e = The limit of error tolerance.[72]

This research used the limit of error tolerance 10 percent as

follows:

 N = 44   E = 10% (0,1)   n = ...?

 n = 44/ (1+ (44 x $0,1^2$))

 n = 44 / (1 + 44 x 0,01)

 n = 44/ (1 + 0,44)

 n = 44/ 1,44

 n = 30

So, the sample of this research was 34 students.

This research used probability sampling which was random

sampling. Random sampling is used when the sample is homogen and

sample taking without looking of the levels in the population.[73] The

sample randomly and the total sample was 30 students.

C. Instrument of Data Collection

Research instrument can be defined as a tool or media that used by the

researcher to get the data. The lectures were asked to choose one option that

has been prepared by the writer. The writer explains about the kinds of games.

In this research, the key instrument is the writer because the author

collects the data directly by himself. Then the writer uses questionnaire and

interview.

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[72] Ahmad Nizar Rangkuti, *Metode Penelitian Pendidikan (* Bandung: Citapustaka Media, 2016). P. 92.

[73] Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2007), p.81.

1. Questionnaire

Questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their responses. So, this research used questionnaire to collect the data, because by using questionnaire, the answer will be well organized.

The questionnaire of this research is close-ended question. Open-ended questions are questions for which researchers do not provide the response options; the participants provide their own responses to questions. The items of questionnaire were written in Indonesian language for better understanding.

The aim of this questionnaire to get the data about the efforts that have been done, to solve the kinds of game use in teaching vocabulary. The questionnaire in this instrument used likert scale, it is level of frequency, which the given answers are: always, often, sometimes, seldom and never.[74] Both of them had their own score. It was described in the following below:

Table 1
The Classification of Likert Scale

No	Optimal	Favorable	Unfavorable
1.	Always	5	1
2.	Often	4	2
3.	Sometimes	3	3
4.	Seldom	2	4
5.	Never	1	5

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[74]L. R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*.

*Source: Educational Research Competencies for Analysis
and Application.*

2. Interview

Interview is question and answer activity that conducted by two or more people which to find the truth of a problem and needs to be proven. "Interview means face-to-face encounters between the researcher and informants directed toward understanding informants' perspectives on their lives, experiences, or situations as expressed in their own words"[75] So, interview is a conversation between two or more people that is called interviewer and informant.

The aim of this research to get the data about the efforts that have been done, to solve the problem of using games in teaching vocabulary and the games are implemented in teaching. The interview was also aimed to make sure about the result that has been obtained of this research.

D. The Test Validity and Instrument reliability

1. Validity

In quantitative method, the main criteria of the data are valid, reliable, and objective[76]. Validity is the accuracy of what is written and what is reported. Reliability related to the stability and finding of the data. The consistentcy of the data need to convince that this reasearch is reliable. This research used face validity which the

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[75]Steve J. Taylor, *Introduction to Qualitative Methods: A Guidebook and Resource*, Fourth Edi (New Jersey: Wiley, Inc, 2016), p116.

[76]Sugiyono, *Metodologi Penelitian Quantitative, Qualitative, dan R&D* (Bandung: Alfabeta, 2017), p. 267.

questionnaire judgment by the expert. Then, to test the validity every item, the researcher used SPPS version 23.

2. Reliability

Reliability related to the stability and finding of data. The consistency of the data need to convince that this research is reliable. Reability is how far the measurement in a research still consistent after examined repeatedly to the subject in the same situation To make the data reliable, this research used cronbach alpha with SPSS version 23 formula.

E. Technique of Data Collection

Technique of collecting the data in this research as a procedure how the questionnaire was given to the lecturers as participant in this research. There were some steps in collecting the data. First, the researcher took the letter of the research to the Language Development Center for giving information that the research was started. Then the writer collected the samples for doing the test. After that, giving explanation about the test. Then the lecturers choose one option and the writer records when the lecturers gives lecturers' opinion about the topic of the test. Next, coming back to the university to do the interview with English lecturers. Finally, analyzing the data from test and interview.

F. Technique of Data Analysis

After collecting the data, the researcher analyzed the result of the test with mean scores and the average scores. The researcher presented the result of the test in descriptive data with the formula as following:

1. Identifying and correction the kinds of games in teaching vocabulary.

2. Using the mean score to analyzing the result of test.

To obtain the percentage of lecturers' teaching vocabulary by using games oral test by using the formula:

$$X = \frac{\sum X \, x \, 100\%}{N}$$

X: The mean of the score

ΣX: The total score

N: The total students[77]

3. Description of the data, it is to describe data that have been collected.

4. Taking conclusion, it is to conclude the result of the research analysis

After the researcher get the data, it has been presented in frequency table as following:

Table 2
The Classification Quality of the Teachers' Score

No	Percentage	Criteria
1	4.24-5.04	Very High
2	3.43-4.23	High
3	2.62-3.42	Enough
4	1.81-2.61	Poor

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[77]Hartono, *Statistic Untuk Penelitiann* (Yogyakarta: Pustaka Pelajaran Offset, 2004), p30.

| 5 | 1.00-1.80 | Very Poor[78] |

(Source : Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik)

According to Miles and Huberman, qualitative data analysis can be define as consisting as three current flows of activity that is data condensation, data display, and drawing and veryfying conclusion. For the futhermore as follows below:

1. Data Condensation

   Data condensation become the first steps to do in analyzing the data in this research. Refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus of written-up field notes, interview transcripts, documents and another empirical materials.

2. Data Display

   The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action.

3. Drawing and Very fying Conclusion

   After finished doing data condensation and data display, the last steps to analyze the data in this research is drawing and very fying conclusion. In other word, in this step, the researcher concludes the result of the interview.

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[78]Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta:Rineka Cipta, 2013), p.23.

From the explanation above, it can be concluded that technique of data analysis is the technique that should be done by the researcher to analyze the data so that the researcher knows the kinds of games in teaching vocabulary and also knows the problems of using games in teaching vocabulary at the language development center of IAIN Padangsidimpuan.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter focused on analyzing the collection of data. This chapter gave the detail of data finding. This result of research discussed about the result that considered description of data, calculation, mean scores about the kinds of games used in teaching vocabulary and the problems of using game in teaching vocabulary. The details description of data as follows:

A. Data Description

In this research, there were two descriptions of data, the questionnaire was used to know the kinds of games in teaching vocabulary at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan on academic year 2021/2022. Then, interview was used to know the reasons of using game in teaching vocabulary at Language Development Center of Iain Padangsidimpuan. In this research used questionnaire and interview.

Questionnaire in this study was distributed to P2B of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan lecturers for the 2021/2022 academic year with a total of 30 people. The sampling technique was used probability sampling. So that the sample was taken to produce 30 respondents as research samples.

Data collection was done by distributing a questionnaire that has been made with 8 statements related to games. Furthermore, the Likert scale was used as a reference to produce quantitative data.

1. **The description of kinds of game in teaching vocabulary at Language Development Center of IAIN Padangsidimpuan**

   Related to findings about kinds of games in teaching vocabulary , there were eight indicators of kinds of games, they are:

   a. Arranging game

   Arranging game is the game that is the words or the sentences in disorder or incorrect form and it has no meaning.

   Arranging game is also alled as sequening or ordering game where there are game whih ask players tp aquire inforation and action on it in order to arrange the items in specific. Beside that the items that can be used in this game is picture card word ars or events in a narrati tet and another.[79]

   The result of questionnaire shows that 2 (5.8%) respondents always used arranging game in teaching vocabulary, 21 (61.7%) of 34 respondents often used it, 8 (23.5%) of 34 respondents sometimes used it, and 3 (8.8%) of the 34 respondents seldom used it, and none of the respondents never used it. By using arranging games for teaching vocabulary, it can be concluded in the statement that using arranging games in teaching vocabulary is high frequency because the average score obtained is 4.13 and it is in the interval 3.43-4.23.

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[79]Yona Meidiastuti and Loli Safitri, " The Effetieness or Arranging Words Game in Teaching Grammar",*Journal* Vol 1. No. 1, 2021. P. 4-5

Tabel 3
Teachers' answer about Arranging game

Name of games	Option	Likert Scale score	F	P	S
Arranging game	Always	5	2	5.8%	10
	Often	4	21	61.7%	84
	Sometimes	3	8	23.5%	24
	Seldom	2	3	8.8%	6
	Never	1	-	-	-

Average score X: 124/30 =4.13

b. Guessing game

Guessing game is an activity that includes as interections between individuals or group aspiring to prescribe aims. [80] It means guessing game is the interection of among the people to prescribe aims.

The result of questionnaire shows that 4 (11.7%) respondents always used guessing game in teaching vocabulary, 25 (73.5%) of 30 respondents often used it, 5 (14.7%) of 30 respondents sometimes used it, and none of 30 respondents seldom used it and none of the respondents never used it. By using guessing games for teaching vocabulary, it can be concluded in the statement that using guessing games in teaching vocabulary is high frequency because the average score obtained is 4.13 and is in the interval 3.43-4.23.

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[80] Sri Wahyuni, FitriYualianti, " The Use of Guessing Game to Improve Student's Speaking Skill", *Journal,*Vol 3, No 2,2016.p. 17

Tabel 4
Teachers' answer about Guessing game

Name of games	Option	Likert Scale Score	F	P	S
Guessing game	Always	5	4	11.7%	20
	Often	4	25	73.5%	100
	Sometimes	3	5	14.7%	15
	Seldom	2	-	-	-
	Never	1	-	-	-

Average score X: 124/30 = 4.13

c. Words Search Game

Word search game is one of many instructional games that reinforce word level into a grid and persuades the class to make suggestions for the puzzle clues. [81] It is concluded that word search game is letter of the word in a grid that usually has rectangular or square shape.

The result of questionnaire shows that 4 (11.7%) respondents always used word search game in teaching vocabulary, 16 (47%) of 30 respondents often used it, 12 (35.2%) of 30 respondents sometimes used it, and 2 (5.8%) of 30 respondents seldom used it and none of the respondents never used it. By using word search games for teaching vocabulary, it can be concluded in the statement that using word search

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[81] Muhammad Rafli,"Improving Students' Vocabulary Through Word Search Game", *Journal*.4 Vol 2 2016.p. 49

games in teaching vocabulary is high frequency because the average

score obtained is 4.13 and is in the interval 3.43-4.23.

Table 5
Teachers' answer about Word search game

Name of games	Option	Likert Scale score	F	P	S
Word search game	Always	5	4	11.7%	20
	Often	4	16	47%	64
	Sometimes	3	12	35.2%	36
	Seldom	2	2	5.8%	4
	Never	1	-	-	-

Average score X: 124/30 =4.13

d. Board game

Board game is a game which counters of pieces are placed, removed, or moved on a specially design board.[82] It means that to play board game we have to use a special board made to play those games only.

The result of questionnaire shows that 10 (29.4%) respondents always used board game in teaching vocabulary, 16 (47%) of 30 respondents often used it, 8 (23.5%) of 30 respondents sometimes used it, and none of 30 respondents seldom used it and none of the respondents never used it. By using board games for teaching

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[82]Uci Puspita sari and A. Malik," The Making of Dart Board Game Foe Elementary School Students," *Journal,* Vol 2, No 1, 2017.p. 106

vocabulary, it can be concluded in the statement that using board games in teaching vocabulary is high frequency because the average score obtained is 4.03 and is in the interval 3.43-4.23.

Table 6
Teachers' answer about Board game

Name of games	Option	Likert Scale Score	F	P	S
Board game	Always	5	10	29.4%	50
	Often	4	16	47%	47
	Sometimes	3	8	23.5%	24
	Seldom	2	-	-	-
	Never	1	-	-	-

Average score X: 121/30 =4.03

e. Role Play/Dramas game

Role play is a teaching strategy that models vocabulary learning in a cost-effective, controlled and fun way for both studentsand teacher."[83] It means role play game is teaching strategy that which include vocabulary learning in a cost-effective, controlled and fun for student and teacher.

The result of questionnaire shows that 7 (20.5%) respondents always used role play/dramas game in teaching vocabulary, 12 (35,2%) of 30 respondents often used it, 11 (32.3%) of 30 respondents

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[83]Thuraya A Alabsi," The Efeectiveness of Role Play Strategy in Teaching Vocabulry" *Journal*,Vol 6. No 7,2016.p.229

sometimes used it , and 3 (8.8%) of 30 respondents seldom used it and 1 (2.9%) of the respondents never used it. By using role play/dramas games for teaching vocabulary, it can be concluded in the statement that using role play/dramas games in teaching vocabulary is high frequency because the average score obtained is 4.2 and is in the interval 3.43-4.23.

Table 7
Teachers' answer about Role play/dramas game

Name of games	Option	Likert Scale Score	F	P	S
Role play/dramas game	Always	5	7	20.5%	35
	Often	4	12	35.2%	48
	Sometimes	3	11	32.3%	33
	Seldom	2	3	8.8%	9
	Never	1	1	2.9%	1

Average score X: 126/30 = 4.2

f. Mime game

Mime game is using bodies to convey the meaning of an action or an expression which the other have to guess."[84] It means mime game is dominant game using body movements.

The result of questionnaire shows that 6 (17.6%) respondents always used mime game in teaching vocabulary, 20 (58.8%) of 30 respondents

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[84]Narni Lestari,"The Influenceof Using Mime Game Towards Students' Writing Ability In Descriptive Text". *Thesis* (Lampung: University of Raden Intan Lampung,2019),p.49.

often used it, 7 (20.5%) of 30 respondents sometimes used it , and 1 (2.9%) of 30 respondents seldom used it and none of the respondents never used it. By using mime games for teaching vocabulary, it can be concluded in the statement that using mime games in teaching vocabulary is high fequency because the average score obtained is 4.06 and is in the interval 3.43-4.23.

Table 8
Teachers' answer about Mime game

Name of games	Option	Likert Scale score	F	P	S
Mime game	Always	5	6	17.6%	30
	Often	4	20	58.8%	80
	Sometimes	3	7	20.5%	21
	Seldom	2	1	2.9%	1
	Never	1	-	-	-

Average score X: 122/30 = 4.06

g. Matching game

Matching games are a game to match the corresponding pair of cards or pictures and may be played as a whole class activity, where everyone must circulate until they find a partner with corresponding cards or pictures or as a pair work or small group activity".[85]

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[85]Ruzki Fatmawati,"The Influence of Using Matching Game Toward Students' Vocabulary Mastery" *Thesis* (Lampung: Raden Intan Lampung University),p. 30

The result of questionnaire shows that 8 (23.5%) respondents always used matching game in teaching vocabulary, 14 (41.1%) of 30 respondents often used it, 12 (35.2%) of 30 respondents sometimes used it , and none of 30 respondents seldom used it and none of the respondents never used it. By using matching games for teaching vocabulary, it can be concluded in the statement that using matching games in teaching vocabulary is very high frequency because the average score obtained is 4.4 and is in the interval 4.24-5.04.

Table 9
Teachers' answer about Matching game

Name of games	Optimal	Likert Scale Score	F	P	S
matching game	Always	5	8	23.5%	40
	Often	4	14	41.1%	56
	Sometimes	3	12	35.2%	36
	Seldom	2	-	-	-
	Never	1	-	-	-

Average score X: 132/30 = 4.4

h. Hidden Picture game

Hidden picture game is a game to encourage students' skill to have a capability in guessing picture according to the characteristic that is

given by other". [86]It concluded that hidden picture game is a game to help students' practice in guessing the picture based on the characteristic.

Based on the table above, the result of questionnaire shows that 2 (5.8%) 30 respondents always used hidden picture game in teaching vocabulary, 6 (17.6%) of 30 respondents often used it, 16 (47%) of 34 respondents sometimes used it, and 4 (11.7%) of 34 respondents seldom used it and 6 (17.7%) of the respondents never used it. By using hidden picture games for teaching vocabulary, it can be concluded in the statement that using hidden picture games in teaching vocabulary is very high frequency because the average score obtained is 4.83 and is in the interval 4.24-5.04.

Table 10
Teachers' answer about Hidden picture game

Name of games	Optimal	Likert Scale Score	F	P	S
Hidden picture game	Always	5	2	5.8%	10
	Often	4	6	17.6%	64
	Sometimes	3	16	47%	48
	Seldom	2	4	11.7%	8
	Never	1	6	17.7%	6

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[86]Eva Abdillah," The Use of Hidden Picture and Noughts Crosses Games For Improving ESL Speaking Ability in Describing People" *Thesis* (Semarang: Semarang State University, 2017).p. 27

Average score X: 136/30 = 4.83

Based on the percentage,the researcher made a recapitulation of 8

statements above in the table below as follows:

Table 11
Indicator of teachers using game

No	Indicator	Score	Categories
1	I used arranging game in teaching vocabulary	4.13	High
2	I used guessing game in teaching vocabulary	4.13	High
3	I used word Search game in teaching vocabulary	4.13	High
4	I used board game in teaching vocabulary	4.03	High
5	I used role play/dramas game in teaching vocabulary	4.2	High
6	I used mime game in teaching vocabulary	4.06	High
7	I used matching game in teaching vocabulary	4.4	Very High
8	I used hidden Picture game in teaching vocabulary	4.83	Very High

Thus, with the score above, the researcher can conclude that the use

of game in teaching vocabulary at English Development Center at IAIN

Padangsidimpuan can be categorized as high.

2. **The Description of the Reasons of Teaching Vocabulary by Using Game**

   at Language Development Center of IAIN Padangsidimpuan

To kow the reasons of using games in teaching vocabulary this

research used questionnaire, the result showed that 5 (14.7%) respondents

stated that they used arranging game in teaching vocabulary because suitable for vocabulary material, 10 (29.4%) of 30 respondents stated that easy to use by the teacher, 8 (23.5%) of 30 respondents stated that interesting for students, and 11 (32.3%) stated that using arranging game help students to increase their learning motivation. It can concluded that using arranging game can increase the students' motivation because 11 of the 30 teachers chose it.

Then, the result showed that 5 (14.7%) respondent stated they used guessing game in teaching vocabulary because suitable for vocabulary material, 5 (14.7%) of 30 respondents stated that easy to use by the teacher, 15 (44.1%) of 30 respondents stated that interesting for students, and 9 (26.4 %) stated that using guessing game help students to increase their learning motivation, also to achieve learning objective. It can be concluded by using guessing game, this interesting for students because 15 of the 30 teachers chose it.

Then, 12 (35.2%) respondent stated that they used word search game in teaching vocabulary because suitable for vocabulary material, 5 (14.7%) of 30 respondents stated that easy to use by the teacher, 8 (23.5%) of 30 respondents stated that interesting for students, and 9 (26.4 %) stated that using word search game help students to increase their learning motivation. It can be concluded that using words search game issuitable for the vocabulary material because that was the answer chosen by 12 of the 34 teachers.

Moreover, 6 (17.6%) respondent stated that they used board game in teaching vocabulary because suitable for vocabulary material, 6 (17.6%) of 30 respondents stated that easy to use by the teacher, 10 (29.4%) of 30 respondents stated that interesting for students, and 12 (35.2 %) stated that using board game it help students to increase their learning motivation. It can be concluded by using board game, this increase the students motivation because that was the answer chosen by 12 of the 30 teachers.

Furthermore, 13 (38.2%) respondent stated that they used role play/dramas game in teaching vocabulary because suitable for vocabulary material, 4 (11.7%) of 30 respondents stated that easy to use by the teacher, 6 (17.6%) of 30 respondents stated that interesting for students, and 11 (32.3 %) stated that using role play/dramas game it help students to increase their learning motivation. It can be concluded by using role play/dramas game, this suitable for vocabulary material because that was the answer chosen by 13 of the 30 teachers.

In addition, 5 (14.7%) respondent stated that they used guessing game in teaching vocabulary because suitable for vocabulary material, 5 (14.7%) of 30 respondents stated that easy to use by the teacher, 15 (44.1%) of 30 respondents stated that interesting for students, and 9 (26.4 %) stated that using arring game it help students to increase their learning motivation, also to achieve learning objective. It can be concluded by using guessing game, this interesting for students because that was the answer chosen by 15 of the 30 teachers.

Then, 8 (23.5%) respondent stated that they used mime game in teaching vocabulary because suitable for vocabulary material, 5 (14.7%) of 30 respondents stated that easy to use by the teacher, 14 (41.1%) of 30 respondents stated that interesting for students, and 7 (20.5 %) stated that using mimegame it help students to increase their learning motivation. It can be concluded by mime game, this interesting for students because that was the answer chosen by 14 of the 30 teachers.

Besides, 9 (26.4%) respondent stated that they used matching game in teaching vocabulary because suitable for vocabulary material, 9 (26.4%) of 30 respondents stated that easy to use by the teacher, 8 (23.5%) of 30 respondents stated that interesting for students, and 8 (23.5 %) stated that using matching game it help students to increase their learning motivation. It can be concluded by using matching game, this suitable for the vocabulary material and easy to used the teacher because that was the answer chosen by 9 of the 30 teachers.

Moreover, 13 (38.2%) respondent stated that they used hidden picture game in teaching vocabulary because suitable for vocabulary material, 1 (2.9%) of 30 respondents stated that easy to use by the teacher, 10 (29.4%) of 30 respondents stated that interesting for students, and 10 (29.4 %) stated that using hidden picture game it help students to increase their learning motivation, also to achieve learning objective. It can be concluded by using hidden picture game, this suitable for the vocabulary material because that was the answer chosen by 13 of the 30 teachers.

In Language Development Center, the characteristic of the students in general still need fun learning. This factor demands the teachers to be smart in controlling students' attention in the learning process. The teachers should be more interesting by using games in teaching vocabulary. It truly helps teachers to obtained students' attention and interest. Below are the reasons of using games derived from interview:

a. Arranging game

Mrs. ESN said that arranging game in teaching vocabulary can increase students' learning motivation and it can helps students to remember the material or lesson before they start to learning vocabulary. So, with the using arranging game the students understand and more confident about the material.

Mrs. JS said that arranging game in teaching vocabulary is suitable with vocabulary material, easy to use by the teacher and interest for students. So, the teacher and students can more active in learning.

Mr. HPS said that she used arranging game in teaching vocabulary because it is easy to use by teacher and can increase students' motivation. So, the teacher and students can more effective in learning.

b. Guessing game

Mrs. ESN said that she because guessing game in teaching vocabulary became it is easy to use by the teacher and intersting for the

students. So, students can more understand about the vocabulary material.

Mrs. HPS said that she used guessing game in teaching vocabulary became it can increase te students' motivation and easy to apply by by the teacher.

Mrs. JS said that she used guessing game in teaching vocabulary is intersting for students and suitable for vocabulary matetial.

c. Word Search game

Mrs. ESN said that she used word search game in teaching vocabulary because this game suitable for the vocabulary material. Mrs. HPS said that she used word search game in teaching vocabulary because this game very interesting for students. Mrs. JS said that she used word search game in teaching vocabulary becaused this game can increase the students' motivation.

d. Board game

Mrs. ESN said that she used board game in teaching vocabulary because this game can increase the students' motivation and this game intersting for the students.

Mrs. HPS said that she used board game in teaching vocabulary because easy to apply by the teacher, so this game make easy the teacher for teaching vocabulary material.

Mrs. JS said that she used board game in teaching vovabulary because this game intersting for the students, so by using this game the student can more understand because they are fun for learning vocabulary.

e. Role play game/Dramas

Mrs. ESN said that she used role play game/dramas in teaching vocabulary because this game intersting for the students for learning vocabulary material.

Mrs. HPS said that she used role play game/dramas in teaching vocabulary because this game easy to apply by the teacher and can increase the students' learning motivation.

Mrs. JS said that she used role play game/dramas in teaching vocabulary because this game suitable for the vocabulary material.

f. Mime game

Mrs. ESN said that she used mime game in teaching vocabulary because this game suitable for vocabulary material and intersting for the students.

Mrs. HPS said that she used mime game in teaching vocabulary because this game suitable for the vocabulary material.

Mrs. JS said that she used mime game in teaching vocabulary because this game suitable for the vocabulary material and can increase the students learning motivation.

g. Matching game

Mrs. ESN said that she used matching game in teaching vocabulary because this game easy to apply by the teacher and intersiting for the students.

Mrs. HPS said that she used matching game in teaching vocabulary because this game can increase the students' learning motivation.

Mrs. JS sais that she used matching game in teaching vocabulary because this game suitable for vocabulary material and can increase the students' learning motivation.

h. Hidden picture game

Mrs. ESN said that she used hidden pictue game in teaching vocabulary because this game can increase the students' learning motivation.

Mrs. HPS said that she used hidden picture game in teaching vocabulary because this game intersting for the students and also can increase the students' learning motivation.

Mrs. JS said that she used hidden picture game in teaching vocabulary because this game can increase the students' learning motivation and suitable for vocabulary material.

B. Discussion

Based on the desription, it was shown the most frequently used of game by teachers with score is high category. Then, the result in table 10, it indicates that hidden picture game (4.83) become the most frequently used by teacher with high score, followed by matching game (4.4), arranging game (4.13), guessing game (4.13), word search game (4.13), role play/dramma game (4.2), mime game (4.06), and board game (4.03).

Hidden picture game were the most frequently used by teacher with good score with the fact that students at language development center of of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan using games because fun and enjoyable for learning vocabulary. It makes students interesting for learning vocabulary so they can more easier undersatand about learning vocabulary.

Related to the result of this research, Yulia found that teaching vocabulary by using games is effective in improving teaching learning process.[87]Puput also found that teaching vocabulary by using games more effective because by playing games, the students would not face under pressure

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[87] Yulia Mawaddah, "Using Game in Teaching Vocabulary", *Thesis*(Jakarta: Syarif Hidayatullah State Islamic University Jakarta,2010), hlm. 27.

in learning English, because the situation was fun and attractive.[88] In the presents study, the findings by using games in teaching vocabulary more effective.

Therefore, the using of games in the learning process showed favorable results where students showed positive changes in motivation and learning achievement. Students will learn how to work together, take turns, share material, and correct each other's mistakes during the playing process. Lecturers should play an important role as facilitator and should always provide guidance at the right time and situation. Because the use of games in the learning process does not mean that students are allowed to play without direction and without supervision. Therefore, it is hoped that the results of this study can serve as a guide for lecturers in integrating play activities as part of the learning process.

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[88] Puput Nugroho Ariwibowo, "The Effectiveness of Teaching Vocabulary by Using Games to The Third Grade Students of SD Negeri 03 Karangmojo, Karanganyar", Thesis (Surakarta: Sebelas Maret University Surakarta,2008), hlm.42

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the result of the interview and questionnaire, done by the researcher about Teaching Vocabulary by Using Games at Language Development Center in IAIN Padansidimpuan, the research can conclude as follow:

1. There are 8 games that the lecturers used in teaching vocabulary, including: Arranging game, Guessing game, Word Search game, Board game, Role Play game/Dramas, Mime game, Matching game and Hidden Picture game.

2. Hidden picture game has the highest score that is used by lecturers in teaching vocabulary at Language Development Center of of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

3. Board game has the lowest score that is used by lecturers in teaching vocabulary at Language Development Center of of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

4. There are the same score that the lecturers using games in teaching vocabulary. There are arranging game, guessing game and word search game with the score (4.13).

5. Language Development Center of of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan has high categories in teaching vocabulary by using games.

6. The reason teachers using games, because teachers involved easier in applying learning material and students can repeat the learning material easier.

B. Suggestions

Based on the conclusion and the implication of the research that have mentioned previously, the researcher would like to give some suggestions to people to gets benefits from this research:

1. The researcher hopes English teachers could develop the games. So teachers could hybridize what they have learned, adaption it to what teacher already know to be good teaching practice.

2. For students to still maintain the motivation for learning in every situation, especially during the game.

3. The researchers hopes other researcher will conduct a research related to the topic of this research, especially to find out deeply in the using of game in teaching vocabulary.

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CURRICULUM VITAE

A. **Identity**

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B. **Parents**

Father's Name	: Kuatno
Job	: Farmer
Mother's Name	: Sariyah
Job	: House wife

C. **Educational Background**

1. SD Swasta Madona Jaya   2005-2011
2. SMPN 4 Bp. Mandoge   2011-2014
3. SMA Swasta Umum Sentosa   2014-2017
4. UIN SYAHADA Padangsidimpuan   2017-2022

Appendix I. Questionnaire Sheet 1

Questionnaire Sheet Kinds of Games in Teaching vocabulary Used By Lecturer at Language Development Center (P2b)

Name   :
Date and Time   :
Instructions

Please complete the questionnaire below by ticking (√) the avaiable options your answers will be kept confidential. The criteria of the answer choice: Always (5), Often (4), Sometimes (3), Seldom (2), and Never (1).

No	Statement	Frequency				
		Aways	Often	Sometimes	Seldom	Never
1	I used arranging game in teaching vocabulary					
2	I used guessing game in teaching vocabulary					
3	I used word search game in teaching vocabulary					
4	I used board game in teaching vocabulary					
5	I used role play/dramas game in teaching vocabulary					
6	I used mime game in teaching vocabulary					
7	I used matching game in teaching vocabulary					
8	I used hidden picture game in teaching vocabulary					

Appendix II. Questionnaire Sheet 2

Questionnaire Sheet Asked About The Lectrers Reasons Using Games in Teaching Vocabulary at Language Develpment Center of UIN SYAHADA Padangsidimpuan

Name   :
Date and Time   :
Instructions

Please complete the questionnaire below by ticking (√) the avaiable options, your answers will be kept confidential.

1. I used arranging game in teaching vocabulary because...
   a. Suitable for English material
   b. Easy to apply
   c. Interesting for students
   d. Increase their learning motivation
   e. _____
      _____
      _____

2. I used guessing game in teaching vocabulary because...
   a. Suitable for English material
   b. Easy to apply
   c. Interesting for students
   d. Increase their learning motivation
   e. _____
      _____
      _____

3. I used word search game in teaching vocabulary because...
   a. Suitable for English material
   b. Easy to apply
   c. Interesting for students
   d. Increase their learning motivation
   e. _____
      _____
      _____

4. I used board game in teaching vocabulary because...
   a. Suitable for English material
   b. Easy to apply

    c. Interesting for students

    d. Increase their learning motivation

    e. _____

       _____

       _____

5. I used role play/drammas game in teaching vocabulary because...

    a. Suitable for English material

    b. Easy to apply

    c. Interesting for students

    d. Increase their learning motivation

    e. _____

       _____

       _____

6. I used mime game in teaching vocabulary because...

    a. Suitable for English material

    b. Easy to apply

    c. Interesting for students

    d. Increase their learning motivation

    e. _____

       _____

       _____

7. I used matching game in teaching vocabulary because...

    a. Suitable for English material

    b. Easy to apply

    c. Interesting for students

    d. Increase their learning motivation

    e. _____

       _____

       _____

8. I used hidden picture game in teaching vocabulary because...

    a. Suitable for English material

    b. Easy to apply

    c. Interesting for students

    d. Increase their learning motivation

    e. _____

       _____

       _____

Appendix III. Questionnaire Sheet 3

Interview to the English teachers indirectly.

1. What is your name?
   Answer...
   ....
   ....
   ....
   ....
   ....

2. Why do the teachers using games in teaching vocabulary at Language Development
   Center of IAIN Padangsidimpuan?
   Answer...
   ....
   ....
   ....
   ....
   ....
   ....

Appendix IV. Analyze of Questionnaire Sheet 1

Instruction of Questionnaire

1. The researcher met the respondents
2. Researcher asked respondents to answer 5 items below in grade (5) Always, (4) Often, (3) Sometimes, (2) Seldom and (1) Never.

No	Statement	Frequency				
		Aways	Often	Sometimes	Seldom	Never
1	I used arranging game in teaching vocabulary	2	21	8	3	-
2	I used guessing game in teaching vocabulary	4	25	5	-	-
3	I used word search game in teaching vocabulary	4	16	12	2	-
4	I used board game in teaching vocabulary	10	16	8	-	-
5	I used role play/dramas game in teaching vocabulary	7	12	11	3	1
6	I used mime game in teaching vocabulary	6	20	7	1	-
7	I used matching game in teaching vocabulary	8	14	12	-	-
8	I used hidden picture game in teaching vocabulary	2	6	16	4	6

Appendix V. Analyze of Questionnaire Sheet 2

Teachers were asked to answer 8 satement in the questionnaire related to the reasons by using games in teaching vocabulary

No	Statement							
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
1	b	a	a	d	a	b	c	d
2	a	c	a	c	c	c	c	a
3	c	c	b	a	c	d	a	a
4	c	c	a	d	a	a	a	a
5	b	d	c	c	d	c	b	c
6	d	d	d	d	d	d	d	d
7	a	b	b	d	b	a	b	d
8	d	d	a	b	a	a	a	a
9	b	c	c	b	a	c	c	a
10	b	d	b	a	a	c	b	c
11	b	c	a	c	d	c	a	d
12	c	d	a	a	d	c	b	d
13	a	b	d	c	a	c	d	d
14	c	b	a	d	c	b	d	a
15	d	d	c	d	b	a	a	b
16	b	c	d	d	b	d	a	a
17	d	c	d	c	d	b	c	c
18	d	b	a	c	a	a	d	c
19	b	a	c	d	d	d	b	d
20	a	d	a	b	a	d	a	a
21	c	c	c	b	d	c	d	c
22	d	c	b	d	d	b	c	a
23	a	d	d	a	a	c	a	
24	c	c	c	a	b	c	b	c
25	d	a	c	d	d	b	c	c
26	d	c	d	c	d	d	b	c
27	b	c	d	c	a	c	b	a
28	c	d	a	a	a	c	a	a
29	c	c	d	b	c	a	b	a
30	b	a	c	d	a	d	d	d
31	d	c	a	c	d	c	d	d
32	d	b	b	b	c	a	c	c
33	b	a	a	d	c	c	c	c
34	d	c	a	c	a	a	d	d
Total	a= 5 b=10 c=8 d=11	a=5 b=5 c=15 d=9	a=12 b=5 c=8 d=9	a=6 b=6 c=10 d=12	a=13 b=4 c=6 d=11	a=8 b=5 c=14 d=7	a=9 b=9 c=8 d=8	a=13 b=1 c=10 d=10

Appendix VI. Analyze of Interview

The teachers' profiles are related to confirming the participants eligbility for this research.

Teachers' Profiles

a. **Gender**

3 of teachers are woman.

b. **Age**

Most of the teachers' age is between 30-35.

c. **Educational Qualification**

All of the teachers had bachelor degree/S2 in English education, and the participants have year by year experience to teach.

Interview with first teacher: Ermina Seriwaty Nainggolan (ESN)

Interview: why do you use game in teaching vocabulary at Language Development Center of IAIN Padangsdimpuan?

Teacher: I use the games in teaching vocabulary because it can make the teaching and learning process more interesting, so that help students to enjoy in the material.

Interview with second teacher: Juliana Sari (JS)

Interview: why do you use game in teaching vocabulary at Language Development Center of IAIN Padangsidimpuan?

Teacher: I use games in teaching vocabulary because by using the games it can help students to incorporate ideas and work in the learning vocabulary, so that make students exciting and reduce monotonous in the learning.

Interview with third teacher: Hanifa Paradipta Siregar (HPS)

Interview: why do you use the game in teaching vocabulart at Language Development Center of IAIN Padangsidimpuan?

Teacher: I use game in teaching vocabulary because it is easy to apply, intesting for the student and suitable for vocabulary material. So it can helps students to remember the material before they start to learning vocabulary.

DOCUMENTATIONS

1. **Giving questionnaire to ESN**

2. **Giving questionnaire to J**

3. Giving questionnaire to HPS

Nomor : B4748 /Un.28/E.1/PP.00.9/12/2022   26 Desember 2022
Lamp   : -
Perihal : Pengesahan Judul dan Penunjukan
          Pembimbing Skripsi

Yth.
1. Dr. Fitriadi Lubis, M.Pd.   (Pembimbing I)
2. Sokhira Linda Vinde Rambe, M.Pd.   (Pembimbing II)

Assalamu'alaikum Wr. Wb.
Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama   : Lia Hardianti
NIM   : 17 203 00032
Program Studi   : Tadris Bahasa Inggris
Judul Skrips   : Teaching Vocabulary at Langugae Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan by Using Games

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik   Ketua Program Studi
                                                 Tadris Bahasa Inggris

Dr. Lis Yulianti Syafrida, S.Psi.,M.A   Fitri Rayani Siregar, M.Hum.
NIP 19801224 200604 2 001   NIP 19820731 200912 2 004

Nomor : B - /126   /In.14/E.1/TL.00/04/2022   /4 April 2022
Hal   : Izin Penelitian
          Penyelesaian Skripsi

Yth. Kepala Unit Pelaksana Teknis Pusat Pengembangan Bahasa
IAIN Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Lia Hardianti

NIM   : 1720300032

Program Studi   : Tadris/Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Teaching Vocabulary at Language Development Center of IAIN Padangsidimpuan By Using Games".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A.
NIP. 19801224 200604 2 001

05 Agustus 2022

<u>SURAT KETERANGAN</u>
B- 03 /In.14/J.2/PP.00.9/08/2022

Kepala Pusat Pengembangan Bahasa UIN Syahada Padangsidimpuan

Dengan ini menerangkan bahwa :

Nama	:	Lia Hardianti
NIM	:	1720300032
Program Studi	:	Tadris/Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan

Adalah benar telah melakukan penelitian di Pusat Pengembangan Bahasa Tanggal 17 Mei s.d 15 Juni 2022 dengan Judul : **"Teaching Vocabulary at Language Development Centre of IAIN Padangsidimpuan by Using Game "**.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya .

Wassalam
Kepala Pusat Pengembangan Bahasa,

Sustri Harida, M.Pd
NIP. 19750917 200312 2 002