THE IMPLEMENTATION OF TREASURE HUNT GAMES IN LEARNING ENGLISH VOCABULARY AT THE FIRST GRADE OF SMP N 1 WALED

A THESIS

Submitted to English Language and Teaching Department of Tarbiyah and Teacher Training Faculty, *Syekh Nurjati* Islamic State Institute Cirebon in Partial Fulfillment of the Requirement of Undergraduate Degree

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ABSTRACT

Neng Aan Anengsih :The Implementation Of Treasure Hunt Games In Learning English Vocabulary At The First Grade of SMP N 1 Waled

This researcher has aims to know the implementation of Treasure Hunt Games in learning English vocabulary at the first grade of SMP N 1 Waled and To know the advantages and disadvantages of the use Treasure Hunt Games in learning English vocabulary at the first grade of SMP N 1 Waled. The method of the research is qualitative research, exactly content qualitative design. The source of the data is Primary data source of this research is to analyzed of the implementation treasure hunt game in learning English vocabulary and The secondary data source are acquired in the form of book, journals, internet, article and so on.

Techniques of collecting data are observation, and interview and the technique of data analysis which appropriate with this research took from Creswell (2007) describes the data analysis spiral. Once data are collected, they must be organized and managed. The researcher must become engaged with the data through reading and reflecting. Then data must be described, classified, and interpreted. Finally, the researcher represents or visualizes the data for others. Data analysis spiral consist of (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing. To finds out further information and some theories related subject matter from other books. There are seventh students in the implementation of treasure hunt game as object in this study.

This research is to find students can increase the vocabulary in long term memory. Students better discuss and write about school topics when they can easily remember vocabulary. As inclusion settings become more popular, students with learning disabilities become increasingly challenged with learning and retaining material from the general education curriculum. Understanding vocabulary words and how they relate to other ideas and concepts greatly impacts and influences reading comprehension.

After the data has been analyzed, the writer conclude that in eight students' to the implementation of treasure hunt game, there is a chance that students may get confused while using the treasure hunt game because each student learns in a different way and not all teaching tools may work the same. One student may be more confused when connecting a 'treasure hunt' to a vocabulary word and accidentally recall the 'treasure hunt' and forget the definition, while another student may remember easier when using a 'treasure hunt' to jog his or her memory. Every student learns differently, especially when you are teaching special education.

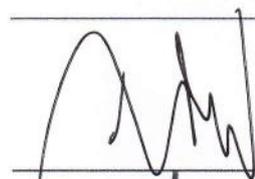Key words: Implementation, Treasure Hunt, Learning, Vocabulary.

RATIFICATION

The thesis which is entitled **THE IMPLEMENTATION OF TREASURE HUNT GAMES IN LEARNING ENGLISH VOCABULARY AT THE FIRST GRADE OF SMP N 1 WALED** written by Neng Aan Anengsih, student number 1410130159. Has been examined on January 30th 2017. It has been accepted by the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Faculty, *Syekh Nurjati* State Islamic Cirebon.

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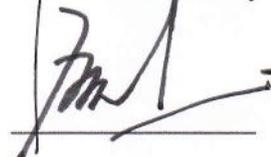
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CHAPTER I
INTRODUCTION

1.1 The Background of the Problem

This research will investigate "The Implementation of Treasure Hunt Games in Learning English Vocabulary at the First Grade of SMP N 1 Waled". Because in learning English, vocabulary is being the main priority to be taught to the learners from the early stage. They complain that English vocabulary is difficult to memorize. They have the different reasons each other. Their reasons are: First, English vocabulary is unfamiliar word. Second, English vocabulary is difficult to pronounce and read. Third, in memorizing English vocabulary needs long time to spoken repeatedly in order to the words can memorize. Fourth, memorizing needs the concentration and quiet time. Fifth, easy blank when memorize any words. Sixth, memorizing need think over. Seventh is a nothing method.

The students at the first grade of SMP N 1 Waled often say, "I can't learn the vocabulary lists. I've always had a bad memory." Having negative attitude towards our memory ability can make a new language more difficult to remember.

Vocabulary is an important component in second/foreign language learning because it is needed for producing utterances to express ideas or feelings in order to communicate effectively. Having adequate vocabulary will ease learners to be able to communicate in expressing and conveying their ideas or feelings in both oral and written form. Considering the importance of mastering vocabulary, it is very essential to begin learning vocabulary as early as possible.

According to (Philips, 1993 in Mustisari, 2007 : 2), states that having good vocabulary proficiency will enable the student to acquire components all four basic language skills of listening, speaking, reading and writing. Vocabulary is the sum of words, used by understood by or add the

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command of particular person or group of any language used in books or texts.

In order to understand text or books the vocabulary as one element of the text should be mastered well. To master vocabulary, the words should be learned item by item by its definition, (j.jpikulski and Shane, 2004 :1). Thus the mastery of vocabulary is seriously considered in the education in Indonesia along with syntax as a means of expressing meaning, feeling, ideas, though, and also opinions. It means vocabulary, among other element of language, is firstly taught in order to make the students to be able to speak or express their ideas. This are the reasons of the researcher will be investigate how the implementation of treasure hunt games in learning English vocabulary at the first grade of SMP N 1 Waled.

As stated by (Fauziati, 2010: 91), children in primary or elementary school are at the concrete operational stage of cognitive development and classroom activities should create and offer opportunities to learners for learning. Learners need to be actively involved in the learning process and they have to take responsibility to expand their vocabulary by themselves.

However, there are a large number of pupils in primary school fail to achieve the expectation above. They are found to have poor achievement in vocabulary, which result in their poor performance in English language skills. Having lack of words that they obtain also causes them to find English learning hard and unattractive. This phenomenon can be explained by condition that there are many junior high school teachers still encounter problems in presenting English in their classes. They use limited number of teaching media to promote the instruction and mostly use Indonesian in presenting the material.

The media they usually used are already familiar to the students such as flash cards, pictures and real things. They are evidently textbook-oriented in sense that they concern only with material provided in the textbooks whereas the use of teaching media allows the teacher to simplify the instruction as well as make it interesting and communicative.

In teaching vocabulary, the teacher usually asks the students to translate several Indonesian words into English. If the students were unable to do the task, the teacher helped them translate the words. The teacher wrote down all the words on the blackboard, and that was all. This method is called conventional method. It did not help much to fulfill the purpose or goal of learning. Junior school students especially the Seventh grade are only about 12 to 13 years old. This age is time where they are playing and having fun but still in serious of the study. They often pay little attention to the teacher's speech or explanation, and students find difficult about English vocabulary. The students' habit to play and have fun in their seventh grade junior school actually is not a peril to the success of the teaching learning process. On the contrary, the teachers can gain benefit from this behavior. English teachers should be creative and innovative in teaching and practicing different vocabulary teaching technique.

Some of students have less motivation in learning English vocabulary because they are not enthusiasm to follow the learning and making crowded in the class. Their reasons are they have bad attitude because it's their habit. Our attitude towards the language, speakers, and a particular lesson also affect our memory. As (Brown, 2000) put it,

> Attitudes … develop early in childhood and are the results of parents' and peers' attitudes, of contact with people who are different in any number of ways …. These attitudes form a part of one's perception of self, of others, and of the culture in which one is living.

Brown believes that positive attitudes toward self, the native language group, and the target language group enhance proficiency and that negative attitudes may lead to decreased motivation.

Memory plays an important role in learning a new language. Thus, the sort of remembering has a place too. Storing ideas in mind on a short-term or long-term basis; our aim in language learning is to move things into our long-term memory, ready to use. Sadly, forgetting is part of the process of sorting and trying to retrieve items from our memory. Plenty is forgotten

immediately after it has been filed, but we can replace the items in our memory. Students forget things because some factors affect their memory and because they have not learned helpful ways of remembering.

The many aspects of vocabulary often have teachers unsure of what exactly to teach first, so many of them initially refer to teaching reading and the basics of writing without placing much emphasis on vocabulary. Since vocabulary is the foundation for understanding print and writing in cohesive form, it should be taught first as an introduction to a story or writing component. If the students do not understand the words that they are reading or writing, then they will struggle with comprehension of the text. Reading comprehension may often be negatively impacted by a limited vocabulary. Teaching vocabulary word meanings from the text first will aid in retention while reading the actual text and seeing the print in the context of the story. The students may then be taught to make personal connections to remember the vocabulary.

Vocabulary is that set of words for which an individual can assign meanings when listening or reading (Kamil & Hiebert, 2005: 3). Knowing a word, however, is not as simple as simply being able to recognize or use it. Knowing vocabulary is really needed, because without knowing the meanings of words, it is difficult for someone or the students to understand the language they study.

Understanding vocabulary words and how they relate to the context is essential for an individual to master reading (Foil & Alber, 2002) otherwise students are likely to have problems comprehending written material. The importance of vocabulary knowledge along with reading comprehension is a fundamental factor in reading proficiency (Foil & Alber) because as the text becomes more difficult and complex, the readers' comprehension success becomes challenged. The understanding of word meanings and the use of decoding skills provide reading fluency, hence improve comprehension skills. Difficulties that exist with vocabulary development consist of skills deficits in reading comprehension, word recall, fluency, decoding and phonetics.

Individuals who experience slow vocabulary development are less able to comprehend text at grade level (Mukoroli, 2011).

One of the vocabulary activities which are considered more effective is *Treasure Hunt Games*. The use of games in improving vocabulary is not only changes the dynamic of the class but also its facilitates and helps the brain to learn more effectively. Games also allow students to: work co-operatively, compete with each other, strategize, think in a different way, compare and share knowledge, learn from others, learn from mistakes, work in less stressful and more productive and allow students to have fun. Then the researcher will concentrate on "THE IMPLEMENTATION OF TREASURE HUNT GAMES IN LEARNING ENGLISH VOCABULARY AT THE FIRST GRADE OF SMPN 1 WALED."

Learners of English have to deal with unfamiliar vocabulary during their language acquisition. In order to learn and retain new words, learners should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise or conversation making. Such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. Therefore, it is necessary to explore whether students learn vocabulary effectively through games and how they learn it.

Traditionally, vocabulary has not been a particular subject for students to learn, but has been taught within lessons of speaking, listening, reading and writing. During the lesson, students use their own vocabulary and are introduced to new words provided by the teacher and classmates which they apply to classroomactivities. For many learners of English, whenever they think of vocabulary, they think of learning a list of new words with meanings in their native language without any real context practice. A number of learners may share the same experience of looking up words in a bilingual dictionary to find their meanings or definitions when they encounternew words. They may even write down lines of new words without any idea ofthe real use of them in context. Working this way, after a

short period of time, many learners may find out that learning vocabulary in lists does not satisfy themselves, and they think the cause for it is just their bad memorization, Gnoinska (1998:12). Research and publicationshave shown that this is not a very effective way to study. Decarrico (2001) states that words should not be learnt separately or by memorization without understanding. Moreover, "learning new words is a cumulative process, with words enriched and established as they are met again", Nation (2000, p.6). Therefore, the "look and remember" way of vocabulary learning seems to be not very effective for learners of the English language.

Furthermore, some other students may require teachers to give meaning and grammatical function for words that they are not familiar. Learners just wait for teachers who control the lesson to provide new forms of words then they write those words in their notebooks or complete their exercises. They may use words they learn in the exact formats as the original patterns in which those words appeared. This kind of rote verbal memorization is good to a certain extent since ithelps learners learn and use the correct form of words. However, according to Decarrico (2001), the vocabulary used in such context is rather simple because grammatical and phonologic aspects are emphasized; and as a result, the lexical aspect is neglected. In other words, learners just know how to use the vocabulary in an exact form, but they do not know how to use itwith different shades of meanings in real life communication.

Unlike the traditional method of learning and teaching, in a communicative language teaching (CLT) approach, learners are required to take part in a number of meaningful activities with different tasks. This is toimprove learners' communicative competence by encouraging them to be a part of the lessons themselves. Newton (2001) refers to this approach as a way that can enable learners to manage their vocabulary meaning and develop their communicative skills at the sametime. Many experts of language teaching methodology also agree that playing games is a good way to learn vocabulary, especially in CLT class. With the use of games, the

teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions (Wright, Betteridge and Buckby, 1984). Huang (1996: 1) comes to a conclusion that "learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence."

Some experts have also figuredout characteristics of games that make vocabulary learning more effectively. Lee (1995:35) lists several main advantages when games are used in the classroom, including "a welcome break from the usual routine of the language class", "motivating and challenging" "effort of learning", and "language practice in the various skills." Ersoz (2000) holds that games are highly appreciated thanks to their amusement and interest. Teachers can use games to help their students practice more their skills of communication. In addition, Uberman (1998) also affirms the helpful role of games in vocabulary teaching after quoting and analyzing different opinions of experts. From her own teaching experiences, Uberman observed the enthusiasm of her students in learning through games. She considers games a way to help students not only enjoy and entertain with the language they learn, but also practice it incidentally.

In summary, games are useful and effective tools that should be applied in vocabulary classes. The use of vocabulary is a way to make the lessons more interesting, enjoyable and effective.

1.2 The Formulation of The Problem

1.2.1 The Field of The Research

1.2.1.1   The Field of The Research

The field of this research is vocabulary. The researcher describes the implementation of treasure hunt game. It is learning vocabulary that use memory in remembering new words, such as when learning a second language.

1.2.1.2   The Approach of the Research

In this study, the researcher use qualitative approach. Which is use the first grade of SMPN 1 Waled research. The writer chooses this method for some reason. First, qualitative method is the good method in studying plural reality. English vocabulary is unfamiliar word. Second, English vocabulary is difficult to pronounce and read. Third, in memorizing English vocabulary needs long time to spoken repeatedly in order to the words can memorize. Fourth, memorizing needs the concentration and quiet time. Fifth, easy blank when memorize any words. Sixth, memorizing need think over. Seventh is a nothing strategy.

According to (Beverley Hancock, 1998:13) Qualitative approaches to data collection usually involve direct interaction with individuals on a one to one basis or in a group setting. Data collection methods are time consuming and consequently data is collected from smaller numbers of people than would usually be the case in quantitative approaches such as the questionnaire survey. The benefits of using these approaches include richness of data and deeper insight into the phenomena under study. Unlike quantitative data, raw qualitative data cannot be analyzed statistically. The data from qualitative studies often derives from face to face interviews, focus groups or observation and so tends to be time consuming to collect. Samples are usually smaller than with quantitative studies and are often locally based. Data analysis is also time consuming and consequently expensive.

Qualitative research is based on a different philosophical approach, which sees the individual and his or her world as so interconnected that essentially the one has no existence without the other. It sees social reality as unique thus, researchers can

only understand human behavior by focusing on the meanings that events have for the people involved. You must look not only at what people do but also at how they think and feel, and you must attempt to understand their reality. The intended result of a qualitative research study is a narrative report so rich and comprehensive that you can understand the social reality experienced by the participants. Furthermore, because researchers do not know in advance how naturally occurring events will unfold or what variables may be important, they do not begin a study with hypotheses. (Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, 1976:23).

The writer chooses this method for some reason. First, qualitative method is the good method in studying plural reality. They consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring. In this case scenario, language learners have nothing to do in a vocabulary learning section but to listen to their teacher. Second, students only think of vocabulary learning as knowing the primary meaning of new words. English vocabulary is unfamiliar word. Second, English vocabulary is difficult to pronounce and read. Third, in memorizing English vocabulary needs long time to spoken repeatedly in order to the words can memorize. Fourth, memorizing needs the concentration and quiet time. Fifth, easy blank when memorize any words. Sixth, memorizing need think over. Seventh is a nothing strategy.

1.2.2 The Identification of the Problem

This research entitled "THE IMPLEMENTATION OF TREASURE HUNT GAME IN LEARNING ENGLISH VOCABULARY AT THE FIRST GRADE OF SMP N 1 WALED. This research focuses on the

students' implementation of treasure hunt game. From the title of the thesis and background of problem in which investigated, the researcher finds out and list three problems to be identified in this research, as follows:

1.2.2.1   Students have poor memory

1.2.2.2   Students forget new words soon after learning

1.2.2.3   Students have less motivation in learning English vocabulary

1.2.3 The Main Problem

The main problem in that will be investigated in this research is the students have the difficulties in memorizing. Especially is memorizing the vocabulary. Their reasons are: First, English vocabulary is unfamiliar word. Second, English vocabulary is difficult to pronounce and read. Third, in memorizing English vocabulary needs long time to spoken repeatedly in order to the words can memorize. Fourth, memorizing needs the concentration and quiet time. Fifth, easy blank when memorize any words. Sixth, memorizing need think over. Seventh is a nothing strategy.

1.2.4 The Limitation of The Problem

In this research, researcher has decided the limitation of the problem. It is only focus on analyzing the implementation of Treasure Hunt Game in learning English vocabulary. This research is designed to get the result of learning English vocabulary use Treasure Hunt Game.

1.3 Question of the Research

In this research, the writer would like to mention the questions of research as follows:

1.3.1   How is implementation of Treasure Hunt Games in learning English vocabulary at the first grade of SMP N 1 Waled?

1.3.2 How is the advantages and disadvantages of the use Treasure Hunt Games in learning English vocabulary at the first grade of SMP N 1 Waled?

1.4 The Aims of The Research

Suitable to entitle above "The Implementation of Treasure Hunt Game in Learning English Vocabulary at The First Grade of SMP N 1 Waled" In this research, the aims of the research are started as follows:

1.4.1 To know the implementation of Treasure Hunt Games in learning English vocabulary at the first grade of SMP N 1 Waled.

1.4.2 To know the advantages and disadvantages of the use Treasure Hunt Games in learning English vocabulary at the first grade of SMP N 1 Waled

1.5 The Significance of The Research

There are two kinds of significance of this study, specifically theoretical significance and practical significance. The expected results of this study are as follows:

1.5.1 Theoretical Significance

1) Hopefully, the result of the study can enrich the technique of teaching English vocabulary.

2) The result of the study can be used as the reference for those who want to conduct a research in English teaching-learning process, especially in teaching vocabulary.

1.5.2 Practical Significance

1) For the teacher

The teacher can apply various techniques in teaching vocabulary so that the students are motivated and interested to learn more.

2) For the student

The writer hopes that the students are motivated in learning English vocabulary and they can enhance their vocabulary.

3) For the school

   The result of this study is likely to be implemented by the teacher based on the curriculum of the school.

4) For other researchers

   The result of this study can be used as a reference in conducting other research, especially research on teaching vocabulary.

1.6 Theoretical Foundation

1.6.1 Teaching

Teacher plays an important role in teaching learning process. In teaching English as a foreign language the teacher need to vary way of teaching in order to get the students interest and attention to the lesson. In teaching learning process there are some factors, which can influence the successful goals in the school. They are curriculum, materials, method, teachers, students and the technique.

Richey (1912:1) stated that : "teaching may be considered to be basic to all the other professions are made possible through the work of teachers in elementary and secondary school, college, and university."

Furthermore Brown (1980:7) stated that : "teaching is showing or helping someone how to do something, given instruction, guiding in the study of something providing with knowledge, causing to know or to understand. Teaching is building and facilitating learning, enabling the learner to learn, setting the conditions for learning."

It means teaching is a systematic way, teacher as an organizer should be creative to make learner interested in following the subject. Teaching may be said to cover not only activities of guiding students' activities but also those which aim at helping students develop themselves and be able to adapt themselves in the group to which they're belong. At the result of teaching the students should be able to

interest in their group. They're learning to think, feel, and act in harmony through social groups of which they are a part.

1.6.2 Teaching Vocabulary

Teaching English vocabulary is integrated into the four skills of the language. It means that vocabulary holds significant role in mastery of the four skills of the language. In the teaching of English or any foreign language, teaching vocabulary is one of the important aspects because the unlimited number of vocabulary in a language. Teaching vocabulary should be presented interactively in teaching of the four language skills.

Nation (1990:1) states that there are four ways that can be used in teaching vocabulary. They are:

1) Material is prepared with vocabulary learning as a consideration. This step means the preparation of simple materials and the careful graded of the first lesson of learning English.

2) Words are dealing with as they happen to occur. This means unknown words that appear.

3) A vocabulary problem is taught in connection with other language activities, for example, the vocabulary deals with the learners who have known before.

4) Time is spent either in class or out of class where vocabulary is studied without an immediate connection with some other language activities.

1.6.3 Teaching English Vocabulary Using Games

Teaching vocabulary is one of important things in teaching English. By using successful techniques when learn new vocabulary, students will find the words which is easier to remember and will motivated them in class. Vocabulary is words that are arranged to be used by people in order to express their feelings and ideas. In learning Vocabulary, students need to repeat the vocabulary which they learn

in the mind. One of effective ways in teaching process in class, especially to enrich students' vocabularies is using games. There are so many games for teaching English vocabulary but the writer only used two games. They are hangman and treasure hunt game.

1.6.4 Vocabulary

1.6.4.1 Definition of Vocabulary

According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Jackson and Amvela (2000:11) say that the terms of vocabulary, lexis, and lexicon are synonymous. Vocabulary is one of the language components that can affect macro skills. Some definition of vocabulary is proposed by some experts. Nunan (1999: 101) states that vocabulary is a list of target language words. Furthermore, Jackson and Amvela (2000: 11) say that the terms vocabulary, lexis, and lexicon are synonymous. In addition, Richards and Schmidt (2002: 580) state that vocabulary is a set of lexeme, including single words, compound words, and idioms. Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc.; a list of words with their meaning, especially one that accompanies a textbook (Hornby, 1995: 1331).

Vocabulary refers to the words we know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

(http://reading.writeexpress.com/research/vocabulary.htm)

Vocabulary is one of the important things in language learning besides sound, and grammar. Teachers and text book

writers have interpreted the meaning of vocabulary in different points of view. The definitions have similarities and differences to each other. It is good to look at some definitions that have been described as vocabulary. Vocabulary may be defined as the stock of words used by person, class or profession. (Paul C. B, 1996). The writer noted some definitions of vocabulary which was downloaded at

http://www.thefreedictionary.com/vocabulary.

First definition noted taken from Collins Essential English Dictionary 2nd Edition. Vocabulary is a noun, singular, and become Vocabularies in plural function. Vocabulary can be defined as:

1) All the words that a person knows
2) All the words contained in a language
3) The specialist terms used in a given subject
4) A list of words in another language with their translations
5) A range of symbols or techniques as used in any of the arts or crafts: the building's vocabulary of materials, textures, and tones

1.6.4.2   Types of vocabulary

Here are listed in order of most limited:

1) Reading vocabulary

   A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

2) Listening vocabulary

   A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

3) Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

4) Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse though slight and unintentional –may be compensated by facial expressions, tone of voice, or hand gestures.

5) Vocabulary growth

Initially, in the infancy phase, vocabulary growth requires no effort. Infants hear words and mimic them, eventually associating them with objects and actions. This is the listening vocabulary. The speaking vocabulary follows, as a child's thoughts become more reliant on its ability to express itself without gestures and mere sounds. Once the reading and writing vocabularies are attained – through questions and education – the anomalies and irregularities of language can be discovered.

Longman Dictionary of Contemporary English defines "vocabulary is all the words that someone knows, learns or uses, or the words that are typically uses when talking about particular subject or a list words with explanations of their meanings in a book for learning foreign language".

Webster's collegiate dictionary defines vocabulary as:

1) A list or collection of words and phrases usually alphabetically arranged and explained or define.

2) A list or collection of terms or codes available for use.

3) A sum or stock of word employed by a language group, individual or work or in a field knowledge.

1.6.4.3 Vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

According to John (2000: 16), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. As Chen and Li (2009) acknowledge, vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening the words

which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation. To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer (2001: 16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

1) Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. For example question attaches to the word arrangement in the sentence *is he a student*. (Lado, 1964: 209-212). A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

2) Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean "same and name". Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

2) Antonym

Antonym is the opposite of meaning. It derives from Greek, "ant- and nymy", the two parts mean "opposite + name" (Jackson, 1988:64). Antonymy deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

3) Denotation

Denotation is conceptual meaning and dictionary meaning (Tarigan, 1985:58). Keraf (1984:28) says that denotative meaning is also called as some terms such as den notational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called dennotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Keraf (1984) explains that denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

4) Connotation

Connotation is more complicated than denotation. Denotation is the meaning of a word which has added the component of meaning related to emotional overtones

(Widarso, 1989: 69). Tarigan (1985) states that connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

5) Use

According to Nation (2001:1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc.), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc.), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.

6) Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together. According to Ur (1996: 60) there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

7) Pronunciation

According to Hewings (2004:3), pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation is also related to phonetic transcription.

Since the phonetic transcription represents speech sound consistently, it can be used as a reliable guide to have a control of the spoken language. The main components of pronunciation are sounds, syllables, and words there are:

1) Sounds

The building blocks of pronunciation are the individual sounds, the vowels and consonants go together to make words. The consonants such as /b/ and /p/ are separate in English because if they are interchanged, they will make new words; for example, in bit and pit. Similarly, the vowels /ɪ/ (as in *it*) and /ʌ/ (as in *up*) are separate. It is important to remember that there is a difference between vowel and consonant *letters* and vowel and consonant *sounds*.

2) Syllables

Vowel and consonant sounds combine into syllables. It can be helpful to think of the structure of English syllables as: [Consonant (s)] + Vowel + [consonant (s)] this means that various combinations of vowels and consonants are possible: 18 a) Vowel only (e.g. in *a*) b) Consonant + vowel (e.g. in *me*) c) Vowel + consonant (e.g. in *eat*) d) Consonant + vowel + consonant (e.g. in *bag*)

3) Words

A word can be either a single syllable (e.g. *cat, own*) or a sequence of two or more syllables (e.g. window, about [two syllables]; lemonade [three syllables] or electricity [five syllables]). When a word has more than one syllable, one of these syllables is stressed in relation to other syllables in the word, while other syllables are said to be

unstressed. For example, in "window" the first syllable is stressed and the second is unstressed, while in "about" the first syllable is unstressed and the second is stressed.

Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation.

It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly. Harmer says that native speakers or competent users of the language know how to say a word.

According to Ur (1996: 60), there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its 19 pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the words will be perceived by the learners when encountering the items for the first time.

From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

1.6.4.4 Kind of Vocabulary

According to Nation (2001), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers

and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. One's listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units. They are reading vocabulary, listening, and vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

According to Raja T. Nasr, there are two kinds of vocabulary:

1) Productive vocabulary (sometimes called active vocabulary): the words that a speaker actually uses.

2) Receptive vocabulary (sometimes called passive vocabulary): word that a person understands when he hears or reads them but does not use in his own speech.

From the explanation above, we know that every experts in every book is different in classifying the kind of vocabulary, because every person has different way in showing and telling their opinions and ideas. Some of them who emphasize vocabulary to the items which the learners can use appropriately in speaking or writing and to the language items that can be recognized and understood in the context of reading and listening and some of them

classify vocabulary into general and special. Even the classifications of the kinds of vocabulary that they have made are different, but the point is the same, because their classifications are based on the different sides and aspects.

1.6.4.5 Vocabulary in Foreign Language learning

Vocabulary plays an important role in foreign language learning. The development of rich vocabulary is important when the learners acquire the English as a foreign language (Nunan, 1991: 118). Vocabulary becomes an essential part in foreign language learning. The vocabulary that is taught in foreign language learning depends on the objective of the course and the amount of time available for teaching.

In English learning, especially vocabulary learning, there are some factors that influence the students in mastering it. The factors are linguistic and nonlinguistic. The linguistic factors are usually related to natural difficulty of the language. It can be caused by imperfect knowledge about the English material. They cannot understand the relation between foreign language and mother tongue which have significant differences in styles and rules.

The non-linguistics factors are divided into two factors; there are external factors and internal factors. External factors are related to curriculum, methods, classroom situation, family, and society. Meanwhile, the internal factors come from IQ, attention, motivation, interest, attitude, and etc.

1.6.4.6 Teaching and Learning English Vocabulary

1) Teaching English Vocabulary

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time

because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language. Vocabulary is a central of English language acquisition, as according to Celce and Murcia (2001. p: 285) vocabulary learning is a central to language acquisition whether the language is first, second, or foreign.

According to Hornby (1995. p: 125), "teaching" is defined as giving instruction to somebody's knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students' knowledge about vocabulary and how to use it in daily life. Harmer (2001: 155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows: 1) Demonstration The teacher demonstrates the language where he/she wants the students to study by offering them there in action. 2) Explanation The teacher explains the construction of language in diagram, using textbook, using board or OHP. 3) Discovery the students can be encouraged to understand new language form by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule. 4) Check Question The teacher can check question to see if students have understood the meaning and use in the text or paragraph. 5) Presentation The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

2) Learning English Vocabulary

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury (2002), "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Moreover, learning vocabulary of foreign language presents the learner with several challenges. As stated in Harmer (2002: 2), the challenges are making the correct connections, understanding the foreign language between the form and the meaning of words, and discriminating the meanings of closely related words. Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury (2002: 2) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

3) Teaching Vocabulary to Teenagers

Teaching English to teenagers is different from teaching English to adult learners. The teenagers have special characteristics (Brown: 2001). First, the operational thought of the teenagers is increasing. They can solve the problems with logical thinking. Second, attention spans of the teenagers are lengthening. This is as a result of intellectual maturation of the teenagers. Third, the teenagers still need varieties of sensory input. Other characteristics of

the teenagers are they have a very high ego and self-image and are very sensitive. The last characteristics of the teenagers are they are more and more becoming adult like, so the teachers have to be careful in teaching them. Teenagers are easy to get bored with the lesson compared with adult learners. They need colorful pictures and information that are relevant with their world. Teaching English vocabulary to teenagers needs an extra work and appropriate teaching method which is adjusted to the students" need. Therefore, the teachers should be creative in finding interesting ways to teach vocabulary.

4) Vocabulary Subject in English Department

Vocabulary subject in English department is not only given as a study about definition of concept of vocabulary and idiom, such as rule and function but also study about vocabulary building in order to enrich their stock of words. Subject of vocabulary has 2 SKS and has once meeting in a week. Subject of vocabulary also taught in two semesters, at first and second semester.

5) English Vocabulary Learning Experienced by the first grade Students of SMPN 1 Waled

In SMPN 1 Waled, English lesson is one of the compulsory lessons. It is also supported by the decision of government that this school will become Standard School National. So, it is necessary to give more attention in improving and increasing the quality of the English teaching learning process. SMPN 1 Waled had 21 classrooms; every grade had 7 classrooms except in grade IX there were only 6 classes. The number of the students in each class was 32 students. To support the English teaching and learning process, this school uses some material books

such as Let's Talk, My English Workbooks, and English in Focus, Cambridge, and other sources. And the total meeting in a week is six meetings. The purpose of this study in this school is to know the vocabulary mastery of the students and the problems on learning English vocabulary faced by the first grade students of SMPN 1 Waled.

6) How to Present Vocabulary in the Classroom

According to Decarico (2001:288) new words should not be presented in isolation and should not be learnt by simple rote memorization. It is important that new vocabulary items be presented in contexts rich enough to provide clues to meaning and that students be given multiple exposure to items they should lean. Exercise and activity include learning words in words association list, focusing on highlighted words in texts and playing vocabulary games.

According to Thornbury (2008:75) there is the question of how many words to present. This will depend on the following factors:

1. The level of learners (whether beginners, intermediate or advanced).

2. The learner's likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary).

3. The difficulty of the items – whether, for example, they express abstract rather than concentrate meanings, or whether they are difficult to pronounce.

4. Their 'teach ability' – whether, for example, they can be easily explained or demonstrated.

5. Whether items are being learned for production (in speaking and writing) or for recognition only (as in

listening and reading). Since more time will be needed for the former, the number of items is likely to be fewer than if the aim is only recognition.

1.6.5 Game

The definition of game is an activity that you do to have some fun (Hornby, 1995: 486). Games can make the students more focus in learning, because they do not feel that they are forced to learn. Games can lower anxiety, thus making the acquisition of input more likely (Richard-Amato, 1988: 147). They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinion and feelings (Hansen, 1994: 118). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. In this study the researcher used labeling game as media in teaching vocabulary.

There are two kinds of labeling game offering in this study, 1) Drop the right word into the right place, the students put the name of something into the suitable place. 2) Arrange the letter, the students make the right word suitable with picture or label by arranging the letter.

The benefit of games are encourage the student to learn English because it is fun and make them want to have experiment, discover and interact with their environment (Lewis,1999: 123) other benefit of games is:

1) Games add variation to a lesson and increase motivation by providing plausible incentive to use the target language. For many children between for and twelve years old, especially the youngest, language learning will not be the key motivation factor. Games can provide this stimulus (Lewis, 1999). The game context makes the foreign language immediately useful to the children. It brings the target language to life (Lewis, 1999). The games make the reason for speaking plausible even to reluctant

children (lewis,1999). Games also help the teacher to create contexts in which the language is useful and meaningful. The learners *want* to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

According to Jeremy Harmer, games are a vital part of a teacher's equipment, not only for the language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity about their English class.

According to Jeremy Harmer (1991:101), games are a vital part of a teacher"s equipment, not only for the language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity about their English class. Hadfield (2004:4) defines a game as an activity with rules, a goal and an element of fun. The element of fun in games provides the learners more life situation with more chance to express their ideas in their own ways but under the rule. Gibb (1978) in Rixon (1981:3) states that a game is an activity carried out by cooperating or competing decision makers, seeking to achieve, within a set of rules, their objectives. Carlson (1952) states that games are activities used to provide a fun and more relax atmosphere especially in classes for student to acquire a second or foreign language. They can be used a any stages of class, o provide and amusing age challenging respires from other classroom activity.

1.6.5.1   The Type of Games

Games can be played in the classroom individually, in pairs, or in small groups or teams. A teacher can choose how he or she does the games, depending on the size of the class and the type of activities (Williams and Herd, 1994: 5). Games are played with different techniques. (Hadfield, 1990:5) writes some techniques or activities of games such as information gap, guessing, search, matching, exchanging, collecting, combining, arranging and card games, board games, problems and puzzles, role plays and simulation techniques. Soeparno (1987: 62) lists games activities such as Simon says crossword puzzle, scrabble, scramble, Bingo, spelling bee, twenty questions and guessing games. The purpose of playing games in the language classroom is to practice a certain language skill and to have fun.

According to Richard and Patricia (1988:148-155) games are divided into the following types depending on their emphasis:

1)   Non-Verbal Games

Non-Verbal Games is games played without speak with each other, such as relays or musical chairs. It can help students became acquainted with each other, even before they can speak. Used sparingly, they can serve as ice breakers and can be used to bring together students of mixed levels. After 18 hearing the directions for a specific game given in the target language, the more proficient students of various language backgrounds might be able to translate the directions into the first language of others, less proficient student.

2) Board-Advancing

Games Using games pieces such as buttons or little plastic cars to represent the players, student can perform certain tasks or simply roll the dice to move forward.

3) Word-Focus Games

Games that using word to see how many other words they can make from them. For example, the following words can be made from the word teacher: ear, her, teach, reach, cheer, each, hear, here, arch, tea, eat, and so forth.

An alternative activity is to have teams of students see how many words they can make from a letter grid such as the example: Student must move along the connecting lines without skipping any letters. A single letter cannot be used twice in succession but can be returned to if there is an intervening letter. For example, regret is acceptable but great is not.

4) Guessing Games

Guessing games can be painless ways to develop or reinforce any number of concepts. "Guess What I am" or "Guess Who I am" for example, can be used to teach about animals, professions, or people in different age groups (baby, child, teenagers, young adult, middle-age adult, elderly person). "Guess What I'm doing" can be used to teach recognition in the target language of activities such as taking a bath, go finishing, doing homework, and so forth. Teacher shall remember that one of the best sources is the students them selves not depend on various sources of games.

1.6.6   Theasure Hunt Game

A treasure hunt is a favorite game among second language learners. It allows them to work cooperatively in a group effort to find the items required. The following steps are taken in organizing a treasure hunt.

1) Divide the class into groups of from three to six members.
2) Give an identical list of treasure to each group.
3) Read the items a loud for children or less proficient students to make sure they understand the vocabulary.
4) A time limit should be given.
5) Say "go" to indicate when the groups can begin their search.
6) At the end of the time limit, or when the first group returns, everyone gets together to check each item, giving points (five points are suggested) for each completed item points are taken away for uncompleted ones.

1.6.7   Steps Games Looking for Treasure Hunt

According Bellanca (2011: 33), stated that the steps / activities that need to be carried out in the strategy (treasure hunt game), are as follows:

1) Introduce plan a treasure hunt to grade students.
2) Form groups consisting of 3-6 students. Give each group a box and markers. Explain the meaning of the word "profession". Ask the students to give examples and their meaning.
3) Explain that teachers have hidden profession around the room. Each group had to find 10 profession.
4) Instructed each group started hunting. Give 10 minutes.
5) After time runs out, calling each group and assign them to make a presentation on the hunt box. They must show what it finds, explain the profession of each object, and explains these profession.

6) Once the ideas in the show instructed each student to complete the sentence "I have been studying" in the notebook respectively.

1.6.8 Understanding Method of Game

The method according to Sanjaya (2006) is "the means used to implement a plan that has been prepared in concrete activities that goal has been achieved optimally prepared" The game is a tool for children to explore their world, from which he did not know to foresee, and of children who are not able to do be able to do it. Playing for children to have the values and characteristics that are important in the progressive development of everyday life. As for some definition of the game according to the experts, namely:

1) Freud (in Rofi'udin et al, 1998/1999) says that the game is a cathartic activity that can lead a the child to master difficult situations, situations or unpleasant experiences by releasing the feeling in the game.

2) Ismail (2012) says that the play when viewed from the perspective of education is an activity that provide opportunities for children to create, perform and create something out of the game with its own power both indoors and outdoors.

3) Sadiman (2005) are each contest between the players interact with each other by following certain rules to achieve certain goals anyway. Based on the above understanding can be concluded that the game method is a tool that helps students to master difficult situations and solve the difficult situation by channeling creative expressions they have. The game does not just help children in channeling the expression - creative expression, but the game is also very helpful cognitive development and children's cognitive.

Based on the above understanding can be concluded that the game method is a tool that helps students to master difficult situations and solve the difficult situations by channeling creative

expressions they have. That game does not just help children in channeling creative expressions, but the game also greatly help the development of children's cognition and thinking. This is consistent with the opinion of Piaget (In Ismail. 2006) suggests the following phases of play:

1) Sensory Motor Play

Playing that rely on senses and body movements. Play starts from the period of development of cognitive-sensory-motor, before the age if 3-4 months. Movement or activity the child has not been notarized play, children's activities merely a continuation of the pleasure obtained.

2) Symbolic or Make Believe Play (2-7 years)

Pre operational period that occurs between 2-7 years can be considered symbolist make believe play, the sign is that children can play imagination and printed play.

3) Social play game with rules (8-11 years)

In a play on the highest stage, the use of symbols is much influenced by reason and logiest that is objective. Since the age of 8-11 years old children more involved in games with rules, where more child activities are controlled by the rules of the game. Games With Rules and Support (11 and older)

4) Activity is still fun to play and enjoyed by children, although the rules are more stringent.

Based on the stage of the junior high school children are at a stage games with rules and support, that play with various rules are stages of junior high school age students. This means appropriate when applied on Treasure Hunt method vocabulary learning in class. The characteristics which the junior high school who are still in play.

1.6.9 Teaching English Vocabulary Using Treasure Hunt Game

Treasure hunt game is a game in which the organizers (teacher) prepare a list defining specific items, which the participants, individuals or teams seek to gather all items (treasure hunt) on the list.

According to Marlene (2007:5) treasure hunt can be played as individuals or teams competing for time. But in this study we play this game in group. Each group must find a correct picture of the treasure (vocabulary) list that the teacher gave to each group. The one of member of team read aloud about the treasure list and the other member must find a correct picture then there's a time limit for students to find the pictures.

The advantages of using this game in the classroom are: it could improve student's vocabulary mastery, communication and cooperating skill, encourage students to think, interact and communicate.

1.6.10 Why Game Activities

There is some reasons why activities in teaching learning process game are very important in teaching English as a foreign language. According to Andrew Wright, David Betteridge and Michael Buckby in their books 'Games for language learning' Cambridge University Press, 1984 : Language learning is hard work. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to,

read, speak and write will be more vividly experienced and, therefore, better remembered.

Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

There are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

1.6.11 The Use of Game in Developing Mastering of Vocabulary

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that 'most language games make learners use the language instead of thinking about learning the correct forms' (1979:2). He also says that games should be treated as central not peripheral to the foreign language teaching programmed. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato 1988:147). They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings (Hansen 1994:118). They also enable learners to acquire new experiences

within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities," break the ice, "[but also] they are used to introduce new ideas" (1988:147). In the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus 1994:218). S. M. Silvers says many teachers are enthusiastic about using games as "a teaching device," yet they often perceive games as mere time-fillers, "a break from the monotony of drilling" or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practised earlier (1982:29). Further support comes from Zdybiewska, who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future (1994:6).

It means that Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do" (1979:3). Games ought to be at the heart of teaching foreign languages. Rixon suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen.

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to

and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.

Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.'

It means learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

Treasure Hunt game is a format in which participants must find items and/or get questions answered in a large area such as a factory, a hotel, or a hospital (El-Shami, 2001: 67). Thus, the focus of this game is to make students find the items or things based on the clues. This game can challenge students to think, read the clue, understand it, and find the object hidden by the teacher to win the game. This game will attract students to find the answer of clue by clue. Based on (Toth, 1995: 25), the treasure hunt game aims to look for and to be the first group to find the treasure by following written instruction and solving word puzzles. This game is one of the competitive games that can motivate students to compete to solve the hunt by finding the clue. It is done by understanding the simple instruction or description that is written in each clue.

Treasure hunt game is a game that can be played in some ways, whether it is individually or in group. According to Ragsdale and Saylor (2007: 67), Treasure hunt games can be played individually or in sequence. To pair up players, ask them to mingle, introduce

themselves to each other, and shake hands. If the group has an odd number of players, one group can form a trio. Thus, this game can be implemented to play in group or even individually, because there is target in every learning. In this research, the collaborative activity can be implemented to make students have behavior to have responsibility to their work and work together till the end of the game. This activity can produce the students' mindset of learning. It can be done in enjoyable way.

In this research, this game will be played in group to make students work in team. They states, "On clue, players stop where they are and pair up with the last person whose hands they shook to play the first energy-builder game." Game is an activity that can attract and make the player enjoyable to do and has curiosity to finish it or even play it again. Based on (El-Shamy, 2001: 15), A game is a competitive activity played according to rules within a given context, where players meet a challenge in their attempt to accomplish a goal and win. In this research, the implementation of treasure hunt game is expected to make students compete to solve the clues and have the energizing in learning reading by reading and get information from the clues. Learning reading through enjoyable game. According to (El-Shamy, 2001: 192), The goal of treasure hunt game is to increase students' ability to navigate a large area that they will need to know well so that in the future they will be able describe it to others and give directions for locating specific destinations. The first person or group back to home base with all of the items or correct answers wins the game. This game promotes students' ideas in thinking, ability in understanding the text, kinesthetic approach where students do activities in learning. They can learn not only from the explanation but also they find what they should solve and answer through the game.

Thus, from that explanation above, it can be concluded that treasure hunt game is a format activity where the participant should

find something based on the clues. This game is expected to increase students' motivation in learning reading and improve their memorizing the vocabularies.

1.6.12 Previous Study

The previous study of the research is less research that talks about implementation of Treasure Hunt Game in Learning English Vocabulary at The First Grade of SMP N 1 Waled. The researcher takes two previous studies relate with this research, these are the research by Rani Sumiati, and Yani Ratnasari.

Rani Sumiati (2005), she studied *"Teaching Vocabulary Using Scavenger Hunt to the First Students Grade at MI Negeri Surakarta to the in 2014/2015*. The objectives of the study are to describe the procedure of teaching vocabulary using *Scavenger Hunt* to the first grade students at MI Negeri Surakarta in 2014/2015 academic year and to know the students' responses teaching-learning activity of the use of *Scavenger Hunt* in teaching vocabulary. This study is a descriptive qualitative research. The data are taken from observation, interview, and document. In collecting the data, the writer employs observation and interview. The technique for analyzing data is data reduction, data display, and conclusion and verification. The results of this study are: (1) the teaching-learning process consists of indoor activities and outdoor activities involving the stage of learning, namely engaging, studying, activating, and closing; (2) the students enjoy doing the activities and they are more interested in joining the teaching-learning process; (3) the students are encouraged and motivated to learn more, and (4) the students also have learning experience through indoor activities and outdoor activities.

Yani Ratnasari (2005) she was conducted a research on the title "*The effects of Treasure Hunt Game instruction in Teaching English Spelling* to the Seventh Year Students of SMPN 1 Gembong", the

second thesis are to describe the procedure of teaching vocabulary using *Scavenger Hunt* to the first grade students at MI Negeri Surakarta in 2014/2015 academic year and to know the students' responses teaching-learning activity of the use of Scavenger Hunt in teaching vocabulary and the third thesis focus on how the students understand vocabulary words and how they relate to other ideas and concepts greatly impacts and influences reading comprehension by using *Treasure Hunt Game*.

Related to this study, there is a difference between this study and those previous studies. The difference is in the object of the study. The object of this study is the researcher chooses the place of research for this research in library. Then the researcher will do this research in middle of May until the end of June 2016. The research is done for two month.

1.7   The Methodology of Research

The purpose of the research is to analyze The Implementation of Treasure Hunt Game in Learning English Vocabulary at *The First Grade of SMP N 1 Waled.*

1.7.1   The Place and Time of the Research

The place of the research is SMP N 1 Cirebon and the time is one month (on January 28 – Maret 1 2016).

1.7.2   The Method of the Research

The method of the research is qualitative research. Dawson (2007:15-16 as cited in Aisyah, 2004) states qualitative research explores attitudes, behavior and experiences through such methods as interview or focus group. It attempts to get an in depth opinion from participants. Fraenkel, et al, states (1932:426-427 as cited in Aisyah, 2004) that the characteristic of qualitative research are:

1) The natural setting is direct source of data and the researcher is the key instrument in qualitative research.

2) Qualitative data are collected in the form of words or pictures rather than numbers.

3) Qualitative researchers are concerned with process as well as product.

4) Qualitative researcher tend to analyze their data inductively

5) How people make sense out of their lives is a major concern to qualitative researcher.

It means that qualitative research that the human investigation the primary instrument for the gathering and analyzing of data and the meaning is very important to the result of data more than generalization.

The researcher uses the method of interview to explores the student's experience and researcher also collect the qualitative data in the form of words or pictures, after that all of the data analyzed.

1.7.3 The Source and Type of Data

The In this research, the researcher uses both primary data and secondary data research.

1.7.3.1 Primary data source

Primary data source of this research is to analyzed of the implementation treasure hunt game in learning English vocabulary. Kothari stated (2004:95) that the primary data are those which are collected afresh and for the first time and thus happen to be original in character. The secondary data, on the other hand are those which have sources are original documents (Correspondence, diaries, report, etc).already been collected by someone else and which have already been passed through the statistical process.

1.7.3.2   Secondary data source

The researcher also uses another data source to get deeper understanding that dealing with the field of the research. It related to the field of literature and theory of Communication. The secondary data source are acquired in the form of book, journals, internet, article and so on.

1.7.4   The Instrument of the Research

The instrument of the research is qualitative research. The researcher is a key in this qualitative research who analyze the investigation data by using own words and connecting with the relate theory. According to Moleong (2007:34) the instrument of this study is the researcher herself with her knowledge and other references which is related to the study. The instrument of this research is the writer herself. According to Thomson (2003:453) said that qualitative studies is the human investigation the primary instrument for gathering and analyzing of data.

There are three kinds of instruments involved in this research, that is; (1) deep observation, and (2) deep interview, From the two instruments, the first step of the researcher is observe the school, the second is interview with teachers and students that have relation in this research.

1.7.5   The Technique of Collecting Data

The researcher uses three kinds of technique of collecting data involved in this research namely deep observation, and deep interview.

1.7.5.1   Deep Observation

Preliminary observation is conducted in the beginning, to identify the objective condition. The researcher believes that through observation can check and

control validity and reliability Kothari (2004: 96). Also to ease the investigation, Tayie (2005: 94) states "the overall goal of data analysis in field observation is to arrive at a general understanding if the phenomenon under study. In this regard, the observer has the advantage of flexibility."

In this study, the position of researcher is observer as non-participant, in which he can experience what the member's group experience (Kothari, 2004: 96) and get involved such the member partially however more tends to be observer (Alwasilah, 2012: 173). Then, deep investigations follow afterward to dig up the problem and its other aspects or possibilities. The researcher captures the environment in the research field, by taking note, records, and reports.

1.7.5.2   Deep Interview

The technique that is quite important to do in collecting data is through interview. The researcher tends to chooses it for digging over some information, and need to know whole possibility of issues which existed in the field of research. Tayie (2005: 14), states that qualitative research explores attitudes, behavior, and experiences through such methods as interviews or focus groups. This technique is considered suitable for this study. As Kothari (2004: 97-98) suggests collecting data interview in which involving presentation of oral-verbal responses, can be conducted also through personal interviews (on face to face) and telephone interviews. It is to overcome the other possibility to presented-respondents.

There are three types of interview that is; unstructured interviews, semi-structured interviews, and structured-interviews. In this case, the researcher takes semi-structured

interviews to enhance the further information. That researcher usually prepare a list of the questions to be asked but allow themselves the opportunity to probe beyond the protocol (Lodico et. al, 2006 : 124). The interview is needed because the researcher wants to gather information from the teacher deeply about his teaching English vocabulary and if the researcher interview students, a number of them is too much to be interviewed and the researcher has gained the students' comment or opinions about the learning treasure hunt game.

1.7.6 The Technique of Analysis Data

"Data analysis in qualitative research is an iterative and continuously comparative process that involves reducing and retrieving large amounts of written (and sometimes pictorial) information" (Fraenkel, et al, 2012:436 as cited in Aisyah, 2004). The researcher will reduce the data firstly. Only the data that can significantly contribute to the research problems the researcher will take from the recorded data.

Creswell (2007) describes the data analysis spiral. Once data are collected, they must be organized and managed. The researcher must become engaged with the data through reading and reflecting. Then data must be described, classified, and interpreted. Finally, the researcher represents or visualizes the data for others. Data analysis spiral consist of (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing.

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