

A Comparison Between Games And Grammar Translation Methods In Improving Pupils' Vocabulary Achievement

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Abstract

In teaching English, the teaching method determine the improvement of vocabulary achievement. Therefore, this study titled "A comparison between Games and Grammar Translation Methods in improving pupils' Vocabulary Achievement." The participants involved in this study were 62 grade 5 pupils of SDN Karyawangi Parongpong, Bandung. The grade 5B composed of 29 pupils, while the grade 5C composed of 33 pupils. This study was divided into three steps: (1) the pretest, (2) the implementation of Games and Grammar Translation Method (GTM), (3) and the posttest. In the pretest and posttest, the multiple choice and essays form was administered to them. As the treatment, the researcher taught Games to one group, and GTM to the other group. At the end of the study, the result proved that the vocabulary achievement of the pupils taught using Grammar Translation Method is higher compared to those taught by Games.

Key Words: Games, GTM, comparison, vocabulary achievement.

I. Introduction

Language is an important thing that cannot be separated from human being. People need language to communicate, people need language to express their mind. Whorf cited in Kilgour (1999) has noted that language shapes thoughts and emotions, determining one's perception of reality. The domination of the English language globally is undeniable. English is the language of diplomacy and international communications, business, tourism, education, science, computer technology, media and Internet, et cetera (Crystal 1997).

In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. 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 (Huyen and Nga, 2003).

Simpson (2009) added that games 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.

Ersoz (2000) quotes, "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."

Beside to use of Games, Grammar Translation Method is also used in teaching vocabulary.

Richards and Rogers (2002) cited in Barb (2007) defines that the Grammar Translation Method derived from the traditional approaches to the teaching of Latin and Greek in the nineteenth century. It is "a way of studying a language that approaches the language first thought detailed analysis of its grammar rules, followed by application of

this knowledge through the task of translating sentences into and out of the target language.”

From the explanation above, the researcher desires to study the two methods between Learning through Games and Grammar Translation Methods. The researcher wishes to know which method is more effective and efficient in improving pupils' vocabulary.

Methodology

The participants The participants of this study were the pupils of SDN Karyawangi Parongpong. They were divided into 2 groups. The grade 5B pupils were taught using Games and the grade 5C pupils were taught using Grammar Translation Method in SDN Karyawangi Parongpong, Bandung.

Pretest

The pretest for 5B was administered on April 1, 2011 and the pretest for 5C was administered on March 29, 2011. It was designed in the form of picture, essays and multiple choices. It consisted 23 questions to measure pupils' ability in using vocabulary. The allocated time for the pre-test was 25 minutes.

Treatments

Procedures in teaching vocabulary through Games : The researcher taught the vocabulary through games. The researcher gave the variant games as the medium of the teaching activities. The researcher was only the mediator. The variants of games were applied by the researcher were:

1. Crossword : is a word puzzle that normally takes the form of a square or rectangular grid of white and shaded squares. The pupils is asked to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers.
2. Hangman: The researcher gives the row of dashes, according to the number of letters. If the guessing player suggests a letter which occurs in the word, the other player writes

it/themon the provided dashes. If the suggested letter does not occur in the word, the other player draws one element of the hangman diagram as a tally mark. The guessing player completes the word, or guesses the whole word correctly. For the player that cannot answer the correct letter until the limit fault, they are the loser.

3. Categories: Learners work in pairs or small groups. Students draw up a number of columns in a piece of paper, according to a model on the board, each column labelled with the name of a lexical set: e.g. fruit, transport, clothes, animal, sports. The teacher calls out the letter of the alphabet (e.g. B!), and to a time limit (e.g. three minutes), students write down as many words as they can beginning with that letter in the separate columns (banana, berry, bus, bikini, blouse, bear, bat, baseball, basketball...). The group with the most (correct) word wins.

Pictionary: This game involves students to guess words or phrases from drawings. They work in teams, for example, the three 'artists' go to the front of the class where the researcher shows them a word (or phrase) on a card. At a cue, they quickly return to their group and try to get their group to correctly guess the word by drawing it with pen and paper. The first team to guess correctly earns a point, and three new 'artist' have a turn with another word.

Procedures in teaching vocabulary through Grammar-Translation Method:

1. The researcher gave short story appropriate to the topic.
2. Students were asked to read the story out aloud and translate them into the mother language.
3. The researcher explained the new words in the mother language.

4. The researcher taught the new grammar with deductive method.
5. Students were asked to write the answers to the questions about the reading passage.
6. The researcher gave list of vocabularies.
7. Students were asked to memorize it.

Posttest

The posttest for 5B pupils was administered on April 15, 2011 while posttest for 5C pupils was administered on April 12, 2011. Posttest was done to measure the improvement of pupils' vocabulary after the treatment.

Results and Conclusion

The researcher used t-test (two tailed). After analyzing the data, the researcher had the following findings:

1. For Games group, the mean of pretest was 61.03 and the mean of posttest was 73.17.
 2. For GTM group, the mean of pretest was 53.88 and the mean of posttest was 78.94 3. The range mean of Games group was 12.14, while GTM group was 25.04.
- The researcher drew the conclusions as follows:
1. There was a significant difference of pupils' vocabulary achievement for both methods, but the improvement of those who were taught using Grammar Translation Methods shows higher than those who were taught using Games.
 2. Grammar Translation Method was effective in teaching vocabulary because the pupils can understand at once while the teacher used the first language.
 3. Based on the researcher's observation, English still became a very foreign to the Elementary students. Therefore, Grammar Translation Method could help them in learning english vocabulary.
 4. Grammar Translation Method could help the pupils improve their English

vocabulary by translating the words into their first language

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