IMPROVING STUDENTS' VOCABULARY THROUGH WASHING LINE GAME FOR EFL LEARNERS

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Abstract
This research was aimed at knowing how the Washing Line Game can increase students' Vocabulary for EFL Learners. This study was Action Research. The participants was 33 students. Each cycle occurred through dynamic and complementary process, which consists of four essential moments of planning, action, observation, and reflection. In collecting the data the researcher used interview, test, and observation. After collecting the data, the researcher used non-independent for quantitative data by operating SPSS 16 Software. The research finding indicated the highest score of pre-test and post-test the highest was 78 and 92 increased 14, the lowest score was 47 and 50 increased 3, and average score was 66.34 to be 72.12 increased 5.78. It means the EFL learners had increased.

Keywords: Students' vocabulary, Washing line game, and EFL Learners

1.   INTRODUCTION

Eight to ten year olds have a language with all the basic elements in place. They are component users of their mother tongue and in this connection they are aware of the main rule of syntax in their own language.

When it comes to learn a foreign language, there is still a lot we do not know. There are similarities between learning one's mother tongue and learning a foreign language in spite of the differences in age and the time available. Much seems to depend on which mother tongue the pupils of speaking, social, and emotional factors in the child's background. What is clear here is that most eight to ten year olds will have some sort or kind of language awareness and readiness which they bring with them into the foreign language classroom.

In this case, as the English teacher is required to be able to manage his or her students when conducts the teaching and learning process in the classroom.

1.1   The ideal teaching condition
1.1.1 Managing the class as good as possible

In managing the students' activity in the classroom, there are some important things must be done by the English teacher as follows:

-    Make sure that the students are ready enough to study

Young children respond well to surroundings which are pleasant and familiar. if at all possible, put as much on the walls as we can, such as calendars, posters, postcards, pupil drawings, writing, etc. have plants, animals, any kinds of interesting object.

Our classroom is probably used for other subjects or other class as well, but let us try to have English corner of we need shelves, a notice board, and either a pile of cushions or a couple of comfortable chairs (preferably not traditional school). If we really can't manage even a corner of the classroom, a section of wall that we can put things on is better than nothing.

The last point is making sure which we mark all our files and boxes so that our pupils know where to find what. Mark the boxes with colors and/or pictures as well as words.

-    Arranging the desk

Sometimes we may not be able to change how the desks are arranged in our classroom, and sometimes we may have to make one arrangement which we can't change. We may want to arrange

the desks in different ways for different lessons. But it is much simpler if we decide on the most suitable arrangement for a lesson and stick to it. Moving desks during a lesson is a very noisy and time-consuming business.

Particularly with the eight to ten year olds, we might want to put them in mixed ability groups some of the time, but sometime group them based on their ability. clever pupils can and do help the not so clever one if the group are mixed, but sometimes we want to give extra help to either the clever or they do not so clever on their own.

1.1.2 Conducting the teaching and learning process based on the planning

Young children are usually full of enthusiasm and energy, and the language lessons will be full of variety and changes of activity. There is very little time available during a short lesson for us to actually think, so if we and our pupils are going to get the maximum enjoyment and maximum learning out of a lesson, then the lesson must be carefully planned. All good teachers plan, just as all good have to be prepared for emergencies.

Lesson planning has to be done before every lesson. Unless we work with another teacher in the classroom, we should do it alone. if we have done short term planning, then the lesson planning is easier our students and we know what have gone before and what is coming after.

Here some points to be remembered when making our lesson plans:

a. Decide when and how to use group work. Make the organization of our classroom as easy as possible.
b. Link this lesson with the one before, and think about the one after.
c. The time of day is important. Don't do long noisy during teaching and learning process.
d. Indicate how much time we think each activity will be conducted.
e. Always have more activities than we think we will need.
f. balance:
    -   quiet/noisy exercises
    -   different skills: listening/talking/reading/writing
    -   individual/pair work/group work/whole class activities
    -   Teacher-pupil/pupil-pupil activities.

1.1.3 Preparing and using media in introducing the material will be taught

Have picture dictionaries to help the children with the more common words. We have to include a list of picture dictionary to make students' easier in understanding the words meaning via the picture.

Try to speak English as much of the time as we can, using mime, acting, puppets, and any other means we can think of to get our meaning across. Our pupils are unlikely to have the opportunity to hear English all day so we should let them hear as much as possible while we have them in class. Keep our language simple but natural, and keep it at their level.

We will have to decide for our self how much mother tongue language we use it is depended very largely on our own individual class. Then we can very often convey the meaning of what we are saying by our tone of voice and our body language, we don't always have to switch language.

1.1.4 Applying a suitable teaching procedure or technique

Here are some procedures or techniques to be applied by the English teacher as follows:

-   Hand out the base sheets to the class. if we have not already done so, the children write the five name slips and cut them out.
-   Make the first statement, e.g. '*Jaelani* is in bedroom'
-   The children put the name slip in the right room. (We can check supportively for the first one or two by putting the names in the right place on the board after they have all had the chance

to put thesis on their sheets. in this way, we and the class will know that all is well.)
- Continue until the entire names are placed.
- Use our board version to check back.
- Repeat the exercise as often as we like, changing the combinations of people and rooms.

1.2 The Current Class Condition
Here are some current class conditions found:
a. The students have low desire to learn. Because they are taught mutinously.
b. The students have short attention in joining the teaching and learning process (TLP). Means the students like playing when conduct the teaching and learning process in the classroom or learning by doing.
c. The students are still lazy to memorize the words. Here is needed good technique for the English teachers to lead their students to remember the word by using the media not the word only, because they have good instinct in remembering the meaning through media that they have known.

1.3 Problems and Causes
Problems:
a. They have limited Vocabulary Mastery
   Vocabulary can also be built up by collecting related words. Here we have to use a picture to collect vocabulary, but, of course, we can use a photograph, a story, a song, a piece of music or a shared experience for the same purpose. The aim is to give the pupils as many words and ideas as possible before they start on the actual writing task. Use a picture dictionary as much as we can, but have our own dictionary too, we won't always know the words either. This section mentions only a limited selection of the range of possible.
b. They have difficulty in pronouncing the words
   When children start learning English, they obviously need to be given language before they can produce it themselves; language has to go in before it can come out. at this initial stage the activities will be under the control of the teacher. Here are just some of the ways we can present new language orally.

Causes:
a. The teacher still teaches words by using words
   Sometimes some teachers teach the word to the students in form of translation word without using real media of word mentioned. It will influence the students to be difficult in remembering the word meaning.
b. The students are rarely asked to pronounce the words regularly
   The teacher can use loud reading as a means of training and checking rhythm and pronunciation. The teacher can read a sentence or phrase and the class or parts of the class can produce in chorus after, this particularly useful if the text is a dialogue, but should only be done for a very short time.

The Solution
Applying *"washing line game"* in teaching and learning process:
• Pre-activity
   - Showing the pictures.
   - Eliciting students' vocabulary.
   - Dividing the class into two groups (Group A & B)

- Whilst-activity
    - Giving a model (example) on how to play the game.
    - Playing the game in turn.
    - Pronouncing the words has been learnt together.
- Post-activity
    - Concluding and reinforcing the material.
    - Giving homework to be memorized and mastered.

The Rationale
a. Washing line game can focus students' attention longer
   This is another more lovely activity. This time the children have to pick out the real object which the teacher is talking about. In the example here it is a team game. In fact it is quite a 'stirrer'. It is designed to provide physically active listening practice before the children have moved on to speaking. (It can of course also be used later as a fun revision activity too.) The version described here is called "washing line game".
b. Washing line game can motivate the students to be more interested in learning vocabularies
   This time the children are asked to arrange a picture or diagram according to the information they hear, this is another activity which aims to strengthen understanding by linking it to response. It again asks the children to respond physically to what they hear, although not in the energetic way that the washing line game demands. This activity is more suited to practice separate vocabulary items rather than whole phrases. it is most fun if we use real objects but is perfectly possible to do it with two sets of picture cards and word cards.
c. The elementary school students are easier to understand words by using game than traditional teaching model
   In this activity, the children are given a set of pictures which are in the wrong order. The teacher describes the pictures in the correct order and the children have to identify them in sequence. They may not understand everything they hear. That is quite deliberate. We are encouraging them to use their ability to work on partial information and to take risks. It is easier for them to do both these things with listening and speaking, because they are being asked to respond not to produce the language themselves.

2.   RESEARCH METHOD

This research was categorized into Action Research. As cited by Burns (1994, p.162), action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action within it, involving the collaboration and co-operation of researchers, practitioners, and laymen. The participants of this research were 33 students. The research procedure was conducted through two cycles. Each cycle occurred through dynamic and complementary process, which consists of four essential moments of planning, action, observation, and reflection. In collecting the data the researcher used interview, test, and observation. After collecting the data, the researcher used non-independent for quantitative data by operating SPSS 16 Software.

3.   FINDINGS AND DISCUSSION

Before conducting the research in EFL Learners, the common media that was often used in teaching English, in which the teacher are more active than students. The students did not many opportunities to master the vocabularies. This media only focuses on how to fulfill the curriculum demand without paying much attention on the teaching quality. But by implementing Washing Line Game, the English teaching and learning process can take place interestingly, actively, and effectively. It means that the students have chance for studying by implementing Washing Line

Game before they are asked to memorize and they had chance to play and memorize some vocabularies.

Therefore, the researcher used media in order to the students could be active in teaching and learning process. The student play and discussed with their group about the material was given, the teacher only monitored the students and the students presented the material one by one. Then, researcher gave score for the students by involving some vocabularies.

Based on the procedure of classroom action research, it was conducted for two cycles and every cycle was given the test and monitored through observation. From those cycles can be seen how far teaching and learning process of the students' achievements. In those cycles, the researcher applied the implementation of Washing Line Game to develop students' vocabulary.

3.1   Comparison between the pre-test and the post-test of the first cycle

If we compared the pre-test and the post-test of the first cycle so there was improvement in the students' vocabulary but they still had problems in vocabulary and it can be seen the table below:

Table 1. Comparison between pre-test and post-test the first cycle

NO	Explanation	Pre-test	Post-test	Increase
1	Highest	74	78	4
2	Average	58.44	66.34	8.1
3	Lowest	40	47	

Based on the above table, it can be concluded that the pre-test showed the highest score of pre-test was 74 and the highest score of post-test was 78 increased 4, the lowest score was 40 to be 47 increased 7 and average score was 58.44 to be 66.34 increased 8.1. It means that there was significant improvement in the students' vocabulary, after receiving the first treatment through washing line game.

3.2   The comparison between pre-test and post-test of the second cycle

If we compared between the result of the first cycle and second cycle so there was a good improvement in the students' vocabulary because the researcher also used practice and repetition in playing game so the students' vocabulary increased rapidly and better than before. It can be seen in the table below:

Table 2. comparison between pre-test and post-test of the second cycle

NO	Explanation	Pre-test	Post-test	Increase
1	Highest	82	92	10
2	Average	60.22	70.12	10.1
3	Lowest	45	50	5

Based on the table, it can be concluded that the result of post-test of the second cycle showed that the highest score was 82 and 92 of post-test increased 10, the lowest score was 45 and 50 of post-test increased 5, and the average score was 60.22 and 70.12 of post-test increased 10.1.

From the entire of the above explanation and the result of statistics computation using SPSS 16 Software the researcher concluded that there was significantly improve on the students' vocabulary after being given treatment through washing line game so the action hypothesis was proved correct and significant.

4. CONCLUSION

The researcher had prove that his action hypothesis setting that washing line game was able to improve the students' vocabulary of EFL Learners and they have very good spirit and motivation to play game and memorize vocabulary through washing line game.

5. REFERENCES

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