TEACHING ENGLISH VOCABULARY BY USING GAMES TO THE FOURTH YEAR STUDENTS OF SD NEGERI 2 BOGOR CAWAS KLATEN IN 2011-2012 ACADEMIC YEAR

NASKAH PUBLIKASI

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ABSTRACT

This article represents the result of teaching English vocabulary by using games at fourth year students of SD Negeri 2 Bogor Cawas Klaten in 2011-2012 academic year. The subject of this research is the English teacher and the fourth year students. The object of this research focuses on the process of teaching vocabulary by using games to the fourth year students in SD Negeri 2 Bogor Cawas Klaten. The objectives of this study are to describe the implementation of teaching vocabulary by using games at the fourth year of SDN 2 Bogor Cawas Klaten in 2011-2012 academic year, the responses of fourth year students to the implementation of games on teaching vocabulary, the effectiveness of teaching vocabulary by using games at the fourth year, also the strength and weakness of teaching vocabulary by using games at the fourth year of SDN 2 Bogor Cawas Klaten. The writer uses descriptive research. The writer collects the data from observation and interview. The result of this research shows that are: (1) the implementation of teaching vocabulary by using games are (a) teaching vocabulary by using games makes the students be interested in the lesson and easier to absorb their new English words so they do not learn English vocabulary too hard, (b) the reasons of the teacher choosing games as techniques for teaching vocabulary because children are still like playing also making interaction with others and when the teacher teaches in the serious way the students will be bored, (c) the teacher uses some games which combined with card, picture, song, and props, (d) the technique for teaching vocabulary by using games is the teacher divides class into several groups in order to make the games more attractive ; (2) the fourth year students are enthusiastic to learn English vocabulary by using games. They enjoyed the material, feel more comfortable and not be bored when learn English words in the classroom; (3) games are effective to introduce some new English vocabularies to the fourth year students of SD Negeri 2 Bogor Cawas Klaten. Games can get the student's intention. With games, the fourth year students will be able to experience their study and get meaningful learning; (4) the strength and the weakness of teaching vocabulary by using games is as follows: (a) the strength of teaching English vocabulary by using games are games makes the students enjoy their study, they will be easier to absorb their materials, games will motivate the students to learn English vocabulary, and the closeness between others will be formed; (b) the weakness of teaching vocabulary by using games are teacher needs more time to handle the class because the students more enthusiastic allowed the games and the students are addicted to play games.

Keywords*: Teaching English Vocabulary, Games, and Fourth Year Students*

1. Introduction

Vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. Having a limited vocabulary is also a barrier that precludes learners from learning foreign language. Teaching vocabulary can be done through some ways or some techniques. One of them is games. *SD Negeri 2 Bogor Cawas Klaten* is an elementary school which uses games successfully. It can be proved by the enthusiastic from the students in the class when learning English vocabulary by using games. Besides, the students having good mark in English study. From the reason above, the writer has an enthusiasm to know the process of teaching vocabulary in the fourth year students of *SD Negeri 2 Bogor Cawas Klaten*.

The problem statement of this research is "How is the process of teaching vocabulary by using games at the fourth year of *SD Negeri 2 Bogor Cawas Klaten*, What are the student's responses on the implementation of games in teaching vocabulary, Are games effective on the teaching vocabulary at *SD Negeri 2 Bogor Cawas Klaten*, and also What are the strength and weakness of teaching vocabulary by using games at the fourth year of *SD Negeri 2 Bogor Cawas Klaten*". The writer limits her research as follows: the research is only focused on teaching English vocabulary and the population is taken from the fourth year students of *SD Negeri 2 Bogor cawas Klaten* in 2011-2012 academic year.

The objectives of this study are to describe the implementation of teaching vocabulary by using games at the fourth year of *SDN 2 Bogor Cawas Klaten* in 2011-2012 academic year, the responses of fourth year students to the implementation of games on teaching vocabulary, the effectiveness of teaching vocabulary by using games at the fourth year, also the strength and weakness of teaching vocabulary by using games at the fourth year of *SDN 2 Bogor Cawas Klaten.*

There are some researchers who have conducted the study on teaching vocabulary. The first previous researcher is Kusniyah (2002) with her research entitled "Teaching Vocabulary Using Flash Card at Elementary School". The result of her research shows that Flash Card system in teaching English vocabulary makes the students easier to understand, memorize, and remember the material. The second previous researcher is Ernawati (2002) with her research entitled "Teaching Vocabulary using Pictures to the First year Students of *MTS Negeri Wetan Simo Boyolali*". The result of her research shows that teaching vocabulary using pictures influences the meaningful learning because the students are interested in the material and they can understand the meaning directly.

The two previous studies above have similarities and differences with the writer's research. The first research and the writer's research are focused on teaching vocabulary in Elementary School. But both of them are different in teaching technique. The writer uses games as a technique of teaching vocabulary whereas the first researcher discusses the use of flash card in teaching vocabulary on her research. And then, the second research also has similarities from the writer's research on teaching vocabulary but different in teaching technique and the population of the research. The writer focused on teaching vocabulary using games in Elementary school but the second researcher focused her research on the use of pictures on teaching vocabulary in Junior High School.

2. Research Method

This research uses descriptive research. According to Moleong (1995: 2) "descriptive research is a type of research which does not include any calculation or enumerating". The writer describes the process and the way of teaching vocabulary by using games to the fourth year students of *SD Negeri 2 Bogor Cawas Klaten* in 2011-2012 academic year.

The data derived from the observation, interview notes and document accumulated in the field. The writer carries out the observation in the classroom. The writer observes the process of teaching vocabulary using games to the fourth year students of *SD Negeri 2 Bogor Cawas Klaten* to get the real description of

the teaching learning process. In the observation, the writer did not take part actively and interacted with the teacher and students during the process but she only took note. The writer tries to get information from the English teacher and fourth year students of *SD Negeri 2 Bogor Cawas*. The writer asks the teacher about the methods used in teaching vocabulary. The writer also asks some students about their responses in the vocabulary learning by using games.

The data have been taken from the teaching of vocabulary by using games method of the fourth year at *SD Negeri 2 Bogor Cawas Klaten.* In this research, there are three data sources. The data sources are event, informant, and document. Events concern with all activities in the classroom of *SD Negeri 2 Bogor Cawas Klaten* during the process of teaching vocabulary using games. The informant is English teacher and fourth year students at *SD Negeri 2 Bogor Cawas Klaten*. The documents are handbook, and lesson plan.

The data in this research are analyzed by using descriptive qualitative analysis based on type of the research. Descriptive qualitative research is the process of simplification of data in order to make easier to read. After collecting the data, the next step is analyzing the data. There are three steps for analyzing the data. First step is reducing the data. The writer takes some notes in the processes of teaching vocabulary by using games to the fourth year students of *SD Negeri 2 Bogor Cawas Klaten* in 2011-2012 academic year in the classroom. The second step is displaying the data. The writer describes the detail of the methods used by teacher in teaching vocabulary by using games at fourth year of *SD Negeri 2 Bogor Cawas Klaten*. The last step is verifying the data. The writer asked the teacher and students about their opinion in the process of teaching-learning vocabulary using games.

3. Findings and Discussion

In this research, there are some research findings which include the result of classroom observation and interview process. Then the writer tries to describe the result of classroom observation on teaching vocabulary by using games and the

result of interview with the English teacher also the fourth year students about their comment or responses on the implementation of games on teaching English vocabulary. The result of classroom observation is:

a) The Kind of Game Used by the English Teacher

Based on the observation in the classroom at fourth year of *SDN 2 Bogor Cawas Klaten*, the writer knows that the English teacher uses some games that are combined with card, picture, song and props. The games are mixed game, guessing game, get word game, and matching game. Mixed game is game which consists of finding a word, answering questions according to the short story and attaching name appropriate with the picture. Guessing game is guessing the word appropriate with the illustration by the illustrator. Get word game is guessing the letter of the word. Matching game is checking off the cards which contain certain picture with the table of words.

b) The Technique for Teaching Vocabulary by Using Games

Based on the observation in the classroom, the writer knows that the English teacher uses games to introduce new vocabulary to the student. The English teacher divides class into several groups to make the games more attractive.

c) Classroom Activities

Based on the observation in the classroom, the writer knows that the English teacher uses ESA (Engage, Study, and Activate) as classroom's procedure. Harmer (1998:25) states that:

> "there are three elements which are needed to present in a language classroom to help the students know effectively and make the language learning successful. These three elements are called "ESA" that is Engage, Study and Activate".

Engage is the first point of teaching sequences where the teacher tries to arise the student's interest and involve their emotions. In this session, the teacher has to get the student's interest in the lesson which will be taught. Study is the second session where the students are asked to focus on language or material. In this session, the students get some knowledge about the lesson from the

teacher's explanation. Activate is the last session where the teacher describes some exercises and activities designed to the students.

Based on the first to fourth observation in the fourth year classroom, the writer knows that in the first session of classroom's procedure (Engage), the English teacher always greets the students in the beginning of the meeting. After that, the teacher checks the student's attendance. In the next session of classroom's procedure (Study), the teacher always tells the students about the subject matter / the materials of the day. And then, the teacher asks the students to mention all of vocabularies which appropriate with the subject matter/the materials they know. Then the teacher writes the student's answers on the whiteboard and translates it into English. Then the teacher pronounces those vocabularies and the students repeat him together. In the last session of classroom's procedure (Activate), the teacher invites the students to play games. Based on the classroom observation, the writer knows that in the first observation, the students play a game named Mixed Game. Then, in the second observation, the students play a game named Guessing Game. And then, in the third observation also fourth observation, the students play games named Get Word Game and Matching Game. After invites the students to play a game, the teacher tells his students about the rules of the game. Finally, the students start to play the game in teamwork or individual work. In the last of game, the teacher gives exercises to all of the students. The teacher asks the students to mention all of the words which are appropriate with the theme of the material.

There are two kinds of interview process. The first interview was done by the writer with the English teacher about the methods used in teaching vocabulary. And the second interview was done by the writer with the fourth year students of *SDN 2 Bogor Cawas Klaten* about their responses in the vocabulary learning by using games.

The result of the researcher's interview with the English teacher is:

a) The Aim of Teaching Vocabulary by Using Games

From the interview with the English teacher of *SDN 2 Bogor Cawas Klaten*, the aim of teaching vocabulary by using games are to make the students be

interested in the lesson and easier to absorb the new vocabulary, so they are not learning English vocabulary too hard.

b) The Reason of the Teacher Choosing Games as Techniques for Teaching Vocabulary

Based on the English teacher's statements, the reason of the teacher choosing games as technique of teaching vocabulary are children like playing games very much also making interactions with others. If the teacher teaches vocabulary in serious way, they will be bored. With games, the students can learn while playing in the classroom. It can create motivation and team work to the students. Having fun in learning will make the students enjoy their subject matter and help the students absorb the new vocabularies.

The result of the researcher's interview with the fourth year students of *SDN 2 Bogor Cawas Klaten* are:

The writer was done the interview with the fourth year students when the class was break. The writer asked some students about their comment or responses to the implementation of games on teaching English vocabulary. The writer got 10 students to be interviewed. Based on the writer's interview with the fourth year students of *SD Negeri 2 Bogor Cawas Klaten*, the writer knows that the students are enthusiastic to follow the lesson by using games. The students are enjoy their subject materials and not be bored in the classroom.

Based on the research findings, the writer tries to verify the result of research findings with the theory and the previous study. First about the aim of teaching English vocabulary by using games at fourth year students of *SD Negeri 2 Bogor Cawas Klaten*, the teacher said that the aim of teaching English vocabulary by using games at fourth year students of *SD Negeri 2 Bogor Cawas Klaten* is to make the students be interested in the lesson, make the students easier to absorb their new English words so they do not learn English vocabulary too hard. The writer tries to verify the English teacher's statements with the theory of

teaching vocabulary by Wallace. Wallace explained that "*teaching vocabulary gives knowledge of word and word meanings in both oral and written language to the students. It helps the students to develop their language skill and enrich vocabularies in their brain, so the students are able to recognize quickly about a word*". The writer concludes that the aim of teaching English vocabulary by using game which made by the teacher is appropriate with Wallace's theory. On the other statement by the teacher, he states that the reason for choosing games as techniques on teaching vocabulary is because children are still like playing also making interaction with others and when the teacher teaches in the serious way, the students will be bored. The writer tries to verify the teacher's statement with the Wallace's theory about teaching vocabulary. Wallace states that "*teaching vocabulary must be taught attractively and in meaningful presentation in order to make the students interested with the lesson and impressed by the vocabulary learning*". The teacher uses games as techniques in teaching vocabulary because games help the teacher to create meaningful learning to the students. So, the English teacher's decision choosing games as technique for teaching vocabulary is correct because it is appropriate with Wallace's theory. On the other statement by the teacher is about the kind of game which used by him in the teaching English vocabulary at fourth year. The English teacher said that he makes game appropriate with the materials which the students learn. He uses some games which combined with card, picture, song, and props. The English teacher said that card, picture, song and props as media of games. It can catch the student's attention so they will enjoy their study also easier to understand it. The writer tries to verify the English teacher's statement with the result of the classroom observation. The writer knows that the fourth year students are so excited when the English teacher giving some cards to them and starting to play with those cards. Besides, the researcher also verifies the English teacher's statement with previous research that was conducted by Kusniyah and Ernawati on teaching vocabulary. Based on the result of Kusniyah and Ernawati's research, the result of their research shows that card system in teaching English vocabulary makes the students easier to understand, memorize, and remember the material. Whereas

teaching vocabulary by using pictures influences the meaningful learning because the students are interested in the material and understand the word meaning directly. The writer make an opinion that the teacher's decision to design games which combine with card and pictures is correct because it is appropriate with the result of Kusniyah and Ernawati's research. The other result of the writer interview with the teacher is about the technique for teaching vocabulary by using games. Based on the teacher's statement, he said that sometimes he divides class into several groups when playing a certain game. It make the students will interact with others. The statement is appropriate with Game's Theory by Wright. Wright states that "*one the importance of games is help and encourage many learners to sustain their interact and work*". Because according to Wright *game is an activity in which the learners play and usually interact with others*. As classroom procedure, the teacher uses ESA. ESA is consist of three sessions; they are Engage, Study and Activate. According to Harmer "*ESA is the three elements which are needed to present in a language classroom to help the students know effectively and make the language learning successful*".

The research finding shows that fourth year students are enthusiastic to learning English vocabulary by using games. It can be proved by the result of writer's interview with the fourth year students about their responses on the implementation of games. Many students state that they enjoyed the study and not be bored when learning English vocabulary. According to Ytreberg "*one of the characteristics of young learners between eight to ten years old are they have a developed sense of fairness about what happens in the classroom, begin to question the teacher's decisions and they are able to work with others and learn from others*". Factually, as we know that children are unique in their characteristics and have special way of learning a new thing. They acquire knowledge by asking, and doing something to get experience. They still like playing and making interaction with others. From the reason above, the young learners such as fourth year students like games so much.

Based on the result of the analysis, the writer concludes that games are effective to introduce some new English vocabularies to the fourth year students of *SD Negeri 2 Bogor cawas Klaten*. Games can get the student's attention. With games, the fourth year students will be able to experience their study and get meaningful learning. According to Ernawati in her research "*meaningful learning makes the students interested their materials and understand the meaning of word directly*". Meaningful learning also makes the students easier to recall the new English vocabulary they have in their mind. From the statement above, we can say that games are effective as technique in teaching English vocabulary. As remember that games gives some advantages in teaching-learning process especially in teaching English vocabulary.

Based on the result of the analysis, the writer concludes that games are contain some strength and weakness in the teaching English vocabulary. The strength comes when the games give some advantages to the students in English teaching-learning process. But the writer belief that besides the strength, games may also contain some weaknesses. From the writer observation, she can concludes that the strength of games in teaching vocabulary are games makes the students enjoy their study, they will be easier to absorb their materials, games will motivate the students to learn English vocabulary, and the closeness between others will be formed. The writer tries to verify the result of the research analysis with the Wright's theory. In his theory, Wright states that "*some importance of games are games help and encourage many learners to sustain their interest and work, games help the teacher to create contexts in which the language is useful and meaningful, games provide one way of helping the learners to experience language rather than merely study it, and games involve the emotions and the meaning of the language in thus more vividly experienced* ". From the Wright words, we can know that the result of the analysis about the strength of vocabulary using games is having similarities with Wright's theory itself. Both of them state that vocabulary by using games will help and encourage the students to sustain their interest in teaching English vocabulary, so the students are easier to

recognize a word, easier to know and understanding a word also have motivation to learn and enrich their English vocabulary. Besides, teaching vocabulary also has the weaknesses. The weakness of teaching vocabulary using games are the teacher needs more time to handle the class because the students more enthusiastic allowed the games and the students are addicted to play games. Although teaching vocabulary by using games has the weakness, but the result of the research analysis shows that the strength of teaching vocabulary using games more dominant. It means that teaching vocabulary using games gives some advantages or has a lot of strength more than the weakness itself.

4. Conclusion and the Implication for Language Teaching

Based on the result of the analysis, the writer concludes that the implementation of games on teaching English vocabulary at fourth year of *SD Negeri 2 Bogor Cawas Klaten* is satisfied. It can be seen from the enthusiastic of the students when playing the games. Besides, the fourth year students also having good mark on English study.

Based on the result of the research findings, the writer concludes that games will create meaningful learning. It can helps the students to learn and absorb their new English words easily, so they easier to memorize, remember also understand their new English word and they didn't learn English vocabulary too hard.

Based on the result of the analysis, the writer concludes that games are effective to introduce some new English vocabularies to the fourth year students of *SD Negeri 2 Bogor Cawas Klaten*. Games can get the student's attention. With games, the fourth year students will be able to experience their study.

The result of this research gives implication for the language teaching. The writer hopes that the research can be useful for English teacher in giving additional input in teaching-learning process. Besides, the writer also hopes that result of this research can be used as the reference for those who want to conduct a research in English teaching-learning process especially in teaching vocabulary.

Hopefully this research can enrich the theory of teaching English especially on teaching vocabulary to the Elementary School.

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