A DESCRIPTIVE STUDY ON TEACHING VOCABULARY USING GAME OF OBSERVATION AND MEMORIZATION AT THE FOURTH YEAR OF SDN 2 SENDANG WONOGIRI

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SUMMARY


This descriptive research aimed at describing teaching-learning vocabulary at the fourth year of SDN 2 Sendang Wonogiri using game of observation and memorization. The problem in this research focuses on the process of teaching vocabulary, then the problems faced by the teacher and the problems solving by the teacher. Game is tools that make it easier for the children to learn new things. The child will want to play the game and learn without thinking about learning. The writer takes the fourth grade students as the subject of the research. The data are taken from observation in the classroom and interview with the English teacher. Based on the research finding, it can be concluded that the problems faced by the teacher in teaching vocabulary are different motivation and ability of the students. The problem solving applied by teacher in teaching vocabulary is creating good relationship between the teacher and students. The teacher is giving advice and motivation about their importance of learning vocabulary early. The teacher collaborates the teaching-learning process with game and must be calm to teach vocabulary one by one from easy material. The use of game can increase the students’ motivation and interest in studying new vocabulary.

Key word: teaching English, game of observation and memorization, vocabulary
A. Introduction

1. Background of the Study

Vocabulary is central to language. At Elementary School, English is introduced to the students through learning its vocabulary. It is the most important aspect that will become the basic competence of listening, speaking, reading, and writing skill. Vocabulary is central to language and critical importance to typical language learner. Teaching vocabulary is more important in elementary school. It is not easy for the teacher to teach vocabulary to the children. So the teacher must give easier learning at first.

In the classroom, students do not only focus on their teaching-learning activity but usually they also do other activities like playing and socializing with their friend. Giving more enjoyable classroom with the use of media to teach elementary students also helps the teacher in teaching-learning process. Game and memorization are some kinds of teaching media that can be used by the teacher in the classroom. It can increase the students’ motivation and interest to study new words in English. Game and memorization have much contribution in teaching-learning process, especially in teaching students at elementary school. Furthermore, the writer is interested in a research about teaching vocabulary in elementary school using game and memorization. In this case, the teacher uses game and memorization in teaching vocabulary that this game and memorization can make interesting and effective vocabulary practice.
2. Previous Study

In this study the writer summarizes the relevant previous research in order to show originality of the research. The first researcher is Umul Khotijah Suciati (2010) who conducted a research entitled: “Teaching English Using Picture to the Fourth Year Students of SD Negeri 2 Sumber Simo Boyolali in 2009/2010 Academic Year”. The second researcher is Danang Teguh Prasetyo (2010) who conducted a research entitled “A Descriptive Study on Teaching Vocabulary to the Third Grade Students of SDN 04 Bejen, Karanganyar in 2010/2011 Academic Year”.

The similarities of this research with the previous studies, are that this research is done in teaching English vocabulary. The differences of this research with the first previous study are that this research focuses on teaching English vocabulary using game and memorization and the previous research focuses on teaching English using picture. The differences with second previous study are that the research focuses on teaching English vocabulary using game and memorization, and the previous research focuses on teaching vocabulary.

3. Problem Statements

The writer formulates the problem statements as follows:

a. How is the process of teaching vocabulary using game and memorization in SDN 2 Sendang Wonogiri?
b. What are the problems faced by teacher in the process of teaching vocabulary using game and memorization in SDN 2 Sendang Wonogiri?

c. How does the teacher solve the problems on teaching vocabulary using game and memorization in SDN 2 Sendang Wonogiri?

4. Limitation of the Study

Based on the research problem above the writer limits her research on teaching vocabulary using game and memorization at the fourth year of SDN 2 Sendang Wonogiri in 2012/2013 academic year.

5. Objectives of the Study

a. To describe the process of teaching vocabulary using game and memorization in SDN 2 Sendang Wonogiri.

b. To identify the problems faced by teacher in teaching vocabulary using game and memory in SDN 2 Sendang Wonogiri.

c. To classify the strategies implemented by teacher to solve the problem

6. Significance of the Study

This study has two significance. First, theoretical significance. This research will help the reader to get more knowledge and information about descriptive study on teaching vocabulary using game and memorization to the elementary school students. The result of the research can be useful for English teacher in giving lesson using media especially using game and memorization.
Second, practical significance. The writer hopes that this research becomes one of references for another researchers who conduct the same object with different perspective. The research will help the students in learning vocabulary.

7. Underlying Theory

a. Vocabulary

Vocabulary is the set of word within a language. According to Hatch and Brown (1995: 1), vocabulary refers to a list or set of word in a particular language or word that individual speaker of language might use. Another statement is made by Hornby (1984: 959) who states that vocabulary is the total number of word which (with rules combining them) make up a language. Based of the definition above, the writer concludes that vocabulary is a set of word that can be used for communication and that individual speaker might use with their meaning.

b. The Importance of Vocabulary

Vocabulary is a vital aspect in language, because it appears in every skill of language. According to Helena (2010) in (http://universityofibnkhalidunbogor-indonesia), vocabulary is very important for the students who learn English as a foreign language. The mastery of vocabulary can support them in speaking. When they are communicating to people, they can write and translate the meaning of words. If they do not know the meaning of words, they will not be able
to speak, write, and translate anything in English. According to Stahl (2005: 1), vocabulary knowledge is the knowledge of a word not only implies a definition, but also implies how that words fits into the world. Based of the definition above, the writer concludes that learning English vocabulary is important to be able to speak, write, and translate so that words fit into the world.

c. Definition Teaching Vocabulary

According to Newton (1997) in ISP Nation, J Newton-1997-asian-efl-journal.com, teaching vocabulary is one of the least efficient ways of developing learners. Words are the starting point. Without words children can’t talk about people, places, or things, about actions, relations, or states. Corcoran (1980: 157) states that the teacher is responsible for teaching students to recognize and identify words, to pronounce words, to analyze and categorize words, to read and finally to put word together. Based on both definition above, the writer concludes that teaching vocabulary is early stage for learning English to children. Teaching vocabulary is teaching the students to know basic vocabulary. It is about knowledge of words and their meaning.

d. Game of Observation and Memorization for Teaching Vocabulary

According to Silver (1988) in Fauziati (2002: 175), game of observation and memorization can be used for interesting and effective vocabulary practice. According to Davis (1999) in
www.ehow.com/...876_teaching-english-word-game.htm, game is tools that make it easier for children to learn new things. Based of both definition, the writer concludes that children will interested and want to learn English vocabulary using game and memorization if the learning game is fun.

e. Procedure of Using Game and Memorization in Teaching Vocabulary

According to Elliot (2004: 4) the procedures of teaching vocabulary using game and memorization are as follows:

1. prepare a tray of objects at the front of the class.
2. ask the class to file around the table for a short amount of time.
3. cover up the object and ask the students to sit down.
4. the class should then write down the English names of as many objects as they can remember, then call out the objects so that you can write them on the board.

According to Sofiawati in www.slideshare/.../using-game-in-teaching-vocabulary, general procedures of teaching vocabulary using game are as follows:

1. prepare a set of flashcards for each target vocabulary a large piece of paper on the wall for each group to stick their work later.
2. ask the group to match the flashcards
3. give the key to each group so they can peer-check the other group’s work.

f. Theoretical Framework

Vocabulary a set of word that can be used for communication and that individual speaker might use with their meaning. Teaching vocabulary is teaching the students to know basic vocabulary. Media are tools or things used to store and deliver information or data. Game is one of media that can be used by teacher in teaching English. Game
is one of media that can be used by teacher to raise the students’ interest in learning English. Teaching vocabulary using game of observation and memorization can make the students active and interested in joining the teaching-learning process.

The goal of this research is to describe the process of teaching-learning vocabulary, to identify the problem faced by teacher and to classify the strategies implemented by teacher to solve the problem.

B. Research Method

1. Type of the Research

In this research, the writer describes teaching-learning vocabulary at fourth year using game of observation and memorization. First, the researcher interviews English teacher about process of teaching-learning vocabulary and media used by English teacher in the class. Then the researcher joined the class to observe the process of teaching-learning vocabulary. The researcher described the activities in the class from first day until third day.

2. Subject of the Study

The subject of the study is the English teacher and the fourth year students of SDN 2 Sendang Wonogiri.

3. Object of the Study

The object of the study is the implementation of teaching English using game and memorization to the fourth year students of SDN 2 Sendang Wonogiri.
4. Data and Data Source

In this research, there are two kinds of data, namely primary data and secondary data. The primary data are taken from event, document, and informant. The secondary data are taken from books related to the problem and also from the teachers.

5. Method of Collecting Data

There are many methods of collecting data. First, the researcher observe the process of teaching-learning vocabulary to the fourth year of SDN 2 Sendang. Second, the researcher interview with the English teacher of SDN 2 Sendang Wonogiri and document.

6. Technique for Analyzing Data

In analyzing the data, the writer does the following steps. First, the writer summarizing the data, event, or situation of SDN 2 Sendang Wonogiri. Second, the writer collecting data from observation in SDN 2 Sendang Wonogiri. Third, the writer describing the implementation of teaching vocabulary at the fourth year of SDN 2 Sendang Wonogiri. Then, the writer describing the data analysis. The last technique for analyzing data, the writer drawing conclusion based on the result of data analysis.

C. Research Finding and Discussion

1. Description of research Location

a. Description of SDN 2 Sendang Wonogiri
SDN 2 Sendang Wonogiri is an elementary school located on Jalan Wonogiri-Praci Kode Pos 57651. It is lead by Mrs. Tri Wahyuningsih as the headmaster. This school has 13 teachers and 4 employees. The total number of the students is 78 students that are divided into six classes. This school use curriculum based on *Kurikulum Tingkat Satuan Pendidikan (KTSP)*.

b. The English Teacher

The English teacher of SDN 2 Sendang Wonogiri is Mrs. E.S. She becomes the English teacher in this elementary school since 2005. She is studying at Widyadharma University. She is taking an English in Teacher Training and Education Faculty. She starts her occupation as teacher at PAUD Permata Wonogiri in 2004. Then she becomes a teacher at SDN 2 Sendang Wonogiri and as English teacher at SDN Keron, Wonogiri in 2005. She becomes English teacher at SDN 4 Wonogiri in 2009 until 2010.

2. Research Finding

a. The Process of Teaching-learning Vocabulary

Based on the in the classroom, the process of teaching-learning vocabulary at the fourth year of SDN 2 Sendang Wonogiri can be divided into seven steps, opening the class, explanation, consultation, practice, presentation, evaluation, and closing the class. Each meeting of teaching English at the fourth year at SDN 2 Sendang Wonogiri consists of 2 X 35 minutes. The teacher always uses similar steps in every meeting.
1. The Goal of Teaching Vocabulary Using Game of Observation and Memorization

The Goal of Teaching Vocabulary Using Game of Observation and Memorization is to develop vocabulary mastery of the students. The writer knows that the objectives of the teaching vocabulary using game of observation and memorization in elementary school especially at the fourth year students are to improve and develop students’ mastery. If the vocabulary can be mastered well, the students will do their test or final exam easily.

2. Material for Teaching Vocabulary

The material should be appropriate with syllabus. It must be able to develop the students’ competence and knowledge. It has very important role in the teaching-learning process. The materials should help the students understand the lesson easily. The role of material is so dominant because it supports the teaching-learning process in the classroom. The teacher cannot teach without material. Based on the writer’s observation in the fourth year students of SDN 2 Sendang Wonogiri, the material for teaching vocabulary is based on the topic in textbook. The textbook that is used by teacher is *Active and Interactive English,*
as well as Lembar Kerja Siswa (LKS), which is based on the KTSP.

3. Classroom Activity
   Based on the observation the writer concludes that the teacher always uses similar steps in teaching-learning process. There are seven steps of teaching-learning process of vocabulary. They are opening the class, explanation, consultation, practice, presentation, evaluation, and closing.

b. Problem Faced by the Teacher

1. The problem in teaching-learning Process
   As the young learners, the students at the fourth year have different motivation in following the teaching-learning process. The teacher orders the students to use basic English in their dialogue every Friday. But, they do not want to try that. The students are not responsive to study, they have learned and played at the same time. So, it disturbs other students because the classroom are noisy.

2. The Problem Solving Applied by the Teacher
   a. The Problem Solving in Teaching-learning Process
      To solve the problem about the differences motivation of the students, the teacher is giving advices and motivation about their importance learning vocabulary early. The teacher also collaborates the teaching-learning process with game, it
has purpose to make students fell interested in learning vocabulary, so they are not feel boring. The teacher must be calm, ask students to open the dictionary, and she is teaching one by one from the easy material.

b. Problem Solving in Vocabulary

The teacher solves the problems by making a group, every group consists of two persons, they must read the word and the partner must give the meaning. The teacher also asks the students to open their dictionary when they do not understand the meaning.

D. Conclusion

The process of teaching-learning vocabulary using game of observation and memorization at the fourth year of SDN 2 Sendang Wonogiri consists of opening the class, explanation, consultation, practice, presentation, evaluation, and closing the class. The goals of teaching vocabulary using game of observation and memorization at the fourth year students are to improve and develop students’ mastery of teaching vocabulary. The problems faced by the teacher in teaching vocabulary using game of observation and memorization at the fourth year of SDN 2 Sendang Wonogiri are different motivation and ability of the students. The problems solving applied by teacher in teaching vocabulary using game of observation and memorization at the fourth year are creating a good relationship between the teacher and students.
The teacher is giving advices and motivations about their importance learning vocabulary early. The teacher collaborates the teaching-learning process with game and must be calm to teach one by one from easy material.

E. Suggestion

The writer presents some suggestions for the teacher, students, and school.

1. The teacher should use different technique in teaching vocabulary using media game and must have spirit to teach English material in elementary school.

2. The students must study hard to master vocabulary as the basic element of the language skill, must pay attention when the teacher explained the materials, and all of students must active to follow the teaching-learning process. In fact, just some students are actively in teaching-learning process.

3. The school should enrich the facilities to support the English teaching-learning process and make the English teacher enthusiastic to teach the English material.
REFERENCE


