

**ADAPTING TAKE HIM OUT GAME IN TEACHING
ENGLISH VOCABULARY AT JUNIOR HIGH SCHOOL STUDENTS**

PAPER

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ABSTRAK

Utami, Fitria Dian 2006: “Using Take Him Out Game to Improve Student’s English Vocabulary at Junior High School Students” Makalah: Pendidikan Bahasa Inggris FBS. Universitas Negeri Padang

Kemampuan seseorang dalam menggunakan bahasa Inggris sebagai alat komunikasi lisan dan tulisan ditentukan oleh penguasaan kosakata bahasa Inggris mereka. Dilihat dari kondisi belajar bahasa Inggris di sekolah-sekolah saat ini, siswa tidak mengerti apa yang dijelaskan oleh guru dalam bahasa Inggris, karena kurangnya penguasaan kosakata bahasa Inggris mereka. Hal ini menyebabkan siswa mengalami kesulitan mengungkapkan gagasan dalam bahasa Inggris, mengenali kata-kata yang digunakan dalam listening, memahami sebuah wacana bahasa Inggris, dan menyusun sebuah tulisan dalam bahasa Inggris.

Salah satu cara untuk mengatasi masalah penguasaan kosa kata dapat dilakukan melalui permainan. Penggunaan permainan dalam pembelajaran bahasa Inggris sangatlah efektif. Permainan *Take Him Out* dapat digunakan untuk mengembangkan penguasaan kosakata bahasa Inggris siswa SMP sehingga tujuan pembelajaran bahasa Inggris sebagai alat komunikasi lisan dan tulisan dapat tercapai dengan optimal. Seperti namanya, *Take Him Out* diambil dari sebuah acara televisi yang sangat dikenal sebagai acara perjodohan (mencari pasangan). Sementara dalam makalah ini teknik ini ditampilkan dalam bentuk permainan kata dan kartu gambar yang akan dicocokkan sesuai dengan maknanya. Permainan ini dilakukan dalam dua kelompok. Siswa diminta untuk mencocokkan gambar dan makna yang ada.

Teknik ini bermanfaat dalam merangsang siswa SMP secara aktif untuk bekerja sama dengan kelompok dan bersaing dengan kelompok lain, membangun pola pikir, dan memperkaya kosakata siswa. Karena siswa akan banyak menghafal dan mengetahui kosakata dalam bahasa Inggris melalui kegiatan ini.

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The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is the important base of the language. Vocabulary affects not only reading skill but also speaking, listening, and writing. In speaking, the words that someone choose affects how well he/she understands, how well the impression he/she makes and how people react to her or him. In listening, vocabulary influences how much someone understands in class lectures, speeches, and class discussion. In writing, vocabulary determines how clearly and accurately someone can express his/her ideas to other. A good vocabulary and ability to use words correctly and effectively can help the students in mastering English.

Mastering vocabulary is the ability to get or to receive a lot of words and also the student know how to pronounce the words. By having and mastering vocabulary we will know the meaning of message in the communication. By mastering vocabulary, the students are helped to avoid making mistakes in understanding. However teaching English vocabulary at junior high school students is not easy to do. The teachers in the school are often confused to start to teach, because the teacher did not know how to make the class fun in learning English. This situation will make the students think that English is difficult subject. The students also have lost all enthusiasm for study.

Based on the writer's experience when teaching practiced at school, there are some students in the school who still confuse and difficult to learning English. This problem happened because the students do not have enough vocabulary for learning English, such as listening, speaking, reading, and writing. Students also difficult to understand what the teacher says in English. In the process of learning English, the teachers often get difficult to achieve the students' basic competence. It causes the students have less vocabulary, and make the students difficult to understand a meaning of the words. When the students get this situation, the teacher asks the students to find the meaning of the words in the dictionary or the teacher tells to the students what the meaning of that words.

Base on the writer opinion, the ways that the teacher does not well in teaching vocabulary. The teacher asks the students to open the dictionary and find the meaning of the words. In fact, only some students who have dictionary and other students who have no the dictionary, they will make noisy in the class. For the students who have dictionary, they will depend on a dictionary but the students not understand about the word. If the students do not understand about the meaning of the word, the students often wait to the meaning of the words from the teacher, and finally the teacher will tell about the meaning of the word. This condition will make the students not active in language learning.

From the writer's observation at school, actually the students realize the importance of vocabulary when learning language, but most of students passive due to several factors. First, the students confused about the teacher's explanation. For meaning, definition, pronunciation, spelling and a grammatical

function are boring. Second, the students only think of vocabulary learning as knowing the primary meaning of the new words. Third, the students usually only acquire new vocabulary through new words in their textbooks or when given by teacher during classroom lessons. Forth, many students do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already know the word, but the students may not able to use that word properly in different context or pronounce it correctly.

If the condition above continues, it will give negative impact for the students. Such as (a) the students cannot develop their thinking ability, (b) the student does not have critical thinking, and (c) the students will have less learning interest. Generally, the students often get bored when the teacher explains the new vocabulary. In other word, the students are not interested and motivated to learn the new vocabulary. It can be caused by the technique and the media of teaching vocabulary by the teacher that are not interesting, or the students less opportunity to improve their vocabulary.

Besides that, in Indonesia curriculum, *Kurikulum Tingkat Satuan Pendidikan* (KTSP 2006) that is orientated to competence, it means the students should have specific competence and skills, also the students should be master four skills in learning English and specific competences as a result of learning process in the school, especially in learning vocabulary. In *KTSP 2006* stated that the scope in learning English at junior high school involve some competence, one of them is linguistic competence about using grammar, vocabulary, phonetic, etc. The teacher can choose the appropriate technique to make the students enjoy in

learning English vocabulary in the class and create the interesting activities, especially to develop the students' English vocabulary. It is expected that the technique can increase the students' motivation in learning English.

Therefore, learning English vocabulary should be fun, interactive and exciting. Using the game in a learning environment will change the dynamic of the class. To be more exciting and interactive a teacher can make the learning environment, the more teacher tries to introduce games and activities. A teacher should be creative to lead the children in learning through the interesting games and also the teacher has to know the important role that must be done to motivate the students in play the game.

Teaching English vocabulary at junior high school students through the game will develop the students' English vocabulary. Junior high school students have ages between 12-15 years old. In this age, the students love to play the games in learning. The students need movement to satisfy their kinesthetic learning style. Games are suitable for young learners. And the students can develop their vocabulary while playing the game.

The reason why the teacher chooses the games to teach English vocabulary, because learning English by using games allow the students to: work-cooperatively, compete with each other, think in a different way, compare and share knowledge, learn from others, and learn from mistakes.

On the other hand, Lewis (1999) explains that the pedagogical value of games in language learning at junior high school level has been well documented. Games also create the circumstances for meaningful repetition.

Furthermore, the ‘same’ game can be played many times yet never produce identical outcomes. Needless to say, games also ensure that the players interact with each other, and this interaction is usually played out in language. It is not surprising therefore that game is so popular with children; games involve both cooperation and competition.

Games in language learning are a healthy challenge to a student’s analytical thought. The rules of the game set clear limits within which the student’s natural decision-making processes must function. However, even in such cases, students are required to make individual choices based on specific language criteria which form part of the rules of the game. The key to a successful game in language learning is that these rules are clear and the ultimate goal is well defined.

Then, the writer finds the idea of game from the television dating program that is Take Him Out program. Take Him Out program tells about a woman who finds out a man. Based on the program, the writer creates the game that can be used in teaching and to develop the students’ vocabulary at junior high school. The name of the game is *Take Him Out* game. Aspects in this game are same with the program in television. Contestants in the Take Him Out program will be changed become cards in *Take Him Out* game, and the audience in Take Him Out program that have a role in election of suitable partner and in *Take Him Out* game, audience will be changed with his/her friends in group that will help their friend to choose the meaning of the picture card and stick beside the meaning on the whiteboard.

The method of *Take Him Out* game is the students have to find the meaning of the words on the whiteboard with the picture cards that measure 15 cm x 15 cm and put into the box. This game used in teaching English vocabulary, because this game consists of some words and also the meaning of the words that helped by using pictures. The students can know the meaning of the words after they see the pictures, until the students can develop their vocabulary and apply the words in other skills. The reasons why the teacher use *Take Him Out* game in the vocabulary class, because this game also helps teacher creates an exciting and competitive learning environment in the classroom, enriching students' vocabulary and stimulate the students' interest in learning English vocabulary. In this paper, the writer will discuss a technique to develop and enrich the junior high school students' vocabularies by using *Take Him Out* game.

B. Limitation of the Problem

There are some techniques that used in teaching vocabulary such as using media, singing, and game. The teacher can choose one of them to develop the students' English vocabulary. The games that can teacher use likes jumbled words, word brainstorming, chain word, and take him out. Dealing with the problem above, in this paper, the writer tries to give a medium that is by using *Take Him Out* game to improve students' English vocabulary at junior high school students. Implementing this technique in teaching vocabulary can enhance the students' English vocabulary little by little and motivate their interest in English.

C. Formulation of the Problem

Based on the explanation above, the writer formulates the problem as follow: “How could a teacher develop and enrich the students’ English vocabulary through adapting Take Him Out game at junior high school students?”

D. The Purpose of the Paper

The aim of this paper is to discuss/propose the use of *Take Him Out* game as an alternative to increase the students’ vocabulary. Using *Take Him Out* game, the teaching process can be fun and interesting.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Vocabulary

Vocabulary is one of the basic elements in studying a language and it is very necessary to be known. Vocabulary is also an important aspect in learning English, because it is related to other English skills. Vocabulary is defined by many experts.

Nation (1981) says that vocabulary is a group of words. Nunan (1987:117) proposes that in the early stage of learning and using a second or foreign language, one is better served by vocabulary than grammar. Before stepping forward to other language skills such as listening, speaking, reading, and writing, one should learn vocabulary first, because without an extensive vocabulary, we will be unable to use the structure and function.

Henning and Rossenweight (1975) explained that vocabulary must be concerned as a center element in language from the first step. Basically vocabulary is all that words used in a certain language. Brown (1994:365) also stated that vocabulary can be defined as the total number of words an individual knows. Besides that Linse (2005:121) says that vocabulary is the collection of words that an individual knows. On the other hand, vocabulary is important in understanding what is being read. A reader should know what word in a sentence means.

Based on several authors of linguist view mentioned above, a simple conclusion can be drawn about vocabulary. Vocabulary means that, talking a number of words which is used by people in context in language with the meaning. So, vocabulary should be known by students in order to know the meaning of new word. And it is an important element of a language that must be mastered by learners.

B. Types of Vocabulary

According to Aeborsold and Field (1977) classified vocabulary into two terms, they are:

- a. Active vocabulary is the word that can be use appropriately by people in speaking or writing. It also called as productive vocabulary and it is more difficult to practice. It means that, to use it the students must know how to pronounce it well. Beside that the students must know and able to use grammar of the language.
- b. Passive vocabulary is the word that can be recognized, use, and usually found in reading or listening. It also called as receptive vocabulary.

Lehr, Osborn, and Hiebert (2007) stated that vocabulary comes into two forms, receptive vocabulary, and productive vocabulary. Receptive vocabulary is knowing a word that be able to recognize it when it is heard or when it seen. Productive vocabulary is a word that used to speaking and writing. In addition, Lehr, Osborn, and Hiebert (2007) also stated that vocabulary can be classified into two

kinds of vocabulary, oral vocabulary and print vocabulary. Oral vocabulary is the word that recognizes and use in listening and speaking. Print vocabulary is the word that use in reading and writing.

Based on several authors above, the writer concludes that their ideas use different terms in classifying the vocabulary. But they are almost the same in principles. Their classification about types of vocabulary is based on speaking and writing. In speaking, the types of vocabularies can be understand when some one hears a word, and writing, the types of vocabularies can be determined how clearly and accurately someone can express her/his idea.

C. Teaching Vocabulary

In teaching and learning a foreign language, teaching vocabulary takes an essential part when we start to learn the second language. Based on the curriculum of junior high school, teaching vocabulary is not having been free from the mastery of the skills; listening, reading, speaking, and writing. In English teaching at junior high school, before the teacher teaches a new subject or topic, the teacher should prepare the students with the vocabulary. The students will get new vocabulary from the teacher based on the new subject that their will learn that day.

Likewise, the relation between vocabulary and language learning at junior high school is that vocabulary has very important function and role from the four skills in English learning. For example in reading comprehension, vocabulary has

important role to make the students understand about the text and the meaning in short functional text, so the students can response or answer what that the teacher says.

In teaching vocabulary, the teacher needs to consider some ways. Wilkins in Diah (1972) states that teacher should teach more simple vocabulary before the more complex, the most useful before rarer, and the regular before the irregular. In addition, Lee in Diah (1974) says that situation that brings a foreign language to live in the classroom is provided by gesture, picture, and dramatization, interesting spoken and written game. It means that teacher should have innovative teaching technique in teaching vocabulary in order to make the students interested in learning English. The teacher needs to use media to help the students adopt the words, because to support the beginners in learning English vocabulary must be exposed to concrete reference subject of events that can be seen, heard, or felt, while the language is being used.

Games as teaching aids are needed to help the student's understanding and to develop the effectiveness in the communication between teacher and students in the teaching and learning process. It is also used to stimulate the students' motivation and student's interest to the lesson. Moras (2001) suggest that we must use good techniques in teaching English, especially in teaching vocabulary, because it can develop the motivation of students to study hard and besides that the students will not be bored. By using game for teaching English vocabulary, the students in junior high school have the competence in learning English vocabulary that is the students

able to develop new words in English and also the students able to pronounce the word. With the result, the students can master the skills in learning English.

D. Take Him Out Game

Based on FremantleMedia (2009) explains that Take Him Out is a dating show in Indosiar, and the other form of Take Me Out dating show. Marie (2011) explains that Take Me Out is a popular dating game show screened in the UK and Ireland, with the aim of fixing up a dream date. The show is very popular in the UK. The format of the Take Me Out program features one guy who has to impress 30 women during three rounds. The first round takes places when the man emerges to the women and audience to music from his selected song. If the girls do not fancy him they can turn their lights off. The second round features a video clip with the guy's friends and family talking about him. While this is playing the 30 girls have the option of turning their lights off. The final round features the guy performing a routine to try and impress the last remaining girls. If any of the girls keep their lights on the guy gets to choose two final girls for the last round. He asks these two girls a question and then picks the one he fancies the most to go to Tenerife with him.

Take Him Out program shows as long as 3 hours. This program very amuse, funny and attractive. Take Him Out program almost the same of the Take Me Out, but the opposite with Take Me Out is in prepares the contestants. Take Me Out prepares thirty women behind the podium that will choose and chosen by a man. But

in Take Him Out program prepares thirty men behind the podium that will choose and chosen by a woman. There are thirty single men behind Take Him Out's podium set and seven single women. The women one by one will introduce themselves on the stage.

Take Him Out program prepares the contestants are the men from different background profession, different character and also different type of women. Then Take Him Out program also prepares the women contestants who have prepared themselves to meet some men. The women not only beautiful, they are also independent and of course diligent. These beautiful women have the right to make decision. The women may not to choose the men and come back without partner.

Based on the Take Him Out program on the television, the writer adapted a game that have the same name and same aspects with the program that is *Take Him Out* game. The writer takes the name and some aspects of the game from that program, because the junior high school students know about the program, that is dating program that very popular in Indonesia. Junior high school students have ages between 12-15 year old, where the students in puberty period. In this period, the students love to watch all of dating programs on the television or whatever that has related to the dating programs. And Take Him Out program is one of the programs dating on the television that the students love.

From the explanation of the game above, it is clear that activities in the *Take Him Out* game almost the same with Take Him Out program on television. But

the different with them are in Take Him Out program on television, the people who find the partner. But in *Take Him Out* game, the picture cards in the box will find their meaning on the whiteboard with the students' helped. On the other words, in Take Him Out program the men and women will be changed with some picture cards in a box and the Indonesia meaning on the whiteboard.

E. Using Take Him Out Game in Teaching Vocabulary

The use of *Take Him Out* game are to help the students: (1) to develop the students' background knowledge, because the students have known about Take Him Out program and the students try to think the relation between the television programs with the game, (2) to enrich or develop the students English vocabulary, (3) to make the students easier in memorize the vocabulary because the picture cards have the English word under the pictures and the students also get the meaning of the word on the whiteboard, (4) to learn about work cooperative and compete with other groups, (5) after the students put the picture cards beside their meaning on the whiteboard, the teacher correct the students work and the last, the teacher teach how to pronounce the words and ask the students to repeat after the teacher. This activity have the purpose so that the students know the pronunciation of the new words.