

**Using Mystery PI: The Lottery Ticket Game to Enrich
Vocabulary of Elementary School Students**

(Paper)



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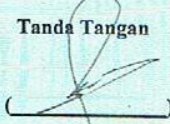
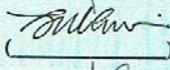

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USING MYSTERY PI: THE LOTTERY TICKET GAME TO ENRICH
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ABSTRAK

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Vocabulary adalah salah satu hal penting dalam bahasa, terlebih lagi jika bahasa asli berbeda dengan bahasa target. Tentunya dibutuhkan pengetahuan tentang *vocabulary* bahasa asli terhadap *vocabulary* bahasa target. Pengajaran *vocabulary* hendaknya menggunakan media yang menarik bagi siswa. Namun, pengajaran *vocabulary* di sekolah dasar pada saat ini adalah guru mencatatkan *vocabulary* tersebut beserta terjemahannya di papan tulis dan siswa menyalin di buku mereka. Hal ini tentunya tidak cukup untuk memperkaya *vocabulary* siswa.

Makalah ini membahas tentang penggunaan game yang dapat membantu siswa dalam memperkaya *vocabulary*. Salah satu *game* yang dapat digunakan adalah Mystery PI: The Lottery Ticket *game*. *Game* ini adalah suatu permainan edukatif yang dapat menstimulasi siswa sekolah dasar dalam menemukan benda-benda yang diminta. Dalam *game* ini ada beberapa tempat berbeda seperti library, toy store, firehall dan lain-lain dengan benda-benda yang berbeda. Siswa diharuskan menemukan benda-benda yang diminta dari banyaknya benda yang disediakan. Penerapan *game* ini disajikan langsung menggunakan komputer atau laptop kepada siswa, dan juga dalam bentuk *printed*. Melalui *game* ini, siswa akan memperkaya *vocabulary* benda mereka, karena kosakata benda yang dihadirkan disertai dengan gambar nya. Sehingga dapat disimpulkan bahwa Mystery PI: the lottery ticket *game* dapat digunakan untuk meningkatkan *vocabulary* yang dimiliki siswa.

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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Vocabulary is central to language. Without a sufficient vocabulary, one cannot communicate effectively or express ideas. Fluently, having a limited vocabulary is also a barrier that prevents students from learning a foreign language. If learners do not know how to expand their vocabulary, they gradually lose interest in learning. Limited vocabulary affects students' success in skills and made them difficult to pass the required English courses.

Vocabulary is necessary for children's success in their future. Many people believe that the earlier children start to learn vocabulary, the easier they master English skills. This has become a central attention of most English teacher for beginner level, mostly at elementary school.

Elementary school students are young learners. They should not be taught English in the same way as adults. They have their own characteristic. According to Scott A. W and Ytreberg (1990:2-3), the understanding of them comes through hands, eyes and ears. They are very logical. They have a very short attention and concentration span. They are enthusiastic and positive about learning. They have definite views about what they like and don't like doing. They have developed sense of fairness about what happen in the classroom and begin to question the teacher's decision. They are able to work with others and learn from others. They love to play and learn best when they are enjoying themselves. These

characteristics have to be a consideration by the teacher to teach children in an appropriate way.

Many students are bored in learning English because they do not understand the vocabulary. Piaget in Brown (1994: 91) says that children in elementary school are still in concrete - operational stage. It means that their focus is on playing and cannot think about abstract things yet. Rules, explanations, and approaches must be considered with extreme caution. Children may grow their positive feeling to learn English if the first time they are taught English is pleasant, but if their first experience of learning English is unpleasant, they may grow up with negative feelings towards that language.

Teaching vocabulary is clearly more than just presenting new words. It also includes a decision that words should teach the basic of how frequent they are used by speaker of the language. The words which are most commonly used by the students should be taught first. Nation in Linse (2005: 122) says that by teaching young learners useful words, it can facilitate vocabulary learning and teacher should also help learners to figure out the meaning of the words by teaching strategies. It means it needs a special person to teach children.

Based on writer's observation in some elementary school in Nan Sabaris, there are problems appear in elementary school students related to vocabulary. Many interviewed elementary school students acknowledged that they got difficulty in understanding the meaning of the words given. If they were given five words, for instance, only one or two words they got. When they were given one picture of an object, they did not know the name of that item in English. They

also did not know the spelling of words. If they are asked to write the word down “table”, for example, they wrote “teble”. Consequently, these affect the students’ listening, speaking, reading and writing.

In addition, the teachers still use the conventional way. They write down the words on the board then provide the translation of that words. They often introduce new words in a solemn way. Surely, students will have no interesting in studying new words.

From the facts above, teacher should be able to select the appropriate activities and strategies in teaching vocabulary which are easy to do for the language class. So that, teacher should make the learning experience enjoyable and educational. One of the best ways of doing this is through games.

Most children see their life in terms of games. They like playing games rather than studying. Teacher needs to give games as a central role in English classes. However, teacher needs to choose the appropriate games to be taught. Well chosen games are valuable because they give students a break and at the same time allow students to practice language skill. Khan in Lin (2002:1) states that teacher needs to be careful in choosing games, the timing of the game and consider how to link the games up with the syllabus, textbook or program. The games must employ meaningful and useful language in real context. They also encourage and increase cooperation.

Based on the problem above as the important part in learning English, the English’ teacher should have an ability to increase the student’s motivation in studying English. The teacher can use many famous games as media to support

students' learning English in class. We also may use variety of games in class. One game, *Mystery PI: the Lottery Ticket* game is as the alternative game to be applied in his or her classroom.

1.2. Identification of the problem

The lack of vocabulary of students is caused by two reasons, students and the teacher. Students are difficult to remember the words. They do not understand the meaning of the words. They also do not know the spelling of the words given. The other problem is also come from the teacher who doesn't use appropriate media in teaching vocabulary to students.

1.3. Limitation of the Problem

In this paper, the study is limited to the implementation or teaching procedure of using "mystery PI: the lottery ticket" in teaching vocabulary to elementary school students" to overcome vocabulary problems.

1.4. Formulation of the Problem

The problem of this paper is formulated as follow: "How is the implementation of "a Mystery PI: The Lottery Ticket" game in teaching vocabulary to elementary school students?"

1.5. Purpose of the Paper

The purpose of this paper is to give a description of implementation of an alternative game in teaching vocabulary to elementary school students called: "Mystery PI: The Lottery Ticket" game.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1. Conclusion

Mystery PI: the lottery ticket game can be carried out to teach vocabulary to elementary school students. The teacher has to complete the whole preparation in order to adapt this game to the class.

To activate background knowledge, teacher use picture. Next it is continued by playing mystery PI the lottery ticket game in laptop, which require students to point the picture and the teacher help to click on her laptop to see if it is correct or not. To make all of students are more involve in the activity, the teacher groups students and distributed the printed game. The group, who honestly, gets the higher score, collects faster win the game. As the final activity, the teacher re-emphasizes the vocabulary that just has been learnt.

Mystery PI: the lottery ticket game has several advantages. Besides it is enrich students' vocabulary, it uses attractive color, it is practical, it increases students cooperative and collaborative, it is increase students' motivation, it transforms a boring class into a challenging class, and it is reduce students' stress.

4.2. Suggestions

Through this paper the writer would like to give some suggestions for the teachers related in teaching vocabulary for elementary school students. The suggestion for the teacher as follow:

1. Teacher should make lesson plan before coming to the class.

2. Teachers should select the object in the game. Do not choose the same object to be taught many times.
3. The teacher should check the electricity, laptop, and in focus if they are in well condition.
4. The colour of the printed game must be clear.
5. Before playing the game to the students, the teacher should make sure that the students have fully understood about the instruction and the game's rule.

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