

**TEACHING VOCABULARY THROUGH “WORD JOLT” GAME  
FOR ELEMENTARY SCHOOL STUDENTS**

**Paper**

**Submitted as a partial fulfillment of the Requirements to obtain  
Strata one (S1) Degree**



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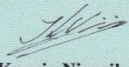
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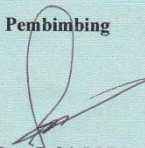
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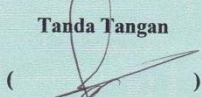
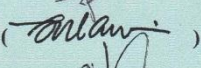

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## ABSTRAK

**Fadhli.2005. Teaching Vocabulary Through “Word Jolt” Game for Elementary School Students. Paper.** Jurusan Bahasa Inggris, Fakultas Bahasa dan Seni Universitas Negeri Padang.

*Vocabulary* merupakan bagian terpenting dalam mempelajari Bahasa Inggris. Karena tanpa *vocabulary* yang cukup, mustahil seorang siswa bisa menulis atau berbicara dalam bahasa Inggris. Mengajarkan *vocabulary* sejak dini, akan memudahkan para siswa untuk menghafal kata-kata baru.

Banyak metode yang bisa digunakan dalam mengajarkan *vocabulary* kepada siswa sekolah dasar. Salah satunya dengan menggunakan metode *game*. *Word Jolt* adalah satu *game* dalam komputer yang bisa digunakan dalam pengajaran *vocabulary*. Dalam *game* ini pada layar monitor akan muncul huruf-huruf yang berjatuhan. Lalu siswa harus menyusun huruf-huruf tersebut menjadi sebuah kata dengan cara meng-click huruf-huruf yang diinginkan. Semakin banyak huruf yang digunakan maka semakin banyak nilai yang akan didapatkan. Dalam *game* ini dibutuhkan kecepatan dalam berpikir. Ketika tumpukan huruf sudah mencapai ambang batas, maka huruf-huruf tersebut akan berserakan dan permainan berakhir.

## ACKNOWLEDGEMENTS

*Bismillahirrahmanirrahim...*

“*Alhamdulillahirrabil’alamin,*” praise to Allah the almighty, the most merciful and the most of worthy of praise who has given the writer knowledge, time, health, strength, and inspiration in completing this paper entitled “Teaching Vocabulary through Word Jolt Game for Elementary School Students ”. “*Shalawat*” and greeting may be upon the prophet Muhammad SAW.

The writer would like to express her gratitude and appreciation to his academic advisor, Yuli Tiarina, S.Pd., M.Pd., who has given him support, attention and advices during his study, and to his paper advisor, Drs. Jufri, M.Pd., who has given a great deal of guidance and valuable advice to supervise the writer in accomplishing this paper. The writer also addresses a great attitude toward Dr. Kurnia Ningsih, M.A as the head of English department and Dra. An Fauzia Rozani Syafe’i, M.A as the secretary of English department for their kindness, help and contribution in finishing this paper. A lot of thanks are also due to all lecturers and administration staff of the English Department of state university of Padang, who has given much contribution.

Above all, the writer would like to express her deepest appreciation to her beloved father (Drs. Mardinis) and mother (Suharmi, BA.) who always give their meaningful support and prayer in doing this paper. His special gratitude to his beloved wife (Septi Andriasari) who always gives motivation and prays. She also helps the writer to finish this paper. His gratitude is also given to his little boy

(Ghaisan Fadhil Alfaritsi) who gives more happiness. His gratitude is presented to his father in law (Rusman, BA.) and his mother in law (Murhani, A.Ma.) who give their support for the writer. His gratitude is presented to his sister (Mardalia, M.Si.), his brother in law (Asrizal Deri Futra, S.Si.) and his niece (Nurul Ulfa Khalisah) for their love and supports to the writer. His gratitude is also presented to his brother in laws (Adris Faizal, A.Md. and Febri jasman) and his sister in laws (Iis Riyanti and Dinda Chika Oktavianti). Finally, writer would like to say a great thank to his beloved friends (especially in Wisma Aljadid and FKPWI FBS UNP members) who always support and help her in finishing this paper.

Finally, the writer hopes that this paper can give contribution to everyone who reads it.

Padang, July 17<sup>th</sup> 2012

Fadhli

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Introducing a foreign language to children is challenging and is not as giving a toy to the crying child. It happens because children are unique in their characteristics and have a special way of learning a new thing. They acquire knowledge by asking, listening to people around them and also experienced things. Through these acquiring children develop their vocabulary.

Language is a means of communication. People can communicate with each other by using language. It brings idea, opinions, thoughts, and feelings. English is the first foreign language in Indonesia which is important to transfer and gain knowledge, science and technology, art and culture, and establish international relationship.

According to Broughton, Brumfit, Flavell, Hill and Pincas (1980:5) there are two types of motivation in foreign language learning. They are instrumental and integrative. When anyone learns a foreign language instrumentally, he needs it for operational purpose- to be able to read books in the new language, to be able to communicate with other speakers of that language. When anyone learns a foreign language for integrative purpose, he is trying to identify much more closely with a speech community which uses that language variety. It is clearly stated that language is used to communicate with each other.

In Indonesia, English is the first foreign language. It is learned from elementary school to university, even at kindergarten they have started to study English. It needs teacher skills. The teacher should be able to create an interesting method and technique in order to obtain a good result and avoid the student boredom.

Vocabulary is an important aspect in learning a foreign language. Vigosky in Thornbury ( 2007:1) says that vocabulary is a microcosm of human consciousness. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. Without a shred of doubt, the writer said that the acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledge transfer for a better life. Indisputably the chances for progress or success in any kind of fields, like computers, technology, economy, politics, tourism, and educational increase with the size and applications of vocabulary.

One of the aims of teaching English in elementary school is to enable the students to understand English words which they might find in their environment. In fact, students often find problems in learning the words. Based on Scott (2009:1) most of students in elementary school have a limited vocabulary and poor grammatically structure sentences. So it needs more teacher's attention to make the transfer of the vocabulary process easier to grasp and more fun to learn. To do this hard job, teachers are hoped to have ingenuity in teaching by using any kinds of teaching aids that already exist in their environment. One of those aids is using games. The writer chooses

games because games help and encourage many learners to sustain their interest and work. With games student can have a lot of fun and get rid off their tiresome during the lesson.

Based on the background above, the writer wants to offer the use of word jolt game in teaching vocabulary for elementary school students.

## **B. The Identification of the Problem**

Most of English students especially in Elementary school often find the difficulties in memorizing vocabulary. First, the situation in the learning process which makes them bored. Second, the teacher does not use the interesting media like computer. Third, the teacher does not involve them in learning process. So, they cannot memorize the words well.

## **C. The Limitation of Problem.**

Based on the identification of the problem above, the writer wants to focus on teacher's technique in teaching vocabulary by using fun English games. There are many fun English games that can be used in teaching speaking such as Who is She, Action Mimes, Bingo, Fizz Buzz, word jolt, Riddles, Simon Says, Who am I, and Clue Game. All of the games are interesting especially for teaching speaking. Among the English games, the problem is limited on the use of "word jolt" game in teaching vocabulary.

## **D. The Formulation of the Problem**

Based on the limitation of the problem above, the problem is formulated into this following questions "How is the procedure of using "Word jolt" game in teaching vocabulary at Elementary school?".

### **E. Significance of The Study**

There are some significance study of this paper.

1. It is hoped that this paper can be used by the teacher as consideration in finding alternative technique to teach vocabulary for Elementary school.
2. The writer hopes that this paper can be useful input for research about the effect of using game toward student's vocabulary ability for Elementary School

## **CHAPTER IV**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the discussion above, the writer finds that teaching vocabulary through “Word Jolt” game seems more effective, enjoyable and useful for students because when they learn it, they can do several interesting activities and strategies. This paper applies three stage activities. They are pre-teaching activities, whilst-activities, and post-teaching activities.

In pre-teaching stage, the teacher have to do some preparations before presenenting the lesson in the classroom. In whilst stage, the students are able to show their knowledge about the topic occupation. Then, The students do some activities related to new vocabulary based on the topic. They are motivated because they learn by using computer as a medium. And finally, they get clear conclusion about occupations’ vocabulary so that they can tell about their parents’ job.

There are some advantages of using “Word Jolt” game in teaching vocabulary. Games can make the students more relaxed in learning process. Through the game, students will assume that learning vocabulary is not a difficult thing. So that, they will easily digest each new vocabulary. It can help students to memorize vocabulary well and they will feel comfortable to learn it.

#### **B. Suggestion**

There are some suggestions for the teacher to apply this game :

- 1) It is suggested to the teacher and researcher to continue this game into action research.

- 2) Technology such as computer is appropriate medium to make students interested in learning.
- 3) In applying this game, the class will be noisy. So, the teacher must be able to control the class and time. In teaching, we have limited time. It is better if this game takes one meeting or about 2x45 minutes.

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**Silabus Mata Pelajaran Bahasa Inggris**  
**Kelas VI, Semester 2**

<b>STANDAR KOMPETENSI</b>	<b>KOMPETENSI DASAR</b>
<p><b>Mendengarkan</b> 5. Memahami instruksi dan informasi sangat sederhana baik dengan tindakan maupun bahasa dalam konteks sekitar peserta didik</p>	<p>5.1 Merespon instruksi dan informasi sangat sederhana baik dengan tindakan maupun bahasa secara berterima di dalam dan luar kelas 5.2 Merespon instruksi dan informasi sangat sederhana baik dengan tindakan maupun bahasa secara berterima dalam berbagai permainan 5.3 Memahami cerita lisan sangat sederhana dengan bantuan gambar</p>
<p><b>Berbicara</b> 6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekitar peserta didik</p>	<p>6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk 6.2 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang, dan memberi barang 6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: mengungkapkan perasaan, merespon ungkapan, mengungkapkan keraguan, menanyakan, dan meminta kejelasan 6.4 Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: <i>Would you please ...</i> dan <i>May I....</i></p>
<p><b>Membaca</b> 7. Memahami teks fungsional pendek dan deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik</p>	<p>7.1 Membaca nyaring teks fungsional pendek sangat sederhana dengan ucapan dan intonasi yang tepat dan berterima 7.2 Memahami teks deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik 7.3 Memahami teks naratif bergambar sangat sederhana</p>
<p><b>Menulis</b> 8. Menulis teks fungsional pendek sangat sederhana dalam konteks sekitar</p>	<p>8.1 Menulis teks fungsional pendek sangat sederhana secara berterima dalam konteks sekitar peserta didik 8.2 Menulis kartu-kartu ucapan sederhana secara berterima</p>