

**USING THE COLLABORATION OF CATEGORIZING INDEX CARD
GAMES AND JUMBLE WORDS TO INCREASE THE VOCABULARY OF
JUNIOR HIGH SCHOOL STUDENTS**

PAPER

*Submitted as a Partial Fulfillment as the Requirements
for the Strata One (S1) degree*



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Universitas Negeri Padang

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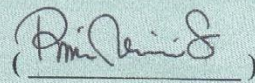
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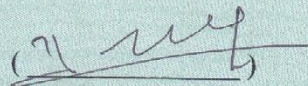
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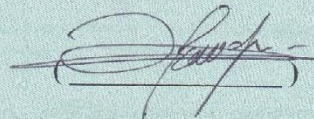
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ABSTRAK

Armanes, Fernandia Keshia . 2012. "Using Collaboration of Categorizing Index Card Games and Jumble words to increase Vocabulary for Junior High School Students," *unpublished paper*. English Department of FBS UNP

Di dalam makalah ini penulis memaparkan salah satu cara meningkatkan kosakata pada anak – anak dengan permainan the collaboration of categorizing index card games dengan jumble words yang mana guru akan membagi siswanya dalam beberapa kelompok. Setipa kelompok yang sudah dibagi harus mempunyai seorang pemberi petunjuk yang tugasnya memberikan petunjuk kepada anggota kelompoknya agar kata tersebut dapat ditebak dengan benar. Untuk mempermudah dalam pemberian petunjuk kepada kelompoknya guru harus membagi lagi satu kelompok yang bertugas menyusun susunan kata yang akan menjadi sebuah kalimat dan ini akan menjadi petunjuk yang akan dibacakan oleh pemberi petunjuk kepada anggotanya. Kelompok yang banyak menebak dengan benar maka kelompok tersebut akan menjadi pemenang.

Ada beberapa keuntungan dari permainan ini antara lain : dapat meningkatkan kerja sama antara setiap anggota dari sebuah tim. Kemudian permainan ini dapat melatih kemampuan tata bahasa dan kemampuan berbicara. Dan yang terakhir index card games merupakan sebuah permainan kartu yang menyenangkan dalam ruang lingkup kosa kata yang dapat diterapkan di sebuah kelas yang berkapasitas kecil maupun besar.

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The writer

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CHAPTER I INTRODUCTION

A. Background of the problem

The curriculum that is used in elementary school, junior high school, and senior high school is KTSP (the *school based – curriculum*). According to Mulyasa (2006: 44) “KTSP is an operational curriculum which is developed by every unit of education and also this is a basis and guidance for educator to develop education (knowledge, skill and attitude) in all grades and strip of education especially at school education strip”, KTSP is developed based on the condition of the unit of potential, and characteristics and social culture of citizen and students. School is a unit of education that is claimed to develop the strategy, determine priority and also it controls the enableness as the school’s potential and neighborhood.

The goals of this curriculum for students of junior high school are to make the students achieve the functional level. It means that they communicate by oral and written form in their daily life. In another word, the students apply all the material which has been learnt at school in their daily life. The next goal is to make the students have consciousness about the usefulness of English in increasing competitiveness in this globalization era. Finally, it is expected that they have ability in developing of understanding the relationship between language and culture.

However the implementation of this curriculum arise a problem. This curriculum asks the students to have ability in communicative levels. It means

that the students have to produce and create their ideas as well as possible. Thus in this situation the students must have many vocabularies to support their ideas. In fact the students find some problems in dealing with vocabulary.

Some students have difficulty in reading skill because of the lack of vocabulary. In fact vocabulary is one of the important things in reading skill. Most of the students continue their reading when they find some new words in the text. They think that they will understand the text even though they skip some new words that they do not understand. This way is good to save the time in reading the text. But sometimes these words are the key in the text. So the students will not catch the idea of the text. From this situation the students should use the dictionary to search the new words that are found in the text. This way can spend a little time in searching the new words in the dictionary. But it can be better for students to do this way because they not only know and understand the meaning those words but also can increase their vocabulary literacy in their mind.

According to one of English teachers at SMP in Padang, the students have lack of vocabulary because of their memory. They always forget new words that they find in listening or reading. They have problem in memorizing the new words. If the teacher asks them to say the meaning of the new word that they have been found, they try to be silent or they will say “I am sorry miss, I forget it”.

The next problem is about time. The teacher has lack of time to do some activities in establishing the students' vocabulary such as giving a game. The teachers prefer to explain the materials rather than to give the activity in establishing the students' vocabulary because explaining the materials spend much time. Then the teacher does not have much time in doing that.

The final problem is that the teacher tend to focus on the students' worksheet. In their worksheet, there are list of vocabulary translated into Indonesia in the beginning of every chapter. Sometimes the lists of vocabulary are not relevant with the reading text that appears after the list. Moreover there are only a few exercises on vocabulary in every chapter. In addition, since the teacher focus only on the worksheet, the students get bored down easily and do not have a good motivation in learning English in general and learning vocabulary specifically.

Based on these situations the students' ability in speaking or writing is low because of the lack of vocabulary. They have difficulty in producing the word or sentence. They just imitate the sentence or the word in their textbook, or they try to write the word or sentence by using Indonesian language if they do not know the word or sentence.

The effect of these condition make the students will be passive students. They cannot produce English well. In fact they try to be silent in speaking English and have lack of ideas in writing English or they just learn English without understanding in using it. In addition they will feel bored easily in learning English. In their mind, they think that English should be a

material that can bring them in a new part such as knowing many cultures in many countries in the world, seeing many historical building in the world, or just watching video or listening to the record how they pronounce English fluently by native speaker. Because of that, teachers should have an interesting way to teach English especially vocabulary that can make the students study English enjoyable. And also make the students love English.

There are many ways in increasing the vocabulary at junior high school. According to Brewster (2002: 90), there are some techniques in teaching vocabulary such as using objects, using illustrations and pictures, repetition, using mime, expression and gestures, guessing from the text, practicing and checking vocabulary. Games and games – like activities can also be a useful medium for teaching foreign language. Instead of having fun, children also learn a new language (Fauziati, 2008: 168). It means games will give a good contribution in increasing the students' vocabulary.

Based on the explanation above, the writer is interested in presenting one technique in increasing vocabulary by using the combination index card games and jumble words.

B. Limitation of the problem

Topic in this paper is limited on the collaboration between index card games and jumble words to teach vocabulary at junior high school.

C. Formulation of the problem

The problem of this paper is limited into following question:

How can the collaboration between categorizing index card games and jumble words be used in increasing vocabulary of junior high school students?

D. The purpose of the paper

The purpose of this paper is to explain how to use combining of the categorizing index card games and jumble words to increase vocabulary of junior high school students. It is expected that the students can increase their vocabulary by using the collaboration of the categorizing index card games and jumble words.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

The problem in increasing the vocabulary in junior high school may be caused by some factors that come from both teacher and students. The teacher has lack of time to do some activities in increasing the students' vocabulary. Then the students' memory is problematic. They forget the new words that they find in reading and listening. And the last factor is the students' worksheet. There is a list of vocabulary in the beginning of every chapter but it is not relevant with reading text. Therefore, there is no relation the vocabulary list with reading section in the students' worksheet.

Based on the discussion above, the teachers can use suitable approaches in increasing vocabulary to junior high school students. Then the teachers can apply the methods or strategies based on the curriculum, students' level, and students' need. One of the strategies is by using collaboration of categorizing index card games and jumble words in increasing vocabulary of junior high school students.

Increasing vocabulary by using the collaboration between categorizing index card games and jumble words can help the students in increasing the vocabulary because of the fun and enjoyable games that is offered by these games. And also it can create the students' cooperation in doing something in team. And the last point is to help students practice both grammar and speaking in one activity.

B. Suggestion

In this paper, the writer suggests for English teachers to use the collaboration of categorizing index card games and jumble words in increasing the vocabulary to junior high school students. The suggestions are:

1. For students who do not involve in guessing the categorizing index card, the teacher give the chance to them to guess the words in order to avoid the noise and this way can create competition among the teams.
2. These games are for the junior high school students, so the writer suggests giving them the simple sentence in jumble words. In other words, the teacher avoids the complex sentence.
3. To make more challenged among the teams, the teacher gives the instructions for each team that every member will be the clue – giver in a team. So the card will distribute to another member if that member is successful in giving the clue by her or himself and his or her friend is successful in guessing the words. In other word, this suggestion is suitable for the advance students' ability. Because they should create their own words to make the clue.

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