

**USING “DRAW THE TEACHER” GAME IN TEACHING VOCABULARY
FOR ELEMENTARY SCHOOL STUDENTS**

PAPER

Submitted as Partial Fulfillment for Getting Strata One (S₁)



By

RESTI JUNI ASTUTI

01619/2008

Advisor:

YULI TIARINA, M. Pd

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ART
PADANG STATE UNIVERSITY
2013**

HALAMAN PENGESAHAN

MAKALAH

Judul: Using *"Draw the Teacher" Game in Teaching Vocabulary for Elementary School Students*

Nama : Resti Juni Astuti
TM/NIM : 2008/01619
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 22 Januari 2013

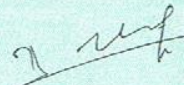
Disetujui oleh:

Ketua Jurusan,



Dr. Kurnia Ningsih, M.A.
NIP 19540626 198203 2 001

Pembimbing,



Yuli Tiarina, M.Pd.
NIP 19770720 200212 2 002

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

*Dinyatakan Lulus Setelah Mempertahankan Makalah di Depan Tim Penguji
Program Studi Pendidikan Bahasa Inggris
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang*

**USING "DRAW THE TEACHER" GAME IN TEACHING VOCABULARY
FOR ELEMENTARY SCHOOL STUDENTS**

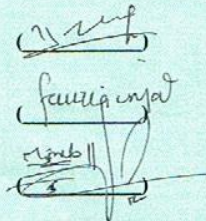
Nama : Resti Juni Astuti
Nim/BP : 01619/2008
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 22 Januari 2013

Tim Penguji:

1. Ketua : Yuli Tiarina, M.Pd.
2. Anggota : Dra. An Fauzia Rozani Syafei, M.A.
3. Anggota : Delvi Wahyuni, S.S., M.A.

Tanda Tangan



ABSTRAK

Astuti, Resti Juni. 2013. Using “Draw the Teacher” Game in Teaching Vocabulary for Elementary School Students.

Tujuan dari penulisan makalah ini adalah untuk mendeskripsikan prosedur penggunaan permainan *Draw the Teacher* dalam mengajarkan kosakata pada siswa sekolah dasar. Penggunaan metoda terjemahan dan hafalan dalam mengajarkan kosakata selama ini dianggap kurang efektif. Akibatnya, siswa sekolah dasar cenderung untuk merasa bosan dan tidak memberikan perhatian penuh selama proses belajar mengajar. Untuk itu, guru harus dapat menemukan teknik yang cocok dalam mengajarkan bahasa Inggris terutama dalam pengajaran kosakata sehingga mereka termotivasi untuk belajar dan tidak mudah bosan. Salah satu teknik yang cocok untuk mengajarkan kosakata pada siswa sekolah dasar adalah dengan menggunakan sebuah permainan yang dikenal dengan *Draw the Teacher Game*.

Permainan *Draw the Teacher* adalah permainan yang dilakukan guru dengan siswa agar siswa dapat menyukai pelajaran bahasa Inggris. Permainan ini sangatlah menyenangkan dan memberikan manfaat terutama bagi siswa. Permainan ini dapat membuat siswa lebih menyukai bahasa Inggris, terutama dalam pengajaran kosakata. Selama permainan, siswa diminta untuk melakukan instruksi yang diberikan guru berupa menggambar bagian tubuh dari guru. Siswa akan belajar mengenai kosa kata yang berhubungan dengan bagian-bagian tubuh. Selain itu, menggambar merupakan kegiatan inti dari permainan ini. Kegiatan ini sangat digemari oleh siswa sekolah dasar. Selain menyenangkan, menggambar ternyata dapat meningkatkan perkembangan kognitif siswa dan meningkatkan kemampuan memori siswa.

ACKNOWLEDGEMENTS

Firstly, the writer would like to express her praise to the Almighty Allah SWT, for the help, health, power, and everything given to her so she could finish writing this paper. Secondly, shalawat and salam is always given to the noble prophet Muhammad SAW, the last prophet and the greatest leader of human being.

Moreover, she would like to dedicate her deepest gratitude to her advisor, Mrs. Yuli Tiarina, M.Pd, for her patient and cast aside the time to read even check her paper formation word by word then give the criticisms and suggestion of this writing paper. A sincere gratitude to her examiners, Dra. An Fauzia Rozani Syafei, M.A and Delvi Wahyuni, S.S., M.A for the suggestion and comments. Then the writer also thanks to her academic advisor, Drs. Zainuddin Amir, M.Pd. for his support and attention during the studies, Dr. Kurnia Ningsih, M.A as the chairperson of English Department, Dra. An Fauzia Rozani Syafei, M.A as the secretary of English Department and all lecturers who have taught and guided her during her studies.

The writer also sends her greatest appreciation to her beloved parents, Syofian Effendy and Syarifah Nur (Almh), brothers, sisters and all of family. Without them, it would have been too hard for her to finish this paper.

Finally, the writer says millions of thanks for her friends who have become her faithful companions and given her encouragement to finish this paper. May God keep us on the right path. Amin Ya Robbal Alamin.

The writer

TABLE OF CONTENTS

ABSTRAK.....	i
---------------------	----------

ACKNOWLEDMENTS.....	ii
----------------------------	-----------

TABLE OF CONTENTS.....	iii
-------------------------------	------------

CHAPTER I INTRODUCTION

A. Background of the Problem.....	1
B. Limitation of the Problem	3
C. Formulation of the Problem	3
D. The Purpose of Paper	3

CHAPTER II REVIEW OF RELATED LITERATURE

A. The Concept of Vocabulary	4
B. The Characteristics of Elementary School Students	5
C. Teaching Vocabulary for Elementary School Students	6
D. Games in Language Teaching	8
E. Draw the Teacher Game.....	9

CHAPTER III USING DRAW THE TEACHER GAME IN TEACHING VOCABULARY FOR ELEMENTARY SCHOOL STUDENTS

A. Preparation	11
B. The Procedure of Teaching Vocabulary Using Draw the Teacher Game.....	13
C. The Advantages of Draw the Teacher Game in Teaching Vocabulary for Elementary School Students	17
D. The Limitations of Using Draw the Teacher Game in Teaching Vocabulary for Elementary School Students.....	18

CHAPTER IV CONCLUSION AND SUGGESTIONS

A. Conclusion.....	19
B. Suggestions.....	19

REFERENCES.....	21
------------------------	-----------

APPENDIXES

CHAPTER I

INTRODUCTION

A. Background Of The Problem

English has been introduced at elementary school. In *KTSP 2006*, it is clearly stated that English is taught as a local subject for elementary school. In this curriculum, English is given to fourth, fifth, and sixth grades. The general objective of teaching English at the elementary school is to prepare the students to have basic skills in English. The standard competence that should be achieved by the students is to respond a very simple instruction.

Since English is the new subject for the elementary school students, many students often face problem with vocabulary. Therefore, in elementary school, teacher should teach vocabulary to the students. In teaching vocabulary, the writer found that the teacher of elementary school in SDN 01 *Kayu Tanam* used to use translation method and asked students to memorize them. The teacher used to give some new vocabularies, translated the words into Indonesian, and asked the students to memorize them in 10 minutes or more. In fact, this method is not really effective during learning process. It has a weakness. When the students are demanded to memorize the vocabularies in the class, they can memorize well. However, when they are out of the class, they will also forget it faster. As the result, they tend find difficulties in doing exercises or homework.

Besides, this method also makes the students easily get bored in learning. Consequently, they do not pay attention to the lesson. As it is known, elementary school students love to play in learning; they cannot be serious in learning. They

need a fun activity that can attract their interest, may explore their imagination and creativity and makes them to be active in learning. Therefore, while they are learning, they can also play too. Using game in learning can be used by the teacher as alternative one. Through the game elementary school students can enjoy learning as they love to play. One of the appropriate games that can make the elementary school students enjoy in learning English is *Draw the Teacher Game*.

Draw the Teacher Game is a fun and attractive vocabulary game done by teacher and students. This game is very beneficial for the students to get familiar with the words. In this game, the physical activity is principal. Students are asked to hear the teacher's commands, and do the commands by drawing activity. As Scott and Ytreberg in Shin (2006) states that the physical world is dominant at all time of children while their own understanding comes through hands, eyes and ears. This activity will make the students become more active in class. They do not only sit to hear the teacher's explanation during learning that will make them easily become bored.

In addition, for most children drawing is an enjoyable activity. This activity not only can explore children's imagination and creativity, but also proven to be as a good media for children to stimulate their minds. Punch (2002) states that the benefit of using drawing with children is that it can be creative, fun and can encourage children to be more active. Furthermore, Flory (2009) also explains that by using art in elementary education will gives some benefits for students, such as allows students to express themselves, enhances and makes

learning more fun and meaningful, enhances students' cognitive development, stimulates their minds, and encourages their memory retention.

Based on the background above, the writer would like to propose an activity that related to mastery vocabulary of elementary students by playing *Draw the Teacher Game*.

B. Limitation Of The Problem

This paper is limited to the use of Draw the Teacher Game in teaching vocabulary for elementary school students.

C. Formulation Of The Problem

Based on the limitation of the problem above, the problem is formulated as following question:

“How can Draw the Teacher Game be used to teach vocabulary for the elementary school students?”

D. The Purpose Of Paper

The purpose of this paper is to explain how to use Draw the Teacher Game in teaching vocabulary for elementary school students. It is expected that the elementary school teachers find this game as an alternative to make their students enjoy and do not easily get bored in learning English.