

USING “A BLIND MAN TREASURE” GAME IN TEACHING VOCABULARY TO ELEMENTARY SCHOOL STUDENTS

PAPER

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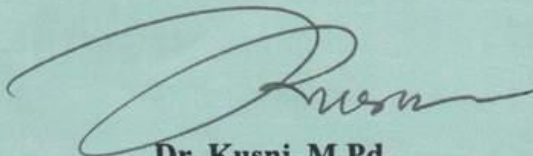
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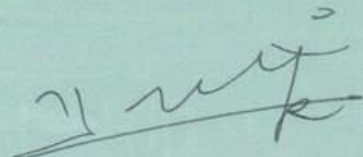
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ABSTRAK

Silpia Rita, 2011. “Using a Blind Man Treasure Game in Teaching Vocabulary to Elementary School Students”. *Makalah*. Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa dan Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Makalah ini mendeskripsikan penerapan “A Blind Man Treasure Game” dalam kelas bahasa Inggris, serta manfaatnya dalam pengajaran kosakata untuk siswa sekolah dasar. Adapun metode yang digunakan dalam penyusunan makalah ini adalah melalui penelitian kepustakaan. Permainan ini khusus diterapkan pada kelas bahasa Inggris pemula di sekolah dasar. Pengajaran kosakata menggunakan permainan ini dibagi dalam beberapa tahap, (1) persiapan media oleh guru, (2) membangun latar belakang pengetahuan dan motivasi melalui kegiatan yang menarik dan menyenangkan bagi siswa, (3) Pemodelan kegiatan oleh guru baik secara oral dan tertulis (4) Latihan terbimbing oleh guru terhadap siswa secara individual, dan (5) latihan mandiri untuk siswa secara berkelompok. Penggunaan teknik ini menuntut siswa untuk dapat mengenali kosakata benda – benda yang dipelajari melalui aktivasi indera perabanya. Selain itu guru juga memberikan model dalam pelafalan serta penulisan tiap – tiap kosakata.

Manfaat dari penggunaan permainan ini dalam pengajaran kosakata antara lain (1) memotivasi siswa, (3) mengurangi stres dalam belajar (3) memungkinkan siswa mengenal langsung objek yang dipelajari, dan (4) menyerupai konteks kehidupan sehari – hari. Kesenangan dan ketertarikan siswa terhadap kegiatan ini diharapkan mampu meningkatkan efektivitas pengajaran kosakata pada siswa sekolah dasar.

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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Vocabulary is very essential in mastering a foreign language. It is an element that links the four language skills: speaking, listening, writing, and reading all together. In order to communicate well in a foreign language, people should know how to use it accurately. Even, Swan and Walter (as cited in Thornburry, 2002, p.14) view that vocabulary acquisition is the largest and most important task facing the language learners. Related to this, vocabulary building becomes the central attention of most English teacher for beginner level, mostly at elementary school.

However, teaching English vocabulary at elementary school cannot be done in the same way with that happen in adult English class. The ways children learn a language, and the way to teach it, obviously depend on their ages and proficiency level. Besides, there is a list of reasons that differentiate children ability in learning a foreign language in elementary school, such as personal factor, social, cultural, and politic factors.

Brown (1994, p.91-94) argues some important aspects to consider in teaching English to children. The first aspect is about children's intellectual development. Piaget in Brown (1994, p.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. Thus, rules, explanations, and

approaches must be considered with extreme caution. The second aspect is about children's attention span. Different from adult or adolescent, children tend to have short attention span. Thus, when teacher presents any classroom activities which are boring, useless or too difficult, children will no longer be interested to follow the lesson. It is teacher's job to make the lesson become interesting, lively and fun. The third aspect is that children need to have all five senses stimulated. Thus, classroom activity should involve physical activity, non-verbal language and sensory aids. The fourth aspect is that children are fragile in many ways, extremely to their peers. In this case, teacher should be patient and supportive to elicit students' motivation and involvement toward classroom activity. In addition, the last aspect that teacher has to consider is children's view about learning a language. Children, in learning a language, focus on what the new language can actually be used for their own life. Children are less willing to put up with the language that doesn't hold immediate reward for them. Thus, Teacher should teach the language items that resemble real-life conversation, familiar situations and characters to the children.

Another challenge in teaching a foreign language to elementary school students is that they are still a beginner in learning that language. Since students at this level have little or no prior knowledge about target language, teachers have to keep in mind that the students' capacity for taking and retaining new vocabulary, structures and concepts is limited. Here, teacher fronted classroom activity is appropriate for some of classroom time. Students are unable to initiate many

questions and comments in the classroom, so it is teacher responsibility to “keep the ball rolling”.

Since there are many uniqueness of children compared to adult, it takes very special person to be able to teach children immediately. Teacher should be selective in choosing activity for the language class. The activity should be easy to children to understand. Besides, the task must be appropriate to children ability, and makes them satisfied if they finish the task. In short, we can say English class for elementary school must be held in meaningful and enjoyable ways.

Most children see life in terms of games and almost anything else, except perhaps eating, sleeping or watching TV, is regarded as something they “have to do” rather than “want to” do. Thus, teacher needs to recognize and go along this basic fact, and give games a central role in English classes. If learning itself feels like a game, and if the children feel they are discovering a fascinating new world of English through game they would also enjoy outside the classroom, it is much more likely the children will take what they learn home with them. In addition, when children are having fun, they more likely to take risks, make mistakes without feelings of failure and try to overcome their initial feelings of confusion when they encounter new words and patterns.

In contrast to most teachers’ view, games often estimated as wasting time activity. They seem meaningless toward children language learning. Based on writer observation, teachers often introduce new words and patterns in a clear and serious way, while games should be use afterwards for practicing these new items. Some teachers even go further and assume that most real learning takes place

outside games, and that game are really there as a kind of relief or as a reward for studying hard or good behaviour.

Children may wish to play games purely for fun. A teacher, however, needs more convincing reasons. Khan in Lin (2002, para. 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. It is essential that the children do not see English lesson as a time to play games for their own sake. Teacher should be wise to stop the game before children want to stop.

There have been many famous games that can be used in second language learning for children. A consequence of this approach is that we should not use too few or too many different games with particular class. We also may not use the same game too often for the same class. Instead of using games that has already been familiar with children, teacher may choose “*a Blind Man Treasure*” game as an alternative game to be applied in his or her classroom.

1.2. Limitation of the Problem

Since there are many kinds of activity that can be used in improving students’ vocabulary, this paper is intended to discuss one of useful technique in teaching vocabulary to children that is by using a game. The writer focuses her study on “*Blind Man Treasure*” game. The study is limited to teaching preparation, teaching steps and the advantages of using “*a Blind Man Treasure Game*” in teaching vocabulary to elementary school Students.

1.3. Formulation of the Problem

Based on explanation above, the problem of this paper is formulated as follow: “How is the implementation of “*a Blind Man Treasure*” game in teaching vocabulary to elementary school students?”

1.4. 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: “*a Blind Man Treasure*” game. This game is expected to be a new way in teaching and reviewing vocabulary, which is effective and fun to children.