

# **REVIEWING JUNIOR HIGH SCHOOL STUDENTS' VOCABULARY THROUGH “CHAIN GAME”**

**PAPER**

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## ABSTRAK

**Yati, Rahma. 2011. *Reviewing Junior High School Students' Vocabulary through Chain Game*. English Department. Faculty of Languages Literature and Arts. State University of Padang.**

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Banyaknya kosa kata dalam Bahasa Inggris yang masih belum diketahui oleh siswa menyebabkan target pengajaran Bahasa Inggris terhambat. Hal ini terjadi karena mereka jarang mengulang/mempraktekkan kosakata yang telah mereka peroleh dari sekolah dalam kehidupan mereka sehari-hari. Selain itu, ketertarikan mereka dalam belajar kosakata juga menjadi penyebab kurangnya kosakata yang mereka miliki.

Ada berbagai macam teknik yang digunakan oleh guru dalam mengulang kosakata siswa. Maka, melalui makalah ini penulis akan menguraikan salah satu teknik pengajaran kosakata yang efektif dan dapat menimbulkan semangat belajar siswa. Adapun teknik yang digunakan adalah “*Chain Game*”. *Chain Game* adalah permainan berantai dimana siswa disuruh membuat sebuah kalimat bebas secara lisan kemudian siswa lain mengulangi kalimat tersebut dan menambahkan informasi yang berhubungan dengan kalimat yang dibuat siswa sebelumnya, begitu seterusnya sampai ide siswa yang lain-lain habis. Melalui makalah ini, penulis berharap bisa membantu siswa dalam mempraktekkan kosakata mereka dan juga bisa membantu guru dalam pengajaran kosakata dikelas sehingga target pengajaran Bahasa Inggris bisa tercapai secara optimal.

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Finally, the writer realizes that this paper is still far from being perfect. Therefore, she welcomes any critics and suggestions from the reader for improvement of this paper.

Padang, February 2011

The Writer

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#### **BIBLIOGRAPHY**



# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Vocabulary is very important in English language learning. This is based on the fact that a language learner needs sufficient vocabulary to be able to speak, to write, to read and to listen. When they speak and write, the vocabulary is necessary to express their idea. The more they have vocabulary, the better their ability to speak and write. In addition, when the learner reads or listen, they need the vocabulary to understand the idea and message of the writer and speaker.

Due to the importance of vocabulary, vocabulary is taught in English class based on Indonesia education curriculum (*KTSP*). The teaching of vocabulary is integrated with the four skills; speaking, listening, writing and reading. In this case, a teacher does not teach vocabulary separately from the four skills, but teaching vocabulary integrative with speaking, listening, reading and writing. Moreover, the teacher sometimes plays a game to improve, to review, or to reinforce the students' vocabulary.

Although vocabulary has been taught in all educational levels in Indonesia from elementary until university levels, there are many students have low ability in vocabulary. This is the problem that should be solved

by English teacher. The problem might be caused by two factors that are students and teachers.

From student's side, it seems from the writer's experience in teaching practice, she found that many students seldom read different reading material. In fact, through reading students can review their vocabulary and get various vocabularies. Moreover, when the students read certain reading material, they might find some new difficult words. These new difficult words will become their new vocabulary if they get the meaning from dictionary. Therefore, lack of practice in reading will cause lack of vocabulary reviewed by the students. Besides, the students seldom practice English so that their vocabulary are not increased or repeated. In addition, students have lack of knowledge about vocabulary building.

Beside the students' factor, the teacher often becomes the source of the problem. It happens in the teaching and learning process. The teacher factors are technique, media and material. Concerning with the technique, the teacher is unable to choose appropriate technique in teaching vocabulary. Usually the new words are translated into Indonesian. In fact, this technique is very important in teaching. If the teacher can use the appropriate technique, the students will be interested in learning and can understand the lesson well.

Besides this technique, the problem also comes from the use of media by the teacher. The media used in teaching vocabulary is not use maximally by the teacher. The materials also become a problem in

teaching vocabulary. The teacher just uses materials taken from textbook and seldom uses authentic materials which are the material created not specially for educational purposes. This condition makes the students bored in learning.

Based on the explanation above, there are many factors that caused the students' problem in vocabulary. Those factors should be solved by the teacher. In this paper, the writer tries to solve the problem by offering *Chain Game* technique in teaching vocabulary. *Chain Game* is a game that asked one student to make a sentence and another student will repeat that sentence and add information that related to the sentence. So, this technique is better to reinforce and to review the students' vocabulary.

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

From the background above, it can be seen that the students' ability in vocabulary still low. This is caused by two factors that are teacher and students. From the students' factor, the students do not get new vocabulary because they seldom read and practice English orally. Besides, they have lack of knowledge about vocabulary building. From the teacher factors, the teachers do not use appropriate technique, media or material. In fact, there are many technique that can be used in teaching vocabulary, such as puzzle, picture, some games like chain game, simon says, etc. Among those techniques, *Chain Game* is expected to review students' vocabulary.

### **C. Limitation of the Problem**

Since there are many techniques that can be used in teaching vocabulary, such as puzzle, picture, chain game, etc. The writer discusses the procedure of reviewing Junior High School Students' vocabulary through *Chain Game*.

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

The problem of this paper can be formulated into the following question:

“How can the teacher apply *Chain Game* in reviewing students' vocabulary in Junior High School?”

### **E. Purpose of the Paper**

The purpose of this paper is to apply how the teacher reviewing the students' vocabulary through *Chain Game*.

- 3) Asking another student to repeating and adding that sentence becomes a complete sentence.
4. Doing post- teaching activities.

## **C. Teaching Model through Chain Game**

### **1. Pre- Teaching Activities**

Pre- teaching activities are done at the beginning of the classroom. It is a kind of warming up activities, which is done in order to build the students' background knowledge about the topic or about the field they are going to study.

The activities done in pre- teaching activities are:

- a. The teacher greets the students.
  - 1) “Good morning students”
  - 2) “How are you today?”
- b. The teacher checks the student's attendance.
- c. The teacher checks the student's readiness to study.
- d. The teacher has to create a good atmosphere in the classroom in order to make the students enjoy and comfortable to study
- e. The teacher also reviews the previous lesson to remind the students about the lesson.
- f. The teacher also should build the students background knowledge that related to the lesson that will be given. This is the important things that have to be done before coming to the lesson. By building the students

background knowledge, it will make the students easy to relate their background knowledge to the lesson given. Building the students background knowledge can be done by giving some questions. For example in teaching descriptive text, the teacher may ask several questions to the students about the lesson that already learned in the last meeting. The teacher may ask questions, as follow:

T: Did you remember what we learned last week?

S: Yes, mom.

T: What was about?

S: It was about descriptive text

T: Good, do you know what descriptive text itself is?

S: Descriptive text is a text to describe person, place and things in specific.

T: What is the generic structure of that text?

S: It consists of general identification and description.

After giving the brainstorming in this phase, the teacher leads students to the whilst- teaching activities.

## **2. Whilst- Teaching Activities**

### **a. Pre-reading Activities**

In this phase, the teacher gives some questions to stimulate or to active students' background knowledge.

- 1) Do you have an idol?
- 2) Who is your idol?

- 3) Why do you like him/ her?
- 4) What do you think about Justin Bieber?
- 5) What about his looks like?
- 6) Do you know his hair, his nose, or his skin?
- 7) The teacher gives a text to the students.

### **My Idol**

**I have an idol. He really inspires me. His name is Justin Bieber. He is a famous singer. He is young handsome boy. He has many fans especially girls. He is 16 years old. He was born in Canada. He is 167 cm. His hair is blonde. His skin is white.**

**Bieber is multi talented boys. His voice is really good. He can sing well. He is also able to dance. He has good performed in the stage. He can influence his audience with his amazing performance. I am crazy about him. He is the best singer for me.**

#### **b. Whilst-reading Activities**

- 1) The teacher asks the students to read the text in 5 minutes.
- 2) The teacher asks the students to hear what the teacher reads about the text.
- 3) The teacher asks the students to repeat the text that teacher read before.
- 4) The teacher asks the students to find difficult words and get the meaning at the dictionary.

### c. Post-reading Activities

- 1) The teacher tells the students that they are going to play *Chain Game*.
- 2) The teacher explains about *Chain Game* to the students.
- 3) The teacher introduces the game by modeling it to the students.

The steps are:

- a) The teacher gives the topic about Justin Bieber.
- b) The teacher performs how to play it to the students.

For example, the teacher says: *Justin Bieber is a handsome boy.*

- c) The teacher announces to the students in group that they should repeat that sentence while giving additional information about Justin Bieber.

For instance: *Justin Bieber is a handsome boy and also a famous singer.*

- d) The teacher asks every group to continue the previous sentence and always repeat every sentence and add some information about the topic.

This activity will be finished if all of the groups get chance to repeat and add the sentences or if the group has no idea about the topic.

- 4) The teacher divides the students into several groups in five members.



- 5) The teacher asks the first group to make free sentence orally with the free topic but still about descriptive text.
- 6) The teacher asks the second group to repeat and add the information in the previous sentence from the first group.
- 7) This activity is continued by all groups in the class or if the group has no idea about the topic.

In this game, the teacher gives limited time around five minutes to think what will they want to say and to repeat while add the information about the topic for each group. If one group does not able to give the additional information in five minutes, the game will be finished and they will be asked to make free sentence with the new topic. The implementation of this Chain Game in the whilst-teaching activities is around 40 minutes.

### **3. Post- Teaching Activities**

- a. The teacher asks every group to choose one topic that already presented in the whilst-teaching.
- b. The teacher asks them to make short descriptive text about the chosen topic.
- c. The teacher asks one member in every group to present the text that already covered in front of the class.

The limitation of the time should be considered by the teacher. For this activity, the teacher gives each group 2 minutes to present it. While the

representation, the teacher should pay attention to the students' pronunciation, grammar, and fluency.

**D. The Advantages of Reviewing Vocabulary through *Chain Game***

1. The student and the teacher will be close because this game is not in the formal situation.
2. The students enjoy learning vocabulary because this game is an interesting game for the students in learning vocabulary.
3. This game can stimulate the students to deliver their ideas in English orally.
4. This game will make the students able to remember the words that already mentioned.

## **CHAPTER IV**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the discussion above, the writer concludes that technique of teaching English vocabulary through *Chain Game* is an alternative way to review students' vocabulary in English language so that they can use it well in daily activity.

There are three steps in applying this game. They are pre-teaching, whilst teaching, and post-teaching. In pre-teaching, the teacher builds the students background knowledge that related to the topic by asking some questions. In whilst-teaching, the teacher divided into three steps also, that are pre-reading, whilst reading, and post reading. The *Chain Game* is implemented in post-reading activity. In post-teaching, the teacher asks the students to make their own descriptive text based on the topic in post-reading activities. The teacher asks one student in each group to perform in front of the class.

#### **B. Suggestions**

It is suggested that the teachers use *Chain Game* in teaching English vocabulary to the students because it is an interesting way. The teachers are suggested to be able to arrange this game as creative as

possible so that the game will not boring. Moreover, it is also suggested for the teachers to give understanding to the students about the importance of vocabulary in order to master the four skills in learning English language. They should tell the students that it is the basic aspect of learning a foreign language and it can not be separated from the four skills.

In other side, it is suggested to the teacher to use this game do not only teach about descriptive text, but also in another text like procedure text and recount text (depend to the context). Next, it is suggested that the students can take part in the game of *Chain Game* seriously and supportively so that they do get and feel the advantages of this game. Besides, the students should realize their ability and ask for help to their teacher if they find difficulties in understanding English. They may not feel ashamed to confess their weakness so that the teacher can find the solution for them. Then, the students should also realize that they will be able to master English language if they master the vocabulary of that language. By realizing it, they will be motivated to learn English both from their teachers and by themselves. Finally, the teachers should give understanding to the students that they can master English language if they often practice it.

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