

TEACHING VOCABULARY TO JUNIOR HIGH SCHOOL STUDENTS THROUGH SNAKE -WORD GAME

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Abstrak

Snake word Game adalah sebuah permainan kata berantai yang mana guru menulis huruf, kemudian siswa pertama harus menulis kata yang awalnya harus sama dengan kata yang di tulis guru. Siswa selanjutnya menulis kata yang awal katanya dimulai dari huruf akhir kata sebelumnya. Snake word game diharapkan membantu guru dalam mengajar kosa kata bahasa Inggris dan membuat siswa mengingat kosa kata dengan lebih mudah. Permainan ini membutuhkan kerja sama kelompok.

Kata kunci: Snake -Word Game, teaching vocabulary at junior high school.

A. INTRODUCTION

There are four skills that should be mastered by students in learning English. They are listening, speaking, reading and writing. Before they master the four skills they have to know some vocabularies to support them in learning English. This is because vocabulary is an important and essential element in language learning. Students who have many vocabularies can understand the subjects accurately and effectively. Richard (2005) says vocabulary is core components of listening, speaking, reading and writing. It is due to the fact that learning vocabulary is essential aspect that cannot be separated from learning other skills in English.

the teacher's creativity to bring some methods in teaching English that are interesting for the students into classrooms is needed. One of the methods is using game in teaching English. The problem of students in teaching vocabulary at junior high school can be the lack of preparing facilities, the lack of English book and the lack of students' parents' attention to control their children to learn English. Another problem also comes from the teacher such as the teaching media or topic which is use by the English teacher does not arise the students' interest. So, teacher need to create or to think an interesting way to enrich students vocabulary.

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The English teacher can use game in teaching vocabulary, the game is called Snake Word Game. The Snake Word Game is one of the games that make students easier to memorize some vocabularies. Teacher may choose this game because the game has simple rules and it is easy to be practiced. Besides, it also does not need much preparation. Teacher just has to prepare a simple picture to brainstorm students' vocabulary. The next the process depends on the students to write vocabulary that they have known based on the game rules. The Snake Word Game can be the solution in teaching vocabulary, because junior high schools' students are more interested in game than listening' explanation their teacher. This game also makes students more active in learning vocabulary.

Vocabulary is an important component in language, it needs to be learned in language learning. It cannot be separated from the four skills (listening, speaking, reading, and writing) in English language. In learning language skills, vocabulary will take a part.

Experts in language teaching define vocabulary in various ways. Wilkins in Thornbury (2002: 13) states that someone can be conveyed very little ideas without grammar, but nothing can be conveyed without vocabulary. Also, Hornby (2000) similarly says that vocabulary is the total number of words that make up a language.

According to Ur (1996), vocabulary is the words teach in the foreign language. A language has total vocabularies. Nobody knows all vocabularies in language. In other words, an individual will acquire some vocabularies from language. Another ideas come from Nunan (2000: 65), says that the person is better served by vocabulary in early stages in learning and using English as a second or foreign language.

Masheffel (1989: 32) states that learning a language is a mastery of the vocabulary in the language. By mastering vocabulary people are able to learn other language skills such as listening, speaking, reading and writing. Furthermore, Themleton (2004: 68) states that vocabulary is the sum of words used by, understood by, and the command of particular people or group. Vocabulary is not only a symbol for ideas but a part of how to improve language skills in the target of language.

According to Hiebert (2005: 2), vocabulary consists of two kinds. They are productive vocabulary and receptive vocabulary. Productive vocabulary is the set of words that an individual can use when writing or speaking. Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading.

Melka in Schmitt (1997: 4) states that active vocabulary used in writing and speaking, and passive vocabulary used in listening and reading comprehension. When students learning listening they use passive vocabulary to understand the speaker says. Then when students learning speaking they use active vocabulary to speak with other speaker

Vocabulary is one of important aspects of language components. Teaching vocabulary cannot be separated with teaching a language. Ur (2000) states the teacher should consider several things in teaching vocabulary. The first is pronunciation and spelling. The students have to know the pronunciation and spelling. The second one is grammar. When we teach new verb, it will be better if it is followed by its form of grammar. The last one is collocation that aspects of meaning and word formation.

In addition, according to Nation in Cameron (2001: 85) mentions some basic techniques that can be used by teacher in explaining new words:

1. By demonstration or pictures (using an object, using a cut-out figure, using gesture, performing an action, photographs, drawing or diagrams).
2. By verbal explanation (Analytical definition, putting the new word in defining context, and translating into another language)

It can be assumed that in teaching vocabulary teacher can use techniques to explain a new word and teacher must be consider about pronouncing and spelling of word in teaching English.

In Indonesian's school there is no special subject to learn vocabulary. Teaching vocabulary integrated with other skills such as listening, speaking, reading and writing. In curriculum KTSP (2006) students learn it through understanding the text or it is integrated in learning the texts. Focus of teaching vocabulary at Junior High School are to increase students' vocabulary and able to use vocabulary with appropriate of contexts. When someone mastered vocabulary he or she must consider three things such as mastering vocabularies, able to pronounce the vocabulary correctly, and able to use vocabulary with appropriate contexts. So, teacher must anticipate how such vocabulary can be taught. In teaching vocabulary, the teacher can use this activity to make the students understand the meaning of words that students taught by the teachers. So that they can use vocabulary in their daily lives and they can communicate with immediate environment.

B. DISCUSSION

1. Preparations before using snake word game in the classroom

Before applying the game, there are some preparations that have to be followed by the teacher, such as: choosing material, preparing the media, and lesson plan.

a. Choosing material

Before coming to the classroom, it is important to the teacher prepared the material that will be mastered by the students. In choosing the material, the teacher should link the material up with the syllabus and curriculum. The teacher needs to look at the curriculum of junior high school for grade one in teaching and learning process. The teacher has to choose interesting topic to the students. Here, there are two example of describing chosen by the teacher. They are describing

people and describing place. The next preparation is teacher must understanding the material that will be given to students. The teacher should comprehend the material before teaching it. Before teaching a descriptive text by using Snake Word Game, the teacher needs to understand the descriptive text. The teacher has to know what the definition of the descriptive text is, what the generic structures are and what the function of descriptive text is. As a result, if the students have some questions while the activity is in progress, the teacher can answer the questions well. So, it is very important to know much about the materials or topic before teaching it in the classroom.

b. Preparing the media.

Using appropriate media it can help and motivation students in learning English. So, by using the media, teaching and learning process become effective and more interesting for the students. There are some kinds of media such as picture, poster, tape recorder, TV, text, and chart. In this game teacher need to prepare picture.

c. Lesson plan

Lesson plan helps teacher to control and manage the teaching and learning process effectively. If the teacher teaches about reading descriptive text, teacher has to make the students able to identify and comprehend the generic structure and content of the text. Teacher also has to consider how many times to spend for each topic and for each meeting.

The teacher needs to consider how long each stage of teaching will be taken. It is very necessary for the teacher in order to use the time appropriately. The problem will occur if the teacher does not consider the time properly. As a result, the teacher lacks of time for running the activity or the activity finishes but the time is still much left. Those makes the teaching learning process is not effective. So, to teach descriptive text in Junior High School seventh grade, the teacher needs allocation time about 2x45 minutes.

2. Teaching implementation using snake word game in the classroom

Teaching vocabulary by using snake word game is a method in teaching English at junior high school. In this case, the teacher focuses on descriptive text which learnt by the students in seventh grade of junior high school. The implementation of using Snake Word Game is divided into three phases, they are pre-teaching Activities, whilst -teaching activities, and post teaching-activities.

a. Pre- Teaching Activities

b. Pre- teaching activity is the first activities of teaching and learning process. There are some activities in this section. First, the teacher starts the lesson with greeting. After that the teacher checks students' attendance. It is can take around 5 minutes. For example:

Teacher : Good morning students.
Students : Good morning teacher.
Teacher : How are you this morning?
Students : I'm fine, and you?
Teacher : I'm fine too.

OK. Before beginning our lesson, I will check your attendance lists first.

Who is absent this morning?

Students : merry Mom.

Teacher : where is she? Any news from her?

Students : she is sick Mom.

Teacher : I'm sorry to hear that. I hope she will get better soon.

After that, the teacher divides the students into several groups then, the teacher tells the students the concept Snake Word Game.(The teacher write a letter and the first student must write a word beginning with that letter, the following student writes a word beginning with the last letter of the previous word).

For example: D Data → Amount → Tomato and so on....

The teacher tells the students that the time provided for each group is limited. After that, the teacher tells the students that if a group passes the time they will be eliminated.

In this phase teacher use Snake Word Game. In pre- teaching activity teacher divides the student into several group and tell the student how to play Snake Word Game.

c. Whilst -Teaching Activities

Whilst – teaching is core component in teaching and learning process because in this phase the teacher does three steps. They are Exploration, Elaboration and Confirmation. Next, the teacher asks several questions that related to the previous lesson to the students. Finally, the teacher guide the students to the topic that they are going learn.

1. Explorations Stage

In exploration stage, there are several steps. First, the teacher builds students' background knowledge by asking their favorite place. Second, the teacher shows a picture of bedroom and asks students' opinion about it.

Here is the illustration:

Teacher : well students, before we begin our study this morning. I want to ask you. What is your favorite place?

Student : my house mom.

Teacher : ok, can you tell me little bit about your house?

Student : my house is small and comfortable.

Teacher : Good...I have a picture for you (while show the picture). What is the color of the wall?



Student : colorful (red and white).

Teacher : what else?

Students : clean and comfortable.

Teacher : Right, where is it?

Students : in bed room mom...

Teacher : Yes, good. There is some dolls in bedroom.

In exploration stage, teacher encourages students to focus on what they are going learn. So, the students remember in their mind that the lesson will discuss about bedroom. In Snake Word Game teacher write a letter related to everything in the bedroom and the first student must write a word beginning with that letter, the following student writes a word beginning with the last letter of the previous word.

2. Elaboration Stage

In elaboration stage the teacher tells to the students about they will discuss about descriptive text the topic is describing place (My Bedroom).

First, the teacher gives the text to the students'' My Bedroom''

My bedroom

In my house I have favorite place to spend my free time. My **bedroom** is my favorite place. It is not big but makes me comfortable when I spend my time there. There are a **bed**, two **pillows** and **blanket**. Beside my bed there is a **cupboard** to keep my **clothes**.

In front of the **window** there is a **table** for study. In my bedroom I also stick a **picture** on the **wall**. It's picture of Doraemon. I got it from my mother. Beside the **picture** I hang a **mirror**. So before I go to school I can see myself. My bedroom's **paints** are red and white. It's make me enjoy in my bedroom.

The most important in my bedroom are a **computer** and my favorite **dolls**. My favorite doll is a bird that color is white. It always accompanies me.

The bold words on the text are the things that have in the bedroom. The bold words are a noun. The generic structure of descriptive text:

1. Identification/ general statement
2. Description
3. Closing

The description text has dominant language features as follows:

1. Using Simple Present Tense
2. Using action verbs
3. Using passive voice
4. Using noun phrase
5. Using adverbial phrase
6. Using technical terms
7. Using general and abstract noun
8. Using conjunction of time and cause-effect.

Second, the teacher reads the text to the students in order they can pay attention to vocabularies. After that, the teacher asks some students to read the text. Next, the teacher divides students into several groups and asks them to read and comprehend the text. And then, the teacher explains the text to build up students' understand on the text. After that, in group students determine the generic structure of text and the teacher helps students to find and understand the generic structure of the text. Then, the teacher asks students to answer some question related to the text individually. While checking students' understanding

on the text. Finally the teacher tells the student the procedure using Snake Word Game.

Procedure of Snake Word Game is teacher can write a word white board after that representative from group one came to write a word beginning with that letter. Next, representative from the next group write a word beginning with the last letter of the previous word. This process will be continued until each of group finish.

3. Confirmation Stage

In this stage teacher make sure that students understand about descriptive text (describing place).

First, the teacher tells the student that they can discuss with their group to describe their favorite place. Second, the teacher asks the first group come to in front of the classroom to read their text. After that, the teacher writes one letter on the board related to describing place. Then, the teacher asks the first student to write a word who's the first letter is the same as the last letter which has been written by the teacher on the board. Later the teacher asks the next more students to write a word who's the first letter is the same as the last letter of the second word.

Example: B: Bed → Dolls → Seat → Table → Earphones → Sofa and so on.....

Then, the teacher asks the next students to repeat the process until the members of the group write the next word and arrangement of the words look like a snake. After that, the teacher stops the game if predetermined time for the group is over. Then, the teacher compares the number of word in the board and the members of the group. Finally, the teacher checks whether the time is passed by the group or not.

d. Post Teaching Activities

In the post teaching activities there are some steps. First, the teacher checks students' comprehension about what they have learned. If the students not really clear about the lesson he or she may ask about it. Second, the teacher announces the mark for each group. If the group passed they don't have mark. Next, the teacher gives homework. Teacher asks students to describing their idol, their favorite places or their pet at home. Finally, the teacher closed the class.

C. CONCLUTION

In teaching English, especially teaching vocabulary is an important element to be considered in learning language. If the teacher do not have appropriate methods and strategies to interact with the students in the classroom, it is impossible to the students can speak English well. The teacher should find the good way in teaching vocabulary in order to be success in teaching and learning process. Making

students enjoy in studying English is really challenging to the teachers. One of the ways to make students interested in teaching English is by using snake word game. Snake word game is an interesting game that can be used in teaching and learning process.

Procedure of teaching vocabulary using this game consists of three phases. They are pre-teaching activity, whilst teaching activity, and post teaching activity,

Using snake word game in teaching vocabulary has some advantages for the students. The first one is motivating and challenging. The second one is encourages students to interact and communicate with the other students. The third one is Snake Word Game is simple of game and easy to used. The last one is creates a meaningful context for language use.

Note: This article is written based on Delmayanti's paper under supervision of Muhd. Al- Hafizh, S.S.M.A.

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