TEACHING VOCABULARY TO JUNIOR HIGH SCHOOL STUDENTS BY USING KICK ME TECHNIQUE

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Abstract

Vocabulary is an important factor in learning a language. People will not be able to listening, speaking, reading, and writing without mastering vocabulary. Also in learning English, vocabulary has an important role. However, not all of the Junior High School students learn vocabulary easily which is caused by the learning activity which is not really interesting for the students. Kick Me technique is astrategy which can be used by the teacher in teaching vocabulary to Junior High School students. Kick Me technique is an learning activity that students find the missing words in the worksheet on their classmates' backs. Analogy and word relationships are given as a clue to finish it.

Key words: vocabulary, analogy, word relationships

A. INTRODUCTION

As a fundamental aspect to learn language, vocabulary is important to be mastered for junior high school students. As a reason, vocabulary mastery has much impact for the students when they use four language skills: speaking, listening, reading, and writing. It is difficult to master those skills without mastering and understanding the vocabulary. Rivers and Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is essential for successful language use because without an extensive vocabulary, we will be unable to use the structures and functions of the language.

When discuss about learning vocabulary it will be related to understand the vocabulary meaning. "A person said to "know" a word if they can recognize its meaning when they see it" (Cameron, 2001: 75). It means that in learning vocabulary, we need to know the meaning of it and also can use it in contexts of the four language skills. Based on the statements below, vocabulary is very important to learn language. Moreover, although it is important, many students cannot master it easily and they face problems occur in learning English.

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The first problem is when the students lack of vocabulary in speaking, they will not be able to realize what message they have in mind into the language that they are using to express it orally. They waste their time to think and recall about what vocabulary they are going to use on that chance. Also in listening, they will also not able to decode what does someone trying to say to them through the vocabulary he is using. If they try to recall the vocabulary on their mind, they will miss the information. As result the students do not get the whole information from the speaker.

The problem also occur in reading and writing, if one does not know about the vocabulary on the text, they could be difficult to comprehend the message from text they read such as purpose of the text, chronological order, and other details of the text. Even though, the students try to find the meaning of the vocabulary on the text in dictionary, they will waste much time. In the case of writing, they will also difficult to convey their ideas to written text well. Students might have good ideas to write, however, because they are not mastering vocabulary well, their good ideas might not be delivered.

Therefore, in order the junior high school students can have good ability in the four language skills, they should have good ability in vocabulary. In order the students have many vocabularies in their mind the students need to be taught with an appropriate technique. The problem in teaching vocabulary to students who are at age eleven to fifteen is to keep their focus, in other words they can get bored easily.

As Harmer (2001: 38) stated that young learners especially those up to the ages of eleven to fifteen learn differently from older learners, adolescents, and adults. They easily get bored; lose their interest after ten minutes or so. In other words, after several minutes, the junior high school students will lose their focus. Therefore, the teacher has to find the technique to make the students keep focus along the lesson.

As a solution, the students, between ages eleven to fifteen, have to be provided an enjoyable activity in learning which is able to keep their focus longer in order to not make the student feel bored. Moreover, it will have influence to ease them to master vocabulary. Therefore the teachers should choose the best method which is capable to lead the students to have good understanding of the vocabulary that will be taught.

B. DISCUSSION

Vocabulary is very important in language learning, without exception in English. People cannot listen, speak, write, and read if they do not have enough vocabulary. In short, vocabulary is as a root in learning a language.

Simply, vocabulary is the collection of words that individual knows, but there are many linguists offer different definitions of the term of vocabulary. Each of them shows their own definition of vocabulary in different views. Marsheffel (1996: 72) states that vocabulary is the total number of words individual knows. In communication, students need vocabulary which can support them to produces and use meaningful sentences because vocabulary provide organ of sentence. That's why vocabulary is very important to be mastered.

Hornby (1990: 221) states that vocabulary is the total number of words which (with rules for combining them) make up a language. According to Templeton (2004) vocabulary is the sum of words used by, understood by, or at the command of a particular person or group. Vocabulary is not only sign of symbol for ideas but also a part of how to improve language skills in the target language. The more vocabulary students learn the more ideas they should have, so they can communicate by using their ideas more effectively.

Furthermore, Gutlohn (2006: 164) explains that vocabulary is the knowledge of words and word meanings. Vocabulary is not something that can ever be fully mastered, it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. According to Lehr (2008) Vocabulary is knowledge of words and word meanings in both oral and print language and in productive and receptive forms.

Based on the definitions above it can be concluded that vocabulary is knowledge of words where involve the meaning of words and how the words are used. Vocabulary is not only looking up words in a dictionary and then use the words in a sentence, but it is something that expands and deepens over the course of a lifetime.

Learning a language begins from learning its vocabularies. We use the vocabularies in communication either in spoken form or written form. We try to send messages, share information and ideas by using the language. In general, no language acquisition is possible without understanding the vocabulary, either in the first or the second language.

In the junior high school English teaching, vocabulary learning is an important component. According to Bauman (1991: 56) words are the tools we use to access our background knowledge, express ideas, and learn about new concepts. Students' word knowledge is linked strongly to academic success. Specifically, word knowledge is crucial to reading comprehension, and determines how well students will be able to comprehend the texts they read in the upper elementary grades, in middle and high school, and in college.

The mastery of vocabulary also link strongly with four skills in English, they are: listening, speaking, reading, and writing. Vocabulary and these skills are connected and supported each other. For example in reading, the mastery of vocabulary can help students in reading comprehension. According to Ratnawati (2006: 96), vocabulary can help learners to be able to catch the message of the text they read. They also can understand scientific books written in English to get information and advancement because reading comprehension is a bridge to understanding scientific books written in English either obtain information and advancement or to enjoy them or just for relaxation.

In case of teaching vocabulary to Junior High School Students, the hardest matter is that the condition of the students that get bored soon. As it is stated by Hammer (2001:38) that human in ages eleven to fifteen loses their focus after ten minutes or so. Therefore, the teacher must have fun learning activity to keep the

students' focus. "Kick Me Technique" is a option to the teacher to overcome this problem.

Kick Me Technique is a teaching activity to teach vocabulary to the students, especially junior high school students. The Kick Me method itself, as the founder explain, is based on the prank of putting a note on someone's back that says kick me (Macaley:2014). In this activity, the note, vocabulary, will be put on the students' back. Then the others students will find the vocabulary and match them to the vocabulary on their worksheet. The students will get clues based on the words relationship and analogies on their worksheet.

1. Teacher's Preparation for Kick Me technique

Doing some preparations before teaching can be one of successful keys in teaching. It is better for teachers to prepare everything that they need in teaching, such as: writing utensils, media, textbook and so on. In teaching vocabulary through Kick Me technique, there are some preparations that a teacher need. First, the teacher has to identify the words relationship such as: Antonym, Synonym, specific to general, cause and effect, quantities, and etc. In this point, the teacher must consider about the lesson and the topic. For example the lesson is about descriptive text, and the topic is mammals. Therefore, the possible word relationships that will be used are antonym, synonym, characteristics, and purpose.

The next thing is that the teacher gives the example of each relationship. The next thing is that the teacher need to find some pictures related to the words that have been found to be used for the exploration activity. These pictures will help teacher to do warming up sections, and activate students' prior knowledge.

Other is that the teacher makes the labels to be stick to the students' back. After that, the teacher creates the worksheet for the students. The worksheet forms a table which contains word relationships and analogies. The final thing to be prepared is some texts to be used for checking students understanding after answering the worksheet. The text contains some missing words, which found in their worksheet.

2. The Procedures of Kick Me Technique

Firstly, the teacher shows the picture related to the word they are going to be learned in order to activate their prior knowledge.

After that, the teacher asks the students the words of each picture. In this case the teacher let the students answer freely. Then the teacher shows the students a table like the following:

- **Table for elaboration activity**

Relationship	Word
Characteristic	
Antonym	
Synonym	

The teacher shows again the pictures, and asks the students a question related the each words relationship then put the answers in to the table. However, the students' answers may very different from what the teacher expected. Therefore, the teacher should prepare the follow up question to get the answers needed. For example when the teacher asks about the characteristic of the dogs, the students may have answers like "it has paws",.the teacher can have follow up question like " do you know the voice that dog makes?" so that the students will answer "bark"

After answering the questions, the teacher will have the table like below:

- **The table with the answers:**

Relationship	Word
Characteristic	Cat: hairy Dog: Bark
Antonym	Fat : Thin
Synonym	Fast : Quick

Next is that the teacher tells the students that on that day they are going to learn some vocabulary by using the analogy and the words relationship like the previous activity. To explain what the analogy means, the teacher starts by giving out the worksheet to the students. The teacher models how to finish the worksheet by answering one of the missing words. After that, Teacher and students fill in the blanks of the analogy definition. The analogy should be as follow: Analogies: Using the RELATIONSHIPS between words in order to COMPARE them.

Before teacher ask the students to find the answer, the teacher notice to students that understanding the relationship of the first two words is the key to

figur out the missing word. Then the teacher moves around the class to make sure that the students have already understood with the relationship, and ready for the activity while putting labels on each of their backs. Some students may have two and the teacher may also want to wear one.

- **The Labels**
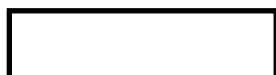
The next step is that the teacher tells the students that they are going to find the answers on their classmates' backs Teacher asks the students to move around to find the answers of their worksheet on their classmates' backs. In addition, teacher should tell the students when they finish the task to sit on their seat in order that the other students can still see the labels put on their backs. After all of the students finish the worksheet, the teacher reviews the answer with the students.

As a final activity, the teacher checks students understanding about the vocabulary they have got in the worksheet, teacher can test them by giving texts with missing words in it. The missing words should be the words that the students get in the worksheet. The texts' genre can be descriptive text, cause and effect text, explanation text, and other texts that the students have learned in the previous meeting. The example of the text can be as follows:

- **The Text**

Cats and Dogs

There are several similarities that cats and dogs share, but at the same time they are very different. These two animals are two of the most popular pets today. Some people prefer the company of a cat, while others are considered dog lovers. Through the various aspects of each animal, we will look at the similarities and differences each one holds, and we can get a good insight as to why these animals are so loved.

First, we shall discuss the similarities that these two creatures share. One of the most obvious similarities between these two animals is that they are _____. However, cats hair is thicker than dogs. Both of these creatures have ability to run _____. Another thing is that when you pet them, not only does it relieve stress, it gets dog or cat hair everywhere. They both give birth to multiple offspring at one time, which must be very hard on the mother. Both animals are easy to love, and with the right affection they become like children to most.

Aside from the similarities, there are also various differences between the two animals. To begin with cats, who belong to the family of felines. Cats are _____, meaning they can spend a lot of time alone without getting lonely. They like spending time away from people. Cats are also said that their do not aware of social status. All cats are basically equal, one doesn't dominate over another. However, cats are spoiled creature, they like to be spoiled by their owner. Another difference is that cats are nocturnal, meaning they go out at night.

Dogs, on the other hand, are canines. Unlike the cats are lonely, dogs are very _____, which means you should spend lots of time with your dog so that it doesn't get lonely. A dog has vary voice they woof, _____, growl, or howl, complete opposite of a cat. The canine group also has a particular social status, and how they determine their ranks.The determining factor in dogs is the tail. In dogs, how high they hold their tail is how they determine ranks. If one dog meets another dog, and one holds it's tail up, it is the one of the higher social class. Dogs, however, are day animals. Another very obvious difference between dogs and cats is that dogs are usually bigger than cats.

Adapted from scaffolding: textbook for VIII grade

After finishing test of filling the missing words in the text, the teacher and the students correct and review the students' answers. In addition, the teacher can explain to the students some vocabularies that the students may do not understand yet. This activity can also make the students put the vocabulary on their mind permanently by applying them on the text.

This research was conducted by using descriptive research. The researcher analyzed coherence in discussion text written by students at SMAN 12 Padang because it should be mastered by senior high school students as they learned discussion text. According to Key (1997), the descriptive research attempts to present answers of the questions based on accurate fact or to describe the existing phenomena. After the data was analyzed, the result was elaborated descriptively.

The data of this research was taken at SMAN 12 Padang. The data in this research were writing tests which were used by English teacher in teaching discussion text. The research was held at the second grade class (year 11) that was the science program. The researcher chose class XI-A1, and the total number of students in these class was 20 students. Thus, there were twenty pieces of discussion texts written by students as the data of this research.

The instrument used in this research was writing test of discussion text. In the test, the students were asked to write a discussion text based on five topics that had been given. The topics had been discussed with the writing lecture. The topics were consisted of Hacking, National Exam, School Uniform, Books Vs Tablets, and Nuclear Energy. Then, the students had been asked to make a discussion text about 4 or 5 paragraphs about the topics they chose. The test had some instructions to guide their writing become coherent, such instructions to use kinds of cohesive devices. The test was done about 100 minutes. Through this test, the researcher analyzed the appropriate of using transitional signals, repetition of key words/nouns, and pronouns.

To see coherence in discussion text written by students, the researcher referred to indicators of coherence devices that adapt from experts which can be seen in the following tables:

Table 1

The indicators of using cohesive devices

Indicators	Sub indicators
The Use of Transitional Signals	• Coordinative Conjunction • Correlative Conjunctions • Words and Phrase that indicate the specific relationship
The Use of Pronouns	• Personal Pronouns • Reflexive Pronouns • Intensive Pronouns • Reciprocal Pronouns • Demonstrative Pronouns • Relative Pronouns • Interrogative Pronouns • Indefinite Pronouns
Repetition of Key Words/Nouns	The using of repetition of key words are appropriate and effective applied

a. Validity

Validity is the most fundamental consideration in developing and evaluating tests. Validity is important in all forms of research and all types of test measurement and the best thought of in terms of degree. Besides, in some situations, a test or instrument was used for several different purposes and it must be validated for each. This research need to validate the content of instrument because content validity was needed to measure the test and intended content area. According to Gay (2011:161), content validity requires both item validity and sampling validity.

b. Reliability

According to Brown, and Wickrama (2010), reliability is defined as the consistently of an individual when repeatedly performing the same test. Besides, the reliability of the test must be done in order to judge the test was reliable or not. The purpose of the writing test in this research

was not to know the students' score, but to find whether students have coherence or not in writing discussion text. Thus, it could be said that the test was reliable as far as instructions of the test could be understood by the students. It means that if the students understood the instruction, and knew about the goal of giving the test, the test of this research was reliable. This supported by Harris (1969:120), test is reliable as far as the test instrument is understandable by the students and the result of the test is suitable with the test goal. The way to test the reliability discussed with the teacher of SMAN 12 Padang in order to see whether the students understand about the instruction in the test or not.

C. CONCLUSION AND SUGGESTIONS

For checking students understanding about the vocabulary they have got in the worksheet, teacher can test them by giving texts with missing words in it. The missing words should be the words that the students get in the worksheet. The texts' genre can be descriptive text, cause and effect text, explanation text, and other texts that the students have learned in the previous meeting.

There are some points that the teacher need to notice when doing Kick Me Technique in the classroom. The first is the teacher should choose the analogy, word relationship and the vocabularies which are suitable for the students' level. Therefore, the teacher has to know about the ability of the students. This is for anticipating the boredom of the students because the lesson that they are learning is too easy or too hard for them.

Another is the teacher should integrate this technique with reading or reading activity, as a reason, the teacher will have a good way to test the student by filling the missing word on reading text like the example below, or by doing writing task with the words that the students have already learned in the "Kick Me Technique".

Note: This article was written based on Afdalyuliansyah's paper under the supervision of Fitrawati, S.S., M.Pd..

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