THE USE OF JEOPARDY GAME TO TEACH VOCABULARY TO YOUNG LEARNER

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Abstract

Artikel ini membahas bagaimana cara pengajaran vocabulary kepada siswa Sekolah Dasar (young learner) dengan menggunakan Jeopardy game. Vocabulary adalah salah satu elemen penting yang harus dikuasai oleh siswa dalam sebuah Bahasa, termasuk Bahasa Inggris. Jeopardy game adalah game yang bisa dimainkan didalam kelas cesara berkelompok. Guru akan membagi siswa menjadi beberapa kelompok. Dalam permainan Jeopardy game, siswa akan diberikan pertanyaan berdasarkan jenis vocabulary yang mereka pilih. Siswa tidak dibenarkan menggunakan kamus untuk menemukan jawaban dari masing-masing pertanyaan. Siswa hanya boleh berdiskusi dengan anggota kelompok tentang vocabulary yang diberikan guru. Kelompok yang mendapatkan nilai tertinggi adalah pemenang dan akan diberi hadiah oleh guru. Selain menyenangkan, jeopardy game juga dapat meningkatkan perkembangan kognitif dan kemampuan memori siswa. Dan juga memberikan motivasi siswa untuk bersaing mendapatkan nilai taerbaik.

Kata kunci : *Vocabulary, Jeopardy Game, Young Learner*.

A. INTRODUCTION

Vocabulary plays an important role in learning English. Students will not be able to use English without using vocabulary. By improving students' vocabulary, it will improve their language ability. The more vocabulary they know, the better sentences they could create. Vocabulary is also known as the most common element in sentences because a language is a collection of words.

In learning English, vocabulary is one of the most important elements that can build English competency of foreign learners. According to Allen (1983), vocabulary is needed by students to master the four skills in English. If

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students do not master vocabulary well enough, it will make it difficult for them in speaking, listening, reading, and writing. In contrast, the ability of learners to read, speak, write, listen, and comprehend the subject is relatively determined by their vocabulary repertoire.

Syafei and Sari (2013:128) suggest several factors influencing students understanding of English vocabulary such as the lack of students' knowledge, the low quality of students' assignments, inappropriate technique and approaches of teaching used by the teacher.

In addition, English structure is vividly different from the structure of *Bahasa Indonesia*. However, English has been recognized as an international language that should be mastered by the students. Meanwhile, Elvira (2017) states that elementary school students are focusing more on acquiring *Bahasa Indonesia* which is the second language. They are unfamiliar with English because they rarely use and hear it as it is a foreign language for them. Therefore, when they learn English, they pay less attention due to the lack of interest in learning it.

Furthermore, there is another problem in relation to teaching vocabulary to young learner. Most of the students are still not interested in learning vocabulary because of inappropriate methods or media used by teacher in lesson. Nowadays, the lack of interesting media used in teaching English has effects in the students' interest in learning English vocabulary. According to Salomon (1979), media, either visual or audiovisual, is a necessary tool for teaching English. Methods and media of teaching hold an important role in learning English vocabulary.

According to Suri Mutya and Amri Isyam (2013), in teaching English to young learner especially elementary school students, media has an important role in increasing the students' interest to follow and pay attention to the lesson. Media in teaching and learning process is used to support the instructional interaction between the teacher and the students. For instance, using visual media becomes one of the interesting techniques that can be applied in class to make learning vocabulary easier and more interesting for the students. With the existence of media, elementary school students can better understand vocabulary and increase its acquisition.

The objective of teaching vocabulary for elementary school students is to make them able to comprehend words by mentioning them and their translation, and to describe the words by drawing them. Piaget (1967) mentions that elementary school students are associated with concrete words in vocabulary learning. It means that they are hoped to be able to know the words and visualize their translation. Then, their skill will develop.

Looking at the phenomena, one of the suggested media so far has been the usage of visual aids as media in the classroom. As already known, there are some media to be used in language teaching such as songs, games, films, and pictures. In this study, the writer focuses on using game in language learning process. The game is called Jeopardy game.

Jeopardy game is adopted from television quiz show. Jeopardy game is an activity which encourages students to think about the questions which may

lead to a particular answer. This game can make students think creatively about a particular answer. As a result, they can remember the words after knowing the answer. In addition, jeopardy game can build students' motivation due to the nature of its competitiveness.

Definition of Vocabulary

Vocabulary is the words that used in spoken and written language. In another word, every word that is used by someone in speaking and writing can be called as vocabulary. Hatch and Brown (1995) state that vocabulary is a list or set of words for a particular language or a list or set of word that individual speaker of language might use. Besides, Hornby (2006) also describes that vocabulary is all the words that person knows or uses, and it is all the words in the particular language. Manik and Christiani (2016) write that vocabulary is the basic element of learning English. According to them, vocabulary is considered as the main component of learning English.

According to Ann Absersold (2004), there are two types of vocabulary, namely; receptive vocabulary and productive vocabulary.
a. Receptive vocabulary is the words that can be understood by someone through the process of reading and listening. It also called as passive vocabulary.
b. Productive vocabulary refers to the words that are used by someone to speak or write. Because someone is required to produce something in speaking and writing. Any words that is used in the process of speaking and writing is called as the productive or active vocabulary.

The best time to learn language started from the early age. According to Novi and Fitrawati (2012) vocabulary as one of the main components should be taught since the beginning until intermediate level. Like the Brumfit, Moon, and Tongue (1991) opinion, children need to be exposed to the language and its culture from an early age in order to grow up with tolerance and understanding for other. Cameron (2001) also states that there are four things teacher needs to keep in mind while teaching English to young learners besides knowledge and skill. The teacher must be conscious of how their students learn and think. Also, they must be able to find out what children are interested in and utilize it for language teaching.

Wahyuni and Syafei (2016) state that teachers have an important role to make students interested in learning English. In teaching English to young learner teachers need to provide help and guidance in comprehending English as a foreign language by using the strategies which that can be used in changing and redefining their thought. In learning language the young learners are not the same as adults. Young learners need to pay attention to some element of English languages such as pronunciation, spelling, structure, and vocabulary. To master English skills, the students must know the vocabularies of the language.

Definition of Game

Game is one of the creative ways to teach young learner. Game is the activity that can make people communicate with each other especially in the classroom. According to Wright (2006), game is an activity which is entertaining and engaging often challenging and an activity in which the learners play and usually interact with others. In the classroom, games build students' relationship with their friends because games will make they have challenges with other.

Games are an extremely effective way of motivating the students in the classroom. It helps and encourages students to uphold their interest and work. Moreover, games also help the teacher to create contexts in which the language is useful and meaningful. Wright (2006) states that games is an activity in with the learners play and usually interact with other. Hadfield (1998) says a game is an activity with rules, a goal, and element of fun, which is divided into two kinds; cooperative games and competitive games.

Jeopardy Game

According to Harry Friedman (2011), Jeopardy is an exciting game for classroom activity which is derived from jeopardy TV program. Jeopardy game is a game that has been enjoyed on American television since the 1960s. It was a popular TV show. This game is adopted from television quiz show and into language game for an educational tool.

Jeopardy creates opportunities for students to demonstrate the students respond and attention to the lesson that teacher has given to them. Each content category includes the three domains of learning; cognitive, affective, and psychomotor at each category levels. The students can use the three domains in the learning process.

Jeopardy has simple rule structure, so the game can be played anywhere. Observing the rules of turns, point distribution and winner selection will ensure that any game of jeopardy, whether played at home, with friends, or a stage, will be fair and fun for all. For the teacher, it will be a help because just by a bit of preparation, jeopardy can change the traditional classroom into a period of the game show.

B. DISCUSSION

1. Teacher's preparation

In order to have a good preparation, the important thing that teacher should prepare is the lesson plan which consists of core competence, basic competence, indicators, objectives, learning material, learning model, teaching and learning activity, media and evaluation.

2. The Implementation of timeline and concept questions to teach simple past, simple present and simple future tense.

In applying jeopardy game, the teacher divides the teaching process in three stages, they are pre teaching, whilst teaching and post teaching.

1. Pre- teaching activity

Pre-teaching activity is the first stage in teaching and learning process. This stage is a sharp point because a teacher can see the readiness of students to accept a given material. At the beginning of this stage, teachers greet students to gain their attentions. Then, teachers ask a student to lead a pray before starting the lesson. After that, teachers check the students' attendance and their readiness for learning. Before starting the lesson on a new topic, teachers can review the last lesson and motivate their students. It is useful to know the students' understanding of the previous lesson. In this stage, teachers also identify the students' background knowledge related to the lesson given. It can be done by asking several questions are related to the lesson.

2. Whilst-teaching activity

In the stage, teachers explain the lesson and also apply the *Jeopardy* game. This activity includes several steps: observing, questioning, experimenting, associating and networking.

a. Observing

Observing is the stage where teachers begin asking students to observe certain objects. Firstly, teachers show pictures related to the lesson, for example, the pictures of animals.

Teacher : Today, we are going to learn vocabulary.

Look at this picture. (Teacher is showing the picture.)

What animals are there?

Students : Cats.

Teacher : Very good. How many cats are there in this picture?

Students   : Three ma'am.
Teacher   : Yes.. What is the color of this cat? (Point to one of the cats)
Students   : Black.
Teacher   : How about this one?
Student   : *abu-abu* ma'am.
Teacher   : Yes, good. What is "*abu-abu*" in English?
Student   : Grey
Teacher   : Yes, good.

b. Questioning
    The aim of this stage is to give an opportunity for students to ask about what they have seen in observation stage. In this stage, students can ask the color of animals that they have not understood from the pictures observed before.

c. Experimenting
    In this stage, teachers start playing the game. They firstly should introduce the students about certain topics being learned, for instance, animals, colors, fruits, and numbers. The teachers also explain the rules of *Jeopardy* game, how the game should be played.

1) Explaining *Jeopardy* game to students
    "*Well,* we are going to play a game called *Jeopardy* game. In this game, you are divided into several groups. Each group has a chance to answer a question.

2) There are 4 types of vocabulary and 5 scores: 100, 200, 300, 400, and 500.

3) Each score consists of one question.

4) The teachers divide students into 5 groups: group A, B, C, D and E consisting of 3 or 4 students each.

5) Each group is given 30 seconds to answer one question.

6) Then, the teachers show the slide share of *Jeopardy* game

7) To begin the game, group A chooses one type of score, followed by group B, C, D and E.

8) Each group has 4 opportunities to randomly choose any score of topic.

9) If a group cannot answer the question, the teachers will choose other groups who put hands up quickly to answer the question. If

the answer is correct, the score is given to that group.
10) The winner of the game is the group with the highest number of score.
11) The students cannot use diction nary but are allowed to ask the members of group about the answer.
12) The game lasts for about 20 minutes.

d. Associating

After the students finished the first section of the game, the second section is run. In this section, all students are in the same groups as in the first section. Then, in group the students are given new vocabulary. The teacher asks the students to memorize the vocabulary. Every student has to memorize it. The teacher will choose two students of each group, but the teacher does not tell who will be representatives of the group. The students have to memorize the vocabulary well. Before directly choosing the student to come to the front of the class, the teacher first invites the fastest group memorizing the vocabulary. If there is not any, the teacher randomly picks two students of each group.

The situation will go as follow:

Teacher : Guys, you have new vocabulary. Please memorize it in your group.
Students : Yes, miss.
Teacher : I give you 10 minutes.
Students : Yes, miss.

After 10 minutes, the teacher invites the fastest group and choose two students. Next the rest of the students listen to them.

e. Networking

In this section, students are given a task to write twenty vocabularies shown in the slideshow. The vocabularies are from the list of vocabularies exposed to the students and randomly chosen by the teacher in the first section in order to evaluate the students' comprehension. Each vocabulary is worth five points. If twenty vocabularies are successfully written, the points are 100. The students will be considered failed if they get point under 80. Then, the students getting point under 80 have to retake the task.

3. Post teaching activity

In this stage, teachers evaluate students' understanding. The teachers give feedback and motivation to the students having followed the learning process, for example, by giving rewards to the winner of the game. After that, the teachers and the students draw conclusions about what they have learned together.

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C. CONCLUSION

Vocabulary is the important aspect in learning English. In this case, it is necessary and important for teachers to concern with English teaching media to build students' interest in learning vocabulary. Game is considered as the effective way of teaching vocabulary.

Jeopardy game can build students' motivation because this game makes students compete with other students to answers the question. The students will be engaged to be more active in the class and also have fun during the game in the classroom. By using this game, the teacher can helps the students to enrich their vocabulary easily.

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