

**TEACHING VOCABULARY USING WORD GAME ACTIVITY IN
SENIOR HIGH SCHOOL**

Presented to the Department of English Language Education

**as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan
Degree in English Language Education**



Conveyed By

Felicia Angelica Putri

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT FACULTY OF
PSYCHOLOGY AND SOCIAL SCIENCES ISLAMIC UNIVERSITY OF
INDONESIA**

2022/2023

APPROVAL SHEET

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Teaching Vocabulary Using Word Game Activity in Senior High School

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Yogyakarta, 2022

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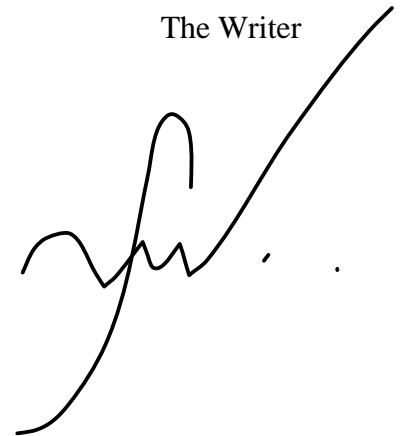
NIP. 053310402

STATEMENT OF WORK'S ORIGINALITY

I hereby assure and declare, I have written this best practice by myself. This best practice does not contain of other author's work. As a scientific paper should be written as well, I put references and cited in the questions from other authors to support and completed this study.

Yogyakarta, 20 September 2022

The Writer

A handwritten signature in black ink, appearing to read 'Felicia Angelica', with a long, sweeping flourish extending upwards and to the right.

FELICIA ANGELICA

15322051

MOTTO

“Hard thing will happen to us. We will recover, we will learn from it, we will grow more resilient because of it.”

(Taylor Swift)

DEDICATION

First of all, I dedicated this best practice to ME, who never give up to go on in every life phase. And especially for:

1. My beloved parents: Jasa Rena Prabawa and Angki Yudha who always support me through their endless love and prayers.
2. All of my besties who always beside me through up and down.
3. The whole Rockologist family, who always appreciate my works and give me motivation everyday.
4. The head of English Language Education Department, my academic supervisor Mrs. Irma Windy Astuti S.S., M.Hum, also my best practice supervisor all this time Mrs. Ista Maharsi S.S., M.Hum, Thank you for your kindness and support during my college phase.
5. My examiners Mrs. Banatul Murtafiah S.Pd., M.Pd. and Mr. Adam Anshori, S.S., MA
6. The whole lecturers at English Language Department of Faculty of Psychology and Socio-Cultural Sciences Islamic University of Indonesia and the staffs.
7. All of my friends at English Education Department batch 2015 that I cannot be mentioned one by one.

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ABSTRACT

Increasing professionalism in teaching is essential, not only in expertise in delivering material but also in implementing material according to students' needs. The English Department of Islamic University of Indonesia requires students to take part in the field. The aim is to make students professional in dealing with the world of teaching based on pedagogical education, character, and following social principles. Writer conducted observations at high schools in Yogyakarta starting on May 8, 2018, until May 14, 2018. Based on observations, teachers at high schools in Yogyakarta still use learning methods that are still quite monotonous. In other words, they have not experimented enough with media and technology. For the context of learning English using three mixed languages such as English, Indonesian, and sometimes Javanese. This Family 100 game is based on observations at the school where the researcher is studying. The students in the class are active but lack learning materials, making it difficult for them. This Family 100 game is relatively easy to teach vocabulary because its principal rules only mention similar hint words. The implementation of this word game is (1) pre-teaching. The teacher explains the rules and how to play. (2) While teaching, the teacher as the host does a 100-word family game (3) Post-teaching, the writer reviewed the Family100 game. This review aims to discover students' advantages and disadvantages after playing this game. The advantages of used Family 100 game are make students more active when learning, build a good mood and bring motivation to students, and introducing new vocabularies to students who have not hear such a strange words before. This best practice study also has the disadvantages for example, students are not fully engaged by the game and many students are indolent to think what they should answer.

CHAPTER I

BACKGROUND

. In this context, the author wants to discuss the experience of the field study program (PPL) having several stages starting with observing the school environment, culture and characteristics of the students in the class to be taught. Researchers conducted observations at High School in Yogyakarta which began on May 8 2018 to May 14 2018. Based on observations, teachers at High School in Yogyakarta still used learning methods that were still quite monotonous in other words not experimental enough with the media and technology. Then again, for the context in learning English using three mixed languages such as English, Indonesian and sometimes Javanese. There is also a culture from schools that encourages them to have time for literacy before starting learning activities. Teacher asked the student's literacy that they should be done on that day. Many students did not finish the assignment then they continue their assignment on class then the teacher allowed them, although actually it supposed to be done. The literacy activity in this school is about students bring the newspaper, books, or magazine then they must read and review what they have read before the classroom begin.

Furthermore, after the student is done with their literacy, writer just considered that the teacher just continued the lesson that was not done last week. Because there is no explanation or presentation about the subject matter. Suddenly teacher just giving an exercise on workbook as known as student worksheet. Teacher gave 25 minutes for 25 multiple choice exercises. Then when students are done with their exercise, they discussed the right answer and the teacher asks students to do peer assessment with their chair mate.

The teacher just delivered the aim of Narrative Text. I thought that the full material of Narrative Text was delivered on the previous meeting because the teacher did not explain anything. When the teacher delivers the aim of Narrative Text it is just a part of extra of the material that was reviewed. Writer have chosen this Family 100 game because based on observations at the school where the researchers conducted the study, students in the class are actually active students but they lack learning material that makes them engaged. This Family 100 game is a game that is relatively easy to teach vocabulary because the main rules are just mentioning similar clue words. Writer used this method to make it easier for students to apply the learning chapter suggesting and offering because this word game can be used as a medium

to offer help and suggest asking for help.

This study aims to discuss more about learning implementation using word games. Word games that are used by themselves are like Family 100 games where in the game students will only play with chunk words and many of them are clues. Writer hopes that this study able to provide the benefits of more knowledge for teachers. That way, the teacher can expect to understand that interactive learning can also biased through games. Furthermore, this family100 game activity has benefits that teachers can be developed students to improving new vocabularies and speaking skill.

CHAPTER II

CONSTRUCT

Vocabulary in learning is a part of the structure of language. If we could not develop vocabulary then we cannot implement the structure effectively. Problems in developing vocabulary are mostly experienced by junior high school students, but it does not rule out the possibility of students at the high school level also having the same problem. It was also stated by (Hidayat, 2016) that to gaining motivation for developing vocabulary, teachers must make strategies that are more varied and pay more attention to corrections to student achievement for example giving feedback to students. Vocabulary is categorized as an important thing that complements all aspects of learning in listening, speaking, reading and writing (Nguyen, 2003). Vocabulary can help students to be more communicative. Teaching vocabulary will be effective when students can understand at least a few words that can be understood by students at one time. (Nation, Teaching Vocabulary)

According to (Masri, 2014) word games are effective enough to be used as a method of teaching vocabulary. Word games have several benefits that make students able to compete well while learning to improve their vocabulary slowly, word games also help students express their feelings and are more supportive to expressing opinions well, word games are also included in the category of ice breaking which it allows students to develop their ideas while playing, and most importantly word games can provide a feeling of relaxation and fun in learning while playing. There are many type of word games, one of the games is Family100. Family 100 game also stated by (Zaputri, 2019) that this game is adapted by Indonesia TV show. The Family100 game basically an entertaining TV show.

Educational games such a word games can also be used as a medium to stimulate student focus to develop words in different contexts. Playing word games in groups will help students be more active in communicating, and develop ideas and creativity. Every student in the class has a different level of language, through this word game students do not need to insecure with their abilities because students will help each other in groups. It improving students creativity in thinking while students must make interaction for example discuss the best answer to reach best point in this game.

CHAPTER III

IMPLEMENTATION

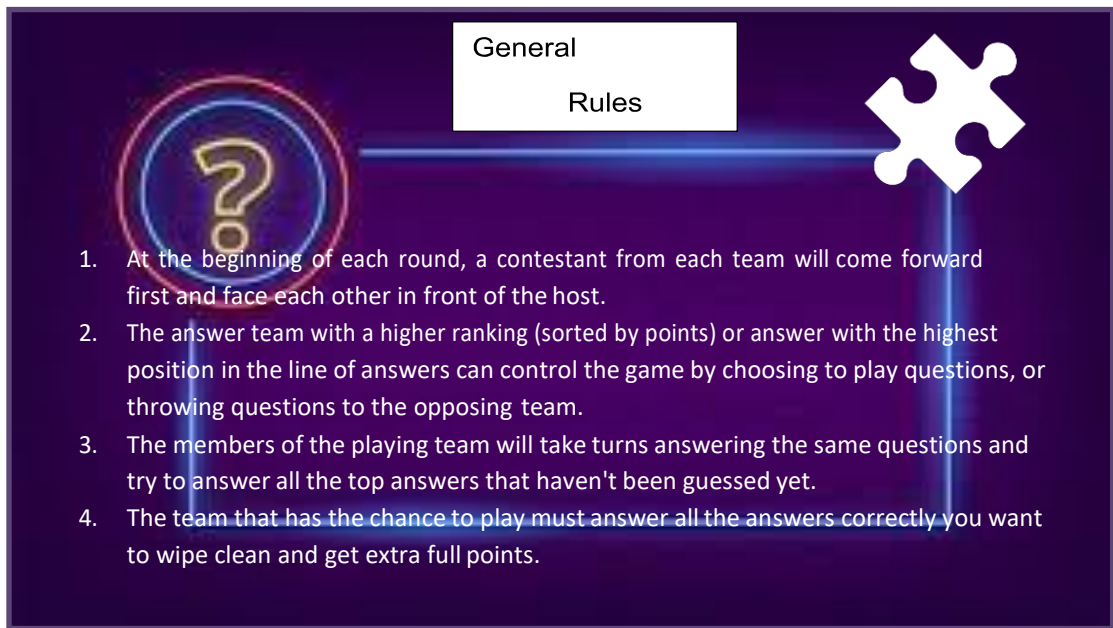
In this section writer explained about the implementation of the word game used, namely Family100, which used to develop new vocabularies.

1. Pre-Teaching (Setting-up Class)

In this first activity, the teacher explained the rules and how to play Family100. Students will be divided into groups by drawing lots. This activity aims to make teachers more easily manage students in groups and students are more able to blend in one class. Students will be divided into 4 large groups.

2. While-Teaching (Performing the Family100 Word Game)

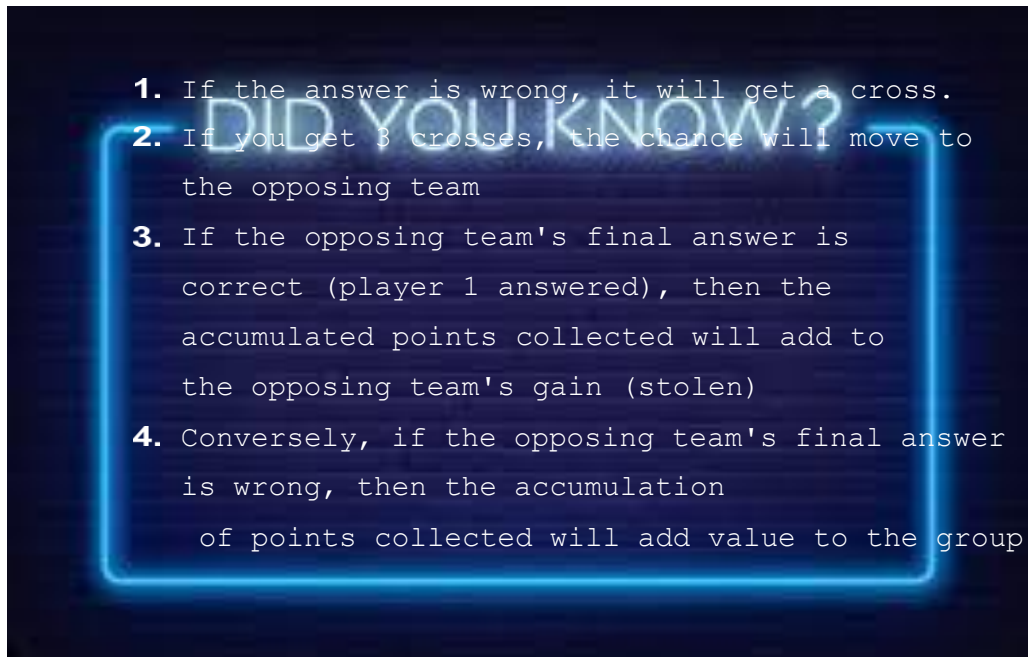
In this section students play word games. The teacher acted as a host. The teacher called one representative from each group to play in front of the main table. There are 40 students in the classroom. Students divided into 4 large groups. The time for each game is 7 minutes and each group representative will advance alternately. In this session students are also allowed to ask for help with a groupmate so that other students stay actively playing. This activity aims to stimulate students to use new words and to answer simple survey questions. This section purposed to motivating student to develop responsibility in learning, speaking and reading. This game provided with laptop and LCD projector, then it displays general rules (instruction) of the game and the game scoring. Teacher sets the classroom with long table in every side of classroom. This game runs same as it adapted by the TV show. Teacher previews the question in screen then students have to guess the answer that contain higher points. If students are ready to answer the question, the delegation students of each groups must raising their hand before answer. Teacher noted their answers in screen and make the best scoring for every answers. Students do not need to worry because teacher also helps them when they have difficulty when playing the game and also give some hints answer.



General
Rules

1. At the beginning of each round, a contestant from each team will come forward first and face each other in front of the host.
2. The answer team with a higher ranking (sorted by points) or answer with the highest position in the line of answers can control the game by choosing to play questions, or throwing questions to the opposing team.
3. The members of the playing team will take turns answering the same questions and try to answer all the top answers that haven't been guessed yet.
4. The team that has the chance to play must answer all the answers correctly you want to wipe clean and get extra full points.

Picture 1.1 Game Rules and Instruction



Picture 1.2 Game Rules and Instruction

3. Post-Teaching (Reviewing The Family100 Game)

In this section, researcher conducted a review of the family100 game. This review aims to find out what advantages and disadvantages students get after playing this game. I also asked for feedback from students about the way the teacher guides the course of this family100 game and asked for feedback in the event of a crash in playing this game. From all the steps that have been implemented, basically the students feel satisfied and motivated because they can get to know, play and learn through games that they have only watched on television. Teachers has the result from student's expression and satisfaction when teacher did question and answer activity. Some students are not active because they lack vocabulary. but the game continues. The solution is students who are inactive and find it difficult to catch up with the game, they are allowed to ask for help from friends who have already had their turn.

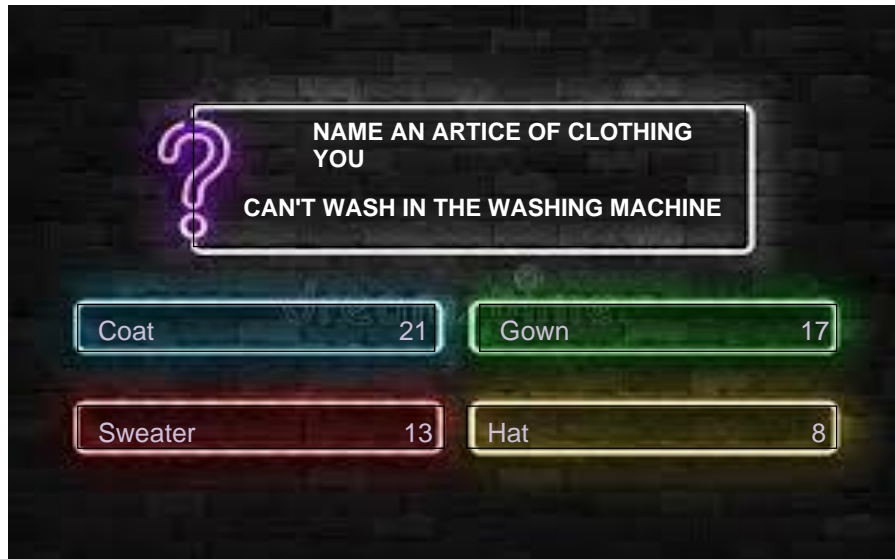


Table 1.3 Game Review



Picture 1.4 Students Activity While Reviewing the Last Activity in Class

CHAPTER IV

CONCLUSION

Implementing Family100 game in 12th grade has some advantages and disadvantages. First of all, the writer conducted the idea of used Family100 games to make students well interact each other. Benefit of using Family 100 are students can be competitive while discussed the best answer and win the game, students also felt energetic when playing the game, then after reviewing the result based on writer's interrogation to students, students mostly felt motivated and energetic after played Family100 game. Beside, this Family100 game also has disadvantages for example, students does not engaged as well and easily distracted by other students who make noises. Many students in groups also idle when they have to think the answer or they must discuss answer for winning the game. In addition for this case, writer as their pre-teacher service at that time must helped them to engage to produce similar or new vocabulary in order to make competitive game.

APPENDIX I

RENCANA PELAKSANAAN PEMBELARAN (RPP)

Sekolah : SMA UII Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/1
Materi Pokok : Suggesting and Offering
Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti (KI)

KI. 1. Menghayati dan mengamalkan ajaran agama yang dianutnya. **KI. 2.** Menghayati dan mengamalkan perilaku

jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI. 3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI. 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

A. Kompetensi Dasar (KD)

Kompetensi Dasar	Indikator penerapan kompetensi
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<p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>3.1.1 Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>3.1.2 Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya</p> <p>4.1.1 Siswa dapat menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
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B. Tujuan Pembelajaran.

- Siswa mampu memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya..
- Siswa mampu membedakan antara kalimat *suggestion* dan *offer*.
- Siswa mampu membuat kalimat terkait *suggestion and offer* sesuai dengan konteks penggunaan dan struktur teks yang baik.

C. Materi Pembelajaran

Fungsi Sosial

- Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- Terbiasa menggunakan ungkapan memberi saran

dan tawaran dan meresponnya

Ungkapan Saran dan tawaran:

Why don't you... What about ...? You should ... You canDo

you need... ? Unsur kebahasaan:

(1) Ucapan, tekanan kata, intonasi,

Topik (1) Keteladanan

(2) Rujukan kata perilaku peduli, kerjasama, dan

proaktif Metode Pembelajaran:

Communicative language teaching

Langkah-langkah pembelajaran :

Mengamati: Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. Siswa belajar mengambil giliran dalam melakukan tindak komunikasi.

Mempertanyakan (questioning)

Dengan pertanyaan pengarah dari guru, siswa mempertanyakan:

- Fungsi social
- Ungkapan yang digunakan untuk memberi saran dan tawaran
- Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya.

Mengeksplorasi: Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya. Siswa berlatih menggunakan ungkapan tersebut .Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi.

Mengasosiasi: Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan. Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya.

Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain

G. Sumber belajar.

CD/ Audio/ VCD

Koran/ majalah berbahasa

Inggris Sumber dari

internet:

www.dailyenglish.com

http://americanenglish.state.gov/files/ae/resource_files

<http://learnenglish.britishcouncil.org/en/>

Teacher made materials

H. Penilaian

Teknik: tes lisan dan tertulis

Prosedur: selama proses

Bentuk: tes listening dan speaking Instrumen: terlampir

Kriteria	Jika respon benar, ucapan benar, intonasi benar, dan pengucapan lancar.	Jika respon benar, ucapan benar, intonasi benar, dan pengucapan tidak lancar.	Jika respon benar, ucapan benar, intonasi salah dan pengucapan tidak lancar.	Jika respon kurang tepat, ucapan salah, intonasi salah, dan pengucapan tidak benar.
Nilai	10 0	90	80	70

APPENDIX II

NAME SOMETHING A KID MIGHT LEAVE BEHIND ON A SCHOOL BUS	
1. Lunchbox	33
2. Books	28
3. Backpack	25
4. Tumbler	24
5. Sweater	19
6. Coat	15
7. Stationary	8
8. Handkerchief	7

NAME AN ANIMAL THAT YOU MIGHT SEE AT BOTH THE CIRCUS AND THE ZOO	
1. Elephant	38
2. Lion	37
3. Tiger	35
4. Monkey	30
5. Parrot	27
6. Dolphin	26
7. Seals	24

NAME SOMETHING A PARENTS TRIES GET THEIR BABY
TO SLEEP

1. Singing	39
2. Rocking	38
3. Warm milk	37
4. Car ride	34
5. Baby toys	32
6. Lullaby songs	25
7. Watch cartoon	10
8. Baby snack	8

NAME A WORD OR PHRASE THAT BEGINS WITH THE
WORD "HOT"

1. Hot dog	34
2. Hot potatoes	26
3. Hot cake	18
4. Hot stuff	11
5. Hot chocolate	10
6. Hot news	8
7. Hot deals	6
8. Hot tea	6

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