

TEACHING ENGLISH VOCABULARY USING GIW FOR STUDENT OF JUNIOR HIGH SCHOOL IN TEMANGGUNG

Titin Nurhayati
titinkokoh@gmail.com
Tidar University
Indonesia

Abstract

A learner with a large vocabulary is well equipped to develop skills in reading, writing, listening, and speaking (Jack C. Richards 2015: 297). Learning vocabulary is an incremental process that involves frequent encounters with word and their uses over time (Jack C. Richards 2015: 297). The goals of vocabulary teaching are not to teach vocabulary, but rather to provide opportunities for learners to improve their knowledge and use of vocabulary related to their specific needs (Jack C. Richards 2015: 297). In fact not all teachers of junior high school in Temanggung teach vocabulary in all aspect. He teaches vocabulary just in the core meaning of the word. This study about Teaching English Vocabulary Using GIW for the student of junior high school in Temanggung as alternative media to help them learn English vocabulary and make them easy to understand and also remember the vocabulary in learning English.

Keywords –GIW, Learning Vocabulary, Alternative Teaching Media

Introduction

As we know English has four skills there are listening, speaking, reading, and listening. All of those skills are depending on vocabulary knowledge. A learner with a large vocabulary is well equipped to develop skills in reading, writing, listening, and speaking (Jack C. Richards 2015: 297). It means that vocabulary is basic knowledge and very important in learning English. Without knowing vocabulary the learners will be difficult in mastering English

Learning vocabulary is an incremental process that involves frequent encounters with word and their uses over time (Jack C. Richards 2015: 297). The goals of vocabulary teaching are not to teach vocabulary, but rather to provide opportunities for learners to improve their knowledge and use of vocabulary related to their specific needs (Jack C. Richards 2015: 297) it means that, In learning vocabulary, the teacher should teach vocabulary in all aspect not just in word meaning. The all aspect of vocabulary includes how the vocabulary pronounced; how the vocabulary is used inappropriate (grammar properties of the word).

In the fact, not all teachers of the junior high school in Temanggung teach vocabulary in all aspect. He teaches vocabulary just in the core meaning of the word. Although the teachers nowadays have not used the old method like write the vocabulary on the blackboard and ask the learners or the students to rewrite them in their book, the students have been still confusing about how to use the vocabulary inappropriately and felt difficult in remembering the new vocabulary.

Base on the above condition, the researcher is interested in doing a research on Teaching English Vocabulary Using GIW (Game of Island Word) for the student of the junior high school in Temanggung as alternative media to help them learn English vocabulary and make them easy to understand and also remember the vocabulary in learning English. Base on the explanation above, the researcher conducts a research with the title “Teaching English Vocabulary Using

GIW for Student of Junior High School in Temanggung”

Methodology

The methodology that is used by the researcher is qualitative methods. The data is taken by using questionnaire and interview. The subject of the research an English teachers and 10 from ±234.848.463 junior high school students in Temanggung that consist of 5 from ± 74 junior high schools in Temanggung.

The questionnaire use yes or no questions and it is given to ten students that become sampling. The questions are made base on Need analysis indicator in Jack C. Richard (2015:568).

Table 1 Yes-no questions questionnaire

No	Questions	Yes	No
1	Do you like to study English?		
2.	Do you think that vocabulary is important in learning English?		
3.	Do you feel difficult to remember the English vocabulary?		
4.	Do You feel difficulties in English vocabulary used?		
5.	Do you feel bored, tense and uncomfortable when you are learning English?		
6.	Is teacher in the class helping you to improve and understand the English vocabulary?		
7.	Do your teacher use making notes of vocabulary in the blackboard method then ask you to re write them to your book?		
8.	Is your teacher using game to improve your English vocabulary?		
9.	Is your teacher obligating you to use dictionary when learning English?		
10.	Do you like hearing your teacher explanation in the class?		
11.	Do you like game in learning English?		

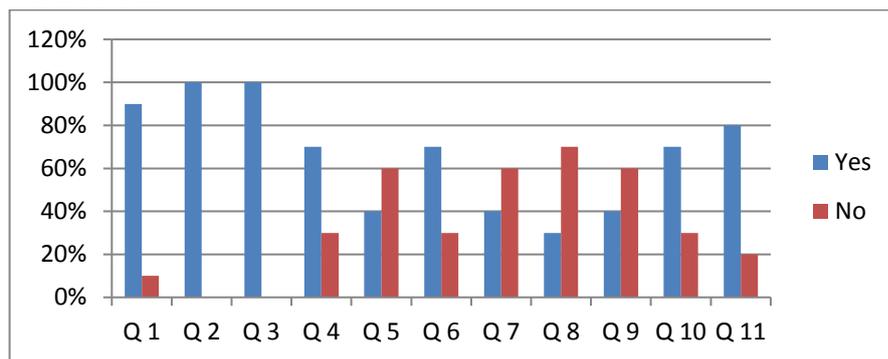
Findings and Discussion

Base on the Methodology the researcher did all. 10 students were getting the questionnaire and an English teacher was getting the interview.

a. Questionnaire

From the questionnaire that the researcher gave to the 10 students, the result is shown in the

chart below:



No	Questions	Number of Student		Yes %	No %
		Yes	No		
1	Do you like to study English?	9	1	90%	10%
2.	Do you think that vocabulary is important in learning English?	10	0	100%	0%
3.	Do you feel difficult to remember the English vocabulary?	10	0	100%	0%
4.	Do You feel difficulties in English vocabulary used?	7	3	70%	30%
5.	Do you feel bored, tense and uncomfortable when you are learning English?	4	6	40%	60%
6.	Is teacher in the class helping you to improve and understand the English vocabulary?	7	3	70%	30%
7.	Does your teacher use making notes of vocabulary in the blackboard method then ask you to re write them to your book?	4	6	40%	60%
8.	Is your teacher using game to improve your English vocabulary?	3	7	30%	70%
9.	Is your teacher obligating you to use dictionary when learning English?	4	6	40%	60%
10.	Do you like hearing your teacher explanation in the class?	7	3	70%	30%
11.	Do you like game in learning English?	8	2	80%	20%

From the result above we know that most of the students of the junior high school in Temanggung like to study English, they feel enjoy when they are learning English. These are shown in point 1 and point 5, in point one there is 90% of students that like study English, while

in point 5 there are 60% students that do not feel bored, tense, and uncomfortable when learning English. They happen because most of the junior high school English teachers have not used the old method of writing vocabulary on the blackboard and asking the student to rewrite. They are helping the student to improve and understand the vocabulary. These are shown in point 7 and 6. Although the result shows that the teacher is helping the student in remembering and understanding the vocabulary, the teachers have still felt difficult in remembering and using the vocabulary inappropriately. It is shown in point 3 and 4. This is alleged because most teachers only teach English vocabulary in the core meaning of the word.

From the result above can be known that most of the learners or the students like using the game and also hearing the teacher explanation in learning English, it is shown in the point 11 and 10. But actually, most the teachers do not use the game in their class, as shown in point 8. Moreover, the teachers do not obligate the student to use the dictionary when learning English. These results can be the other reason why the students still feel difficult in remembering and using the word inappropriately.

Interview

The researcher had interviewed one of the junior high English teachers in Temanggung, she has been teaching English in junior high school in Temanggung for 21 years. The question was like :

Do you think that teaching vocabulary is very important in teaching English in junior high school? Why?

What are the problems that your students have when learning English? Are they the meaning of the word? Explain your answer!

What method and media that do you use in teaching English vocabulary?

Are you teaching vocabulary just in the core meaning of the vocabulary? If no what are the aspects that should be on teaching English vocabulary?

This interview she answered:

Yes, because without vocabulary the students is difficult to know the text

Not all the students know and understand the vocabulary, actually poor of vocabulary.

drilling with flash card (vocabulary card)

No, because 1 word has many meanings so to teach vocabulary as a teacher they must teach vocabulary depends on the context

From the result above can be known that most of the junior high school English teachers in Temanggung have been known and understand if the vocabulary is very important in English teaching and they have thought the learners or the students about English vocabulary nit just in the core meaning it is shown in the point 4. The teacher said that the main problem of the English teaching is vocabulary, there are still students who poor in the vocabulary. The researcher Researchers indicate that it happens because of the lack of media that they used in teaching vocabulary, most of them just use the flash card. The flash card just is used to teach the English vocabulary in the core meaning. Moreover, they just teach in with drilling method, even though from the questionnaire above can be known that most of the students like using game when learning English.

Game of Island Word

GIW (Game of Island Word) is vocabulary game that researcher made to solve the problem that researcher found. It can be alternative media for the junior high school English teacher in Temanggung. It has some of the rules such as: 1. put the chunk of words into some of the place (island), 2. Students divided into some of the groups then they occupy the island, 3. In the island, they must look for the meaning of words that available in their island, 4. Then they must arrange those words into sentences, 5. The group that can complete first and also appropriate in using the words into sentences will be the winner, 6. Then the teacher will review with asking of first islands members to repeat the one correct sentence and the second island member will repeat the sentence that has been repeated by the perfuse island and one the other correct sentence.

GIW make the students become active learning, they are forced to look for the words with their group using the dictionary. It makes them mastering the dictionary. Moras (2007) recommends as effective teaching and learning strategies the use of guided discovery and, like Nation and Coady earlier, contextual guesswork, as well as mastering effective dictionary use.

This game helps the students easy to member the words because it makes the students become productive vocabulary, Scgmitt (2000) point out that productive vocabulary is more likely to be remembered than receptive vocabulary (Jack C. Richards 2015: 310). Moreover, this game contains the rule that makes students review the words that have been encountered. GIW also makes the students just not know the core meaning of the word but also the function of words and the grammatical properties word. When they arrange the words into good sentences, they will learn and understand the grammatical of the word like the suffix and prefix, the function of the word in the grammatical case, adjective order and etc.

Conclusions

Base on the result of data analysis and research finding, the researcher conclude the English vocabulary Learning in Temanggung have not reached the goal of vocabulary learning. After analyzing the GIW, it can be known that GIW helps to reach the goal of vocabulary teaching. In this game make the students become mastering the dictionary, know the function of the words, make easy to remember the words, and also understand how to use the words inappropriately. So GIW is appropriate to be implemented in English vocabulary learning in Temanggung Junior High School.

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