

TEACHING ADJECTIVE AND NOUN VOCABULARIES IN THE DESCRIPTIVE TEXT THROUGH WORD PUZZLE GAME TO THE FIFTH GRADERS OF SD AL FATAH SURABAYA

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Abstrak

Kosakata mengambil peran penting dalam proses pembelajaran bahasa. Menyalin definisi dari kamus mungkin bukan cara yang efektif untuk belajar kosakata. Mereka perlu juga untuk mempelajari kata-kata dalam konteks, tidak berdiri sendiri. Cara mereka mempelajari kata-kata dalam konteks adalah dengan membaca. Dalam hal ini, bahan penelitian adalah membaca teks deskriptif. Salah satu variasi dalam mengajar kosakata bahasa Inggris adalah dengan menggunakan permainan. Salah satu permainan yang dapat digunakan dalam pembelajaran kosakata adalah permainan "word puzzle". Kata-kata dalam permainan puzzle dapat memberikan banyak kesenangan untuk anak-anak dan juga membangun kreativitas mereka. Isi dari permainan puzzle kata harus terkait dengan topik teks. Berdasarkan penjelasan di atas, penulis mencoba melakukan penelitian deskriptif kualitatif dengan penerapan permainan word puzzle untuk mempelajari kosakata dalam teks deskriptif. Penelitian ini dilakukan dengan menggunakan desain kualitatif. Peneliti mengamati kegiatan di kelas sementara proses belajar mengajar terjadi. Data dari penelitian ini berasal dari hasil pengamatan yang diperoleh melalui lembar observasi dan catatan lapangan, dan juga berasal dari hasil wawancara. Data dikumpulkan dengan mengamati kegiatan selama proses belajar mengajar di kelas dan juga mewawancarai siswa guru dan siswa, dan opini guru setelah diajarkan menggunakan puzzle permainan kata. Hasil pengamatan menunjukkan bahwa guru mampu menyampaikan materi yang lebih jelas dengan menggunakan kata permainan puzzle. Dari hasil wawancara ditemukan bahwa siswa menikmati proses belajar mengajar. Dengan demikian, pelaksanaan kata permainan puzzle berhasil membantu siswa dalam penguasaan kosakata untuk memahami teks deskriptif.

Kata Kunci: *Kosa Kata, Aktivitas Membaca, Teks Deskriptif, Permainan Word Puzzle*

Abstract

Vocabulary takes an important role in the process of language learning. Copying definitions from the dictionary probably is not an effective way to learn vocabulary. The students need multiple and various exposures to a word before they fully understand that word and can apply it. They need also to learn words in context, not stand alone lists. The way they learn words in context is by reading. In this case, the material of the study is reading descriptive text. One of the variations in teaching English vocabulary is by using games. One of games which can be used in teaching-learning vocabulary is "word puzzle" game. Word puzzle game can give a lot of fun for young learners and also create their creativity. The content of the word puzzle game should be related to the topic of the text. Based on explanation above, the writer tries to conduct a descriptive qualitative research by the implementation of word puzzle game to the vocabulary in the descriptive text. This study was conducted using qualitative design. The researcher observed the activities in the classroom while teaching and learning process happened. The data of the study came from the result of observation that was obtained through observation sheet and field notes, and also came from the result of interview. The data were collected by observing the teacher's and students' activities during the teaching learning process in the classroom and also interviewing the students' and teacher's opinions after being taught using word puzzle game. The results of observation showed that the teacher were able to deliver the material more clearly by using word puzzle game. From the results of interview found that the students were enjoy in joining the lesson. Thus, the implementation of word puzzle game had improved the students' vocabulary mastery in understanding descriptive text.

Keyword: *Vocabulary, Reading Activity, Descriptive Text, Word Puzzle Game*

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INTRODUCTION

English is a complex language. English is the first foreign language in Indonesia which is important to transfer and gain knowledge, science and technology, art and culture, and establish international relationship. Teaching and learning English emphasizes on the development of four skills (speaking, listening, reading, and writing). Besides, English also consists of language elements: grammar, pronunciation, spelling, and vocabulary. The first thing that should be taught is vocabulary. It is supported by Deighton (1971:461) that vocabulary is the most important component of language power.

Vocabulary takes an important role in the process of language learning. As stated by Fries (1988:37) that learning a language practically always mean primarily learning the words of that language. Therefore, everyone who needs to learn a language in depth should have a lot of vocabulary collection.

Teaching English vocabulary for students especially in elementary school is not easy. Copying definitions from the dictionary probably is not an effective way to learn vocabulary. The students need multiple and various exposures to a word before they fully understand that word and can apply it. They need also to learn words in context, not stand alone lists (Alber, 2010). The way they learn words in context is by reading, then reading some more.

On the fifth grade of Elementary school, the teacher introduces descriptive text. Descriptive text is defined as a text which describes someone, something, or particular place in details. The generic structure consists of two main components; the identification of the subjects and its description. The identification contains the identification of matter / a will be described and the description contains the explanation / description of the thing / person to mention a few properties. Generally, there is no differences between the generic structure of descriptive text for Elementary school and Junior High school or Senior High School. But, the level of vocabulary that used in the descriptive text is exactly different. It depends on the grade of the students. So, in this case the research will

focus on two types of vocabulary, they are noun and adjective, because students in the fifth grade is categorized as a young learner.

Introducing a foreign language to children is a challenge because they have unique characteristics and have a special way of learning a new thing. One of the variations in teaching English vocabulary is by using games. One of games which can be used in teaching-learning vocabulary is "word puzzle" game. A puzzle is a problem that tests the ingenuity of the solver. According to Danesi (1987:11), there are many kinds of word puzzle games; such as scrambled letters and words, crossword puzzle, word searcher.

Word puzzle game is not a new thing for students because it has been used by the teachers in teaching vocabulary for many years. Most teachers usually apply the same teaching learning strategies in teaching-learning process. The teacher offers word puzzle game as a media to teach vocabulary in the descriptive text in order to make the students understand about the text clearly. In this case, the words which are used in the word puzzle are noun which are related with the name of place and adjective which usually use to describe the noun. Vocabulary which is used in the fifth grade students are categorized in the Elementary level of vocabulary. According to those explanations above, the researcher will conduct a research about to what extent does word puzzle game as one of media to teach adjective and noun vocabularies in the descriptive text to the fifth graders of SD Al Fatah (*Full Day School*) Surabaya.

Referring to the background of the study above in this research, the researcher formulates the research question to highlight the research what terms will be conducted.

1. How is the implementation of word puzzle game to teach adjective and noun vocabularies in the descriptive text to the fifth graders of SD Al Fatah (*Full Day School*) Surabaya?
2. How are the students' responses to the implementation of word puzzle game?

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RESEARCH METHOD

This was a descriptive qualitative research to obtain the data. Bodgan and Biklen (1992:30) state that qualitative research is descriptive. A qualitative research describes the phenomenon in words instead of numbers or measures (Krathwohl: 1993). In qualitative methodology, the researcher does not set out to the test hypothesis, but only observes what present during the observation (Freeman and Longman, 1991:11). The research was to observe the implementation of word puzzle game to teach adjective and noun vocabularies in the descriptive text to the fifth graders of SD Al Fatah (*Full Day School*) Surabaya.

The researcher conducted the research at SD Al Fatah (*Full Day School*) Surabaya which is located on Jalan Dukuh Karangang. Golongan Babatan Wiyung, Surabaya. The subject of the study would only focus on how to teach new vocabulary especially noun and adjective in reading activity in the fifth graders of SD Al Fatah Surabaya. Considering the focus on the research, the fifth grader students were the most appropriate participants because this grader received the descriptive text. There were 23 students in this class; these students consisted of 8 girls and 15 boys.

The data of the study was collected from the result of the observation was about the implementation of word puzzle game to teach adjective and noun vocabulary in the descriptive text. And then the result of interview was about the students' responses during the implementation of word puzzle in teaching vocabulary to the fifth grade students. The instruments which the researcher used were field note, observation sheet, and interview. Firstly, the data were obtained by using field notes and observation sheet. All the teacher activities in the classroom were observed and were written by the researcher. Secondly, the researcher used an interview. The researcher asked about the teaching and learning process in the classroom while using Word Puzzle game as a media to teach new vocabulary. The data was taken from students' and teachers' answers or opinions about implementation of word puzzle game to teach adjective and noun vocabulary in the descriptive

The research was conducted in two times which The research was carried on May 29th up to June 5th 2012. The first observation was conducted on Tuesday, May 29th 2012. In collecting data, the researcher took part as the observer in the classroom. The data were collected through non-participant observation. The observed activity would provide data for filling field notes and observation sheets about the implementation of word puzzle game to teach adjective and noun vocabularies in the descriptive text to the fifth graders of SD Al Fatah (*Full Day School*) Surabaya. The researcher interviewed the teacher and the students to get more data about the implementation and the students' responses during the implementation of word puzzle game in teaching adjective and noun in the descriptive text.

The researcher analyses the data in a descriptive way. The researcher describes the data referring to the problems. After the data had been collected and classified, the researcher analysed the data qualitatively by using descriptive analysis. It was analysed by describing and getting the conclusions in order to know the implementation of word puzzle game and the students' responses.

RESULT OF THE STUDY

The Implementation of Word Puzzle Game to Teach Adjective and Noun Vocabularies in the Descriptive Text to The Fifth Graders of SD Al Fatah (*Full Day School*) Surabaya.

According to the result of observation, it can be concluded that puzzle game is one of the media which is helpful for students not only to answer the questions but also understand the text effectively and efficiently. According to Deyuan and Yuven (2006) reading activity is divided into three parts of activities, they are: Pre-reading, whilst-reading, and post-reading. Each of meetings was started with greeting the students and checking the attendance list. The teacher also started the activity with some reviews to motivate the students in learning the material. The aim was to refresh the brain before receive the lesson. And then, the teacher went on to the teaching and learning process.

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During the implementation of word puzzle game as a media to teach vocabulary in the reading of descriptive text, the teacher did all the procedures stated by Deyuan and Yuven. There were three stages in teaching reading. In pre-reading, the teacher asked a little about descriptive text and some familiar places that they may have known. It can be used as warming up activity so they can match what they hear with what they expect to hear and using their previous knowledge to make sense of it (Underwood, 1989).

During the while – reading stage, the teacher's job is to help students to understand the specific content and to perceive the rhetorical structure of the text (Deyuan and Yufen, 2006). At the first, the teacher read the text loudly. Then, the teacher asked the students to read by themselves carefully in order to make them understand about the text clearly. The goal of this activity is most students could catch an understanding of the story. They need also to learn words in context, not stand alone lists (Alber, 2010). So the teacher helped them using a media called word puzzle game, such as crossword puzzle, scrambled letter, and word searcher. Those kind of game was very familiar for young learners. The content of the game should be related to the topic of the text so the students could catch the meaning of the vocabulary clearly.

Post-reading is the last step in understanding and comprehending the text which are given by the teacher. Next, they discussed some difficulties of the game and vocabulary that they have got from doing the text. Giving a test in the last session is also important to know how far the students acquired the vocabulary better. The students could reach higher score because word puzzle game helped them to understand the text clearly.

From the discussion above, it could be concluded that word puzzle game was successfully implemented by the students in comprehending the text. Moreover, by implementing word puzzle game as a media in reading the students could understand well the text because the questions had represented the content of the text itself.

The Students' Response toward the Implementation of Word Puzzle Game to Teach

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Interview was conducted after the implementation of word puzzle game. It divided into two parts, the first is for the students and the second is for the teacher. The questions were related with the implementation of word puzzle game, the advantages using word puzzle game and the difficulties in using word puzzle game. Based on the result of interview given, for the first question, most of the students were enthusiastic to know about word puzzle game. It could increase their knowledge in order to answer the questions efficiently and efficiently. Next, the researcher found that most students felt motivated to practice "word puzzle" games to understand vocabulary in descriptive text. The students realized that their participation during the game was higher than before the game was conducted. On the whole, those statements above supported by the view of Erzos (2002) that game is not only amusing and interesting but also highly motivating the students in learning a language.

The teacher not only provided one kind of puzzle game. It could avoid students' boredom because young learners need various activities. Broughton (2003) has stated that ten minutes is the longest time for which primary children can sustain an interest in one activity. When the students play the game, the teacher should pay attention and help them to face their difficulties. So, there was a good cooperation between the teacher and the students. Most of the students agreed that the game helped the students to understand the text, especially reading descriptive text.

After analyzing the data, the researcher found that both the teacher and the students face some problems in using puzzles in teaching and learning vocabulary. The teacher's problem were the students who had lack of English vocabulary. So, it was rather difficult to make them understand the text and the games quickly. The teacher should explain it one by one so they could catch it clearly. The teacher also gave more clues in order to recall the students vocabulary. Moreover, the teacher gave more than one

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example in playing word puzzle games to avoid their boredom and increase their motivation. The more examples is better for them.

CONCLUSION

From the result of observation, the researcher make conclusion that playing puzzles games can be used as one of activities in teaching and learning process at elementary school. The implementation of word puzzle games as an activity in teaching and learning process of readingdescriptive text was appropriate to help students exploring their imagination. It also could minimize the students' boredom when they learned about English vocabulary. The teacher gave different material for the students in each day, so they wouldn't bored by learning the same text. They also got a lot of vocabularies collection from it. Most of them could answer the exercises well and get high score. It means that the teacher were able to use word puzzle game as a media to teach adjective and noun vocabularies successfully.

In the first first and second meeting, the teachers has done three stages (pre - reading, while - reading, and post - reading) of teaching reading skill well and clearly. But in the third meeting the teacher only did some reviews about the last exercises in the previous meeting (second meeting), the teacher the skipped the while - reading and the post - reading because they had limited time to do that. The rest of the time would be done for interview session.

Based on the result of the interview, the students agreed that the implementation of word puzzle games in learning readingdescriptive text is a pleasurable activity. They could explore their imagination and also got a lot of vocabularies by doing those games. Even though some students faced difficulties in listening and pronouncing unfamiliar words, they were still motivated to join the lesson.

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