THE USE OF "OPPOSITE" GAME IN IMPROVING STUDENTS VOCABULARIES: CASE OF EIGHTH GRADE STUDENTS OF SMP 9 SEMARANG

By

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Abstract

This Final project is discussing about the use of "Opposite" game in improving students' vocabulary. The objectives of this final project are to find out the implementation of "Opposite" game to improve the students' vocabulary, the students' advantages and difficulties using "Opposite" game to improve their vocabulary and some possible solution for the difficulties. This final project is categorized as descriptive qualitative. the data took by doing the observation and collecting the students' oppinion to describe the implementation of "Opposite" game to improve the students' vocabulary, know the students' difficulties and advantages of improving students' vocabularies through "Opposite"game. The data analyzed by transcribing the observation and questionnaire into written form. There are the results of analysis of the observation and questionaire. First, the teacher ways in using "Opposite" game in improving students' vocabulary is good. Second, the students' facing difficulties in making some clues and guessing some clues in using "Opposite" game in order to improve students' vocabularies. Third The advantages of using "Opposite" game are the students can memorize vocabulary in an interesting way and improve their speaking and listehning skill in the same time, the teacher can increase students' motivation and interest by using "Opposite" games.

Key words: "*Opposite" games, vocabularies*

Introduction

This study is conducted to investigate about the implementations of teaching vocabularies through "opposite" game to the eighth grade students of SMP 9 Semarang in academic year 2012/2013, to find out the advantages and the disadvantages of using "opposite" game in teaching vocabularies.

SMP 9 Semarang as one of the state junior high school which is qualified as RSBI (pilot international school standard) mostly uses English in their

teaching learning activities. It means, the students of SMP 9 Semarang should be able to understand English vocabularies in order to support their study.

On the other hand, the students of SMP 9 Semarang have difficulties in understanding the lessons in their study because of their knowledge of the vocabularies are limited. One of the ways to improve the students' knowledge about vocabularies is learning the vocabularies through English lesson. The students usually learn vocabularies in English lesson by memorizing them and its make them getting bored.

In order to avoid the problem of getting bored in teaching vocabularies in English lesson, teachers should find out interesting way and one of the ways is using games as their media in teaching vocabularies. The implementation games as teaching media can create positive affect in the students learning experiences because games not only create an interesting way of learning but also lively classroom situations in teaching learning activities.

Even games can create positive effect in teaching learning activities; games also have advantages and disadvantages in its implementations in teaching learning activities. The implementations of games itself also have effect in creating positive effect in teaching learning activities because the positive effect can be created if the teachers can implement the games that they use correctly.

Statement of the Problems

1. How does the teacher use the "Opposite" game to the eighth grade students of SMP N 9 Semarang in order to improve the students' vocabularies?

2. What are the advantages of using "Opposite" game in improving students' vocabularies?

3. What are the difficulties of using "Opposite" game in improving students' vocabularies?

The objectives of this study are:

1. To describe the use of "Opposite" game in improving students vocabularies.

2. To find out the advantages of using "Opposite" game in improving students vocabularies.

3. To find out the difficulties of using "Opposite" game in improving students vocabularies.

Related Theories

Definition of Vocabulary

According to Webster's Ninth Collegiate dictionary (2010: 132), vocabulary is a list or collections of words and phrase usually alphabetically arranged and explained or defined, a sum or stock of words employed by a language group individual or a work or in a field of knowledge, and a list or collections of terms of codes available for use.

Kind of Vocabulary

Aeborsold and Field in their book (1997:139) classified vocabulary into two classifications, there are Active vocabulary and Passive vocabulary

Teaching Vocabulary

Coady and Huckin (2010: 5) stated that vocabulary is central to language and critical importance to the typical language learner. It means, to understand and covering language, students should master the vocabularies to cover their language learning.

Hammer (2007: 159) stated that at beginner and elementary levels it certainly seems a good idea to provide the sets of vocabulary which the students can learn. From the statement above we can conclude that learning vocabulary should begin to young learner because in their age they will be able to master the foreign language if there is a good method in teaching them.

Teaching Method

Bambang Setiyadi (2006: 95).

Community Language Learning (CLL) is name of the method that introduced and developed by Charles A. Curran and his associated. Community Language Learning represents the use of Counseling Learning Theory to teach foreign language. In Community Language Learning this kind of relationship is considered basic to learning a foreign language. The teacher functions as the counselor and the learners as his/her clients

Learning Strategies

Jack C.Richards and Theodore S. Rodgers (1986:120) comments as follows

Group Work. Learners may engage in various group tasks, such as small- group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to another group, preparing a story that will be

presented to the teacher and the rest of the class

Definition of Games

Games based on Oxford English mini dictionary (2008:230) has meaning an activity done for amusement or sport. Students enjoy playing games because they can learn the materials in interesting way. Students also can improve their ability in the learning processes by using games. Suyatno (2005: vii) stated that the world is the world's children to play" but many are not the subject matter presented through the game. it is one of them caused by the   provision   of learning materials that are rarely applied through the game. It means by using games the students can learn the materials in interesting and easy ways.

Types of Games

Brewster, (2003:175) stated that there are many different kinds of games which can be grouped according to the kinds of language or learning focus. they are:

a.   Accuracy – focused games

b.   Fluency – focused games

c.   Competition games

d.   Cooperation games

e.   Opposite Games

"Opposite" game to teach vocabulary

W. R Lee (1979:2) says that most language games make learners use the language instead of thinking about learning the correct forms. He also says that games should be treated as central not peripheral to the foreign language teaching programme. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching.

"Opposite" game is a simple game. The basic of the games is to improve the students' vocabularies. In this In this game, we play about guess the opposite of list words. To do this game, the students are divided in some groups. Every group has to discuss and make some clues about the opposite of list words. After having a discussion, the leader of each group come in front of the class, then the leader have to give some clues to other about the opposite of the list of words. Other group has to discuss about the clues and then they answer it.

Selecting Games

Suyatno (2005:14) stated that in order to create interesting way in

teaching vocabulary by using game as media, in selecting games teachers should consider about:

a. A game with simple language, easy to explain, set up, and fun play is appropriate to beginner or very young learners. The teacher should introduce teachers should introduce simple phrases and have to play the game with one or two children in the front of the class as a demonstration.

b. Lively game is needed by young children. The game should keep the children physically occupied and for them let off steam.

c.   Miming games are also useful for mentally engaging pupils. Using a series of cards which give suggestions for a mime, such as reading a comic, eating a hamburger, playing a computer game, and etc.

d. A matching game is appropriate for a child. Child needs a series of picture or words card showing vocabulary they have recent learned.

e. A calming game which could be adapted to include longer phrases instead of just single word.

Research Method

The design of the research was descriptive qualitative to make systematic and accurate description concerning the facts and failures of research data. Bodgan and Taylor (1975:5) in Setiyadi states that qualitative research is a procedure research which produce descriptive data, both written data or spoken fro human and their habitual which is researched.

Sample

The sample of the study are the eight grade students of SMP Negeri 9 Semarang which was consists of 30 person as the object of research and the teacher of the eight grade class of SMP Negeri 9 Semarang as the subject of the research.

Research Instrument

This study used the closed questionnaire to collect the data about the students' opinion about "Opposite" game in order to know the possible advantages and disadvantages of "Opposite" game based on the students' opinion because closed questionnaire will help the respondent to answer as soon as possible, and it will help the researcher in analyzing the data (Sugiyono, 2008:143), classroom observation to collect the data about the implementation "Opposite" game in order to know the implementation of "Opposite" game in the classroom observation is to explain the situation

which is researched, happened activities, the coherence individual, activities and individual and the coherence between situations. Observation can be mean as a observation and making note systematically (Creswell 2011:267), and Documentation to gathered some pictures when teacher implement the teaching vocabulary through "Opposite" game to support the research finding in this research

Findings

The Questionaire Result.

1. The students are interested with the English lesson.

2. The students don't have difficulties to study English.

3. The teacher always uses English in teaching learning process.

4. The teacher always uses media in teaching learning process.

5. The students are interesting in memorizing vocabularies using "Opposite" game.

6. The students can deliver the opinions through team work.

7. The "Opposite" game are help the students to improve their vocabularies.

8. The students are facing some difficulties in making clues.

9. The students cannot guess the clues from other group.

10. the students are interesting in improving their vocabularies through the "Opposite" game.

The Observation Result

1. The students' difficulties in using "Opposite" Game.to Improve the Students' Vocabularies

    a. The students have got difficulties in making some clues in English; it seems that the students have low vocabularies mastery. They need a lot of time to make the clues.

    b. The students have got difficulties in guessing some clues. Some students showed they are doubt when they hear some clues from their friend.

2. The possible Solutions to Overcome the Student's Difficulties in Using "Opposite" Game to Improve Students' Vocabularies.

a. The students have got difficulties in making some clues in English; it seems that the students have low vocabularies mastery. The suggested solutions for the problem are:

1) The students should find out the vocabularies in dictionary.

2) The students can ask their teacher

3) The teacher gives some guidances through the discussion in creating clues.

b. The students have got difficulties in guessing some clues. Some students showed their doubt face when they hear some clues from their friends. The suggested solutions for the problem are:

1) The students should listen carefully the clues.

2) The leader should repeat again the clues fluently for several times.

3) The students should do more practice their listening skill.

4) The teacher can give the short explanation and guidance if the students confuse with the clues.

The procedure of the teacher improves the students' vocabularies by using "Opposite" game is good. The teacher used game as media in improving the students' vocabularies. The students are very interesting to improving their vocabularies by using "Opposite"games.

There are some problems faced by the students in improving their vocabularies by using "Opposite" game, they are: The students have got difficulties in making some clues in English; it seems that the students have low vocabularies mastery; the students have got difficulties in guessing some clues. Some students showed their doubt face when they hear some clues from their friend because the leader don't say the clues fluently and sometimes do misspronouncing and make their clues are not clear. So, the students who guess the clues facing misunderstanding and do misinterpreting the clues. When the teacher explains the rules and giving instruction to the students, they can not understand the meaning of the instruction itself because the students

don't know the meaning of those instructions. There are the solutions which given by the researcher to overcome the students problems

The students should find out the vocabularies in dictionary and the teacher also gives them guidance to help the students to understand some new vocabularies that they don't understand.

The students should listen carefully the clues; the leader should repeat again the clues fluently for several times will make the other friend can guess the clues easily. The leaders ask the teacher how to pronounce some difficult words that they used in the clues. The teacher can give some guidance in making clues. The students should pay attention to the teacher and try to find the meaning of the sentence.

The teacher should repeat her instruction several times and translate the instructions to the students is one key to avoid misunderstanding between teacher and students about the instructions.

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