

**TEACHING VOCABULARY USING EMERGENCY VOCABULARY
GAME: A CASE STUDY IN GAMA ENGLISH COURSE
WONOGIRI**



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department**

Written by

NURUL INDAH PUTRI UTAMI

A320140178

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
JUNE, 2018**

APPROVAL

TEACHING VOCABULARY USING EMERGENCY VOCABULARY

GAME: A CASE STUDY IN GAMA ENGLISH COURSE

WONOGIRI

RESEARCH PAPER

by:

NURUL INDAH PUTRI UTAMI

A320140178

Approved to be examined by Consultant
School of Teacher Training and Education
Muhammadiyah University of Surakarta

Consultant,



Hepy Adityarini, Ph.D.

NIK. 846

ACCEPTANCE

TEACHING VOCABULARY USING EMERGENCY VOCABULARY
GAME: A CASE STUDY IN GAMA ENGLISH COURSE
WONOGIRI

by:

NURUL INDAH PUTRI UTAMI

A320140178

Approved and Accepted by the Board of Examiners

School of Teacher Training and Education

Muhammadiyah University of Surakarta

On June 2018

Team of Examiners;

1. **Hepy Adityarini, Ph.D.**
(Chair Person)
2. **Prof. Dr. Endang Fauziati, M. Hum**
(Secretary)
3. **Aryati Prasetyarini, M.Pd.**
(Member)

()
()
()

Surakarta, July 07th 2018

Dean,



Prof. Dr. Harun Joko Pravitno, M.Hum.

NIP. 19650428 199303 1 001

TESTIMONY

I the undersigned below:

Name : Nurul Indah Putri Utami
NIM : A320140178
Program : Department of English Education
Title : Teaching Vocabulary Using Emergency Vocabulary Game: A
Case Study in Gama English Course Wonogiri

Herewith, I testify this research paper there is no plagiarism of the previous literary, which has been raised to obtain bachelor degree of a university, nor there are options or masterpiece which have been written or published by others, except those in which the writing are referred in the manuscript and mentioned in literary reviews and references. Hence later, if in the next day the result proved this research proposal plagiarism, I am fully responsible and willing to accept sanctions in accordance with applicable regulation.

Surakarta, 06 June 2018

The Researcher,



NURUL INDAH PUTRI UTAMI

NIM. A320140178

MOTTO

“If you want it. Work for it. It’s that simple.”
(Unknown Author)

“Be thankful for what you have; you will end up having more. If you concentrate on what you don’t have, you will never, ever have enough.”
(Oprah Winfrey)

DEDICATION

I dedicate my best work for:

- ❖ My fabulous dad Sukarman, thank you for battling tirelessly to take me up to this level. I am so proud of you. And not forgotten for my wonder mom, thank you for your support and pray for me. Thanks for the love that you given to me. I love you both.
- ❖ My beloved sister and brother, Anisa Rahmawati and Mohamad Faturhman that always has been a solace and encouragement. I love you so much guys.
- ❖ My two great grandfathers Maryoto and Karyo Suwito (*Alm*), my two lovely grandmothers Sunem (*Almh*) and Kartem. Hopefully I can make you all proud of me. Thank you for everything.
- ❖ My faithful friend, Feri Nurdianto, thanks for all the help both material and non-material. Thank you for sparing the time to handle everything I need. Thanks for your pray and support.
- ❖ My big family who I cannot mention one by one, I am very grateful over the pray and support during this. I appreciate your generosity.
- ❖ My sweet sisters of (Pinjal) second family. They are Hanief Imaniar Ghinasih, Ike Novita Dewi and Arista Nur Widiastuti. Thank you very much for all supporting things.
- ❖ My best friends of (Kumprung) family, thanks for all the help of countless. I thank you most warmly (Nadiyah, Soraya, Erlin, Swari, Anggita, Asri, Isti, Ani, Efy, Sulis). I will miss you so bad guys
- ❖ My super girls of (Griya Kuning) family. Thanks for become a new family in my last year. You are unforgettable sisters (Nadiyah, Isti, Denis, Anisa, Rahma, Nurul).
- ❖ My unforgettable friends at Muhammadiyah University of Surakarta, especially Actphrodite class and Babel squad. I am so glad to know you guys. Big thank and love.

ABSTRAK

Kosakata adalah elemen penting dalam belajar bahasa Inggris. Kosakata memiliki peran untuk membangun sebuah komunikasi. Belajar kosakata terkadang membuat siswa merasa bosan. Namun pengajaran kosakata menggunakan permainan dapat menjadi solusi untuk memperkaya kosakata siswa. Salah satu permainan untuk pengajaran kosakata yaitu emergency vocabulary game yang diterapkan di Gama English Course Wonogiri. Tujuan dari penelitian ini antara lain untuk:(1) mendeskripsikan pendapat siswa ketika emergency vocabulary game diterapkan,(2) mendeskripsikan pendapat guru ketika mengajar kosakata menggunakan emergency vocabulary game,(3) mendeskripsikan prosedur pelaksanaan emergency vocabulary game di dalam kelas. Penelitian ini merupakan penelitian kualitatif yang dilaksanakan pada Desember 2017 hingga Januari 2018. Sampel dari penelitian tersebut yaitu 11 siswa remaja level 7 sampai 9 di Gama English Course Wonogiri. Data dalam penelitian ini diperoleh melalui interview dengan 11 siswa remaja dan 2 guru bahasa Inggris. Penelitian tersebut juga menggunakan observasi sebagai cara untuk mengetahui prosedur pengajaran emergency vocabulary game. Data menunjukkan bahwa sebagian besar siswa memberikan pendapat yang positif, seperti: 'seru', 'asik', 'bagus', 'lebih akrab dengan teman', 'membantu mengingat kata', 'menambah kosakata' dan 'menambah percaya diri'. Hanya sedikit dari mereka yang mengatakan bahwa emergency vocabulary game memiliki kekurangan seperti: 'waktu menjawab yang terbatas', 'hukumannya kurang seru', 'permainannya terlalu mudah'. Selain itu para guru juga mengungkapkan beberapa kelebihan dan kekurangan dari permainan tersebut. Kelebihannya antara lain 'efektif', 'unik' dan 'bagus'. Sementara kekurangannya seperti: 'siswa yang pemalu sulit untuk berkembang', 'membutuhkan banyak waktu' dan 'membuat siswa lupa belajar materi'. Semua guru menggunakan emergency vocabulary game pada akhir proses belajar mengajar setelah siswa diberi materi. Menerapkan permainan pada akhir pembelajaran dapat mengurangi stres siswa.

Kata kunci: *kosakata, pengajaran kosakata, permainan, emergency vocabulary game, remaja.*

ABSTRACT

Vocabulary is crucial element in learning English. It has important role to build communication. Learning vocabulary sometimes makes the students feel bored. However, teaching vocabulary using game can be the solution to enrich students' vocabulary. One of the game is emergency vocabulary game applied in Gama English Course Wonogiri. The objectives of this study were: (1) to describe the students' views when emergency game is applied in the classroom, (2) to describe teachers' views when teaching vocabulary using emergency vocabulary game, (3) to describe the procedure of teaching vocabulary using emergency vocabulary game in the classroom. This study was a qualitative research conducted from December 2017 until January 2018. The participants of this study were 11 adolescence students of Gama English Course in level 7 to 9. The data were collected by interviewing 11 students and 2 English teachers. This study also used observation to know the teaching procedures of emergency vocabulary game. The data showed that majority of the students' views were positive, like: 'exciting', 'fun', 'good', 'be more familiar with friends', 'helps to memorize words', 'enrich vocabulary' and 'build self confidence'. Few of them said some weaknesses of this game were: 'limited time to answer', 'the punishment is less challenging' and 'the game is too easy'. In addition, teachers also revealed some advantages and disadvantages. The advantages of the game were 'effective', 'unique' and 'good'. Meanwhile, the disadvantages were as follows: 'shy students were difficult to interact', 'takes a lot of time' and 'making students forget to learn'. Both teacher used emergency vocabulary game at the end of teaching learning process after the students were given the materials. Using game at the end of learning can make the students have less stress.

Keywords: vocabulary, teaching vocabulary, game, emergency vocabulary game, adolescence.

ACKNOWLEDGEMENT

Assalamu'alaikum Warahmatullahi Wabarakatuh

Alhamdulillahirabbil'alamin, all the praise I lavished to Allah SWT who has always helped me in every conditions, so I can complete my research paper entitled **TEACHING VOCABULARY USING EMERGENCY VOCABULARY GAME: A CASE STUDY IN GAMA ENGLISH COURSE WONOGIRI**. When doing this research, there are many people who helped me so it can be finished smoothly. So here I would like to express my deepest gratitude and appreciation to the following people:

1. Prof. Dr. Harun Joko Prayitno, M.Hum, Dean of Teacher Training and Education Faculty of Muhammadiyah Surakarta.
2. Mauliyah Halwat Hikmat, Ph.D, the head of English Department Muhammadiyah Surakarta.
3. Hepy Adityarini, Ph.D, the academic consultant who always took the time to the researcher, gave a lot of knowledge and patiently guided till the end. I appreciate your generosity.
4. All the lecturers of English Department in Muhammadiyah University of Surakarta.
5. My fabulous parents Sukarman and Sumartini thank you for the love, pray and struggle. I do not know what I would do without you.
6. Miss Melati and Miss Tyas as the teacher of Gama English Course Wonogiri that has allowed me to do this research there.
7. All the people who cannot be mentioned one by one toward their roles to the researcher.

I realized that this research paper is far from being perfect. I hoped this research paper would be valuable for the readers, suggestion and criticism are expected.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

TABLE OF CONTENTS

COVER	i
APPROVAL	ii
ACCEPTANCE	iii
TESTIMONY	iv
MOTTO	v
DEDICATION	vi
ABSTRAK	vii
ABSTRACT	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	x
LIST OF TABLE	xii
CHAPTER 1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Questions	3
1.3 Objectives of the Study	3
1.4 Limitation of the Study.....	3
1.5 Benefit of the Study.....	4
1.6 Organisation of the Thesis	4
CHAPTER 2 THEORETICAL REVIEW	6
2.1 Literature Review	6
2.1.1 Notion of Vocabulary	6
2.1.2 Teaching Vocabulary	9
2.1.3 Principles of Teaching Vocabulary	9
2.1.4 Technique for Teaching Vocabulary.....	9
2.1.5 Game	10
2.1.6 Adolescence	13
2.1.7 Definition of Teaching Procedure.....	15
2.2 Previous Studies	15

CHAPTER 3 RESEARCH METHOD.....	18
1.1 Type of the Study	18
1.2 Setting of the Study	18
1.3 Subject of the Study	19
1.4 Object of the Study.....	19
1.5 Data and Source of Data.....	19
1.6 Technique for Collecting Data.....	20
1.7 Technique of Data Analysis.....	21
1.8 Trustworthiness	22
CHAPTER 4 RESEARCH FINDINGS AND DISCUSSION.....	24
4.1 Findings from Interview	24
4.1.1 Interviews with Students.....	24
4.1.2 Interviews with Teachers	28
4.2 Findings from Observation	30
4.3 Discussion.....	49
CHAPTER 5 CONCLUSION, PEDAGOGICAL IMPLICATION AND	
SUGGESTION.....	54
5.1 Conclusion	54
5.2 Pedagogical Implication	55
5.3 Suggestion.....	55
REFERENCES	57
APPENDIX	61

LIST OF TABLE

Table 3.1 List of Codes	22
-------------------------------	----