

LAPORAN  
PENELITIAN REGULER



*THE PROFILE OF ENHANCING STUDENTS' WRITING SKILL  
USING WORD GAMES: THE CASE STUDY OF JUNIOR HIGH SCHOOLS  
IN SEMARANG, CENTRAL JAVA, INDONESIA*

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LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT  
UNIVERSITAS PGRI SEMARANG

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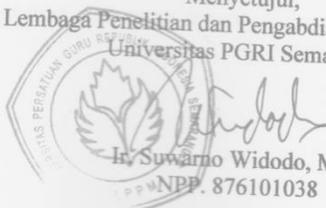
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## **ABSTRACT**

### **THE PROFILE OF ENHANCING STUDENTS' WRITING SKILL USING WORD GAMES; THE CASE STUDY OF JUNIOR HIGH SCHOOLS IN SEMARANG, CENTRAL JAVA, INDONESIA**

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According to Chastain (1988) "writing is a basic communication skill and a unique tool in the process of second language learning" (p.244). this is a qualitative descriptive study which has some research problems as follows; firstly, how do the teachers enhance their students' writing skill using word games? and secondly, what are the teachers' perception towards the word games used in enhancing the students' writing skill? The sample of the research were 6 junior high schools' students in Semarang central java, Indonesia. They were students of grade eighth at SMP N 8, SMPN 39, SMPN 36, SMP Institute Indonesia, SMP PGRI Semarang, and SMP Theresiana Semarang. Observation and questionnaire were kindly used as the instrument in collecting the data. The findings are: they are some general strategies in enhancing students' writing using word games namely; the topic of word games is referred to the syllabus, teachers make students into some groups, mostly the writing sessions are descriptive and recount texts, teachers provide them with the teaching kits, and teachers involve all students taking part in the games. On the other hands, based on the results, they are some teachers' perception dealing with the use of word games; mostly teachers' like implementing word games in teaching writing, teachers' think that using word games make students fun and happy, teachers become creative and think hard to run the word games, teachers need more energy and time in playing word games because it needs more time, and teachers feel enthusiastic in creating their own word games as the teaching media. The suggestions are teachers need to be creative and innovative in creating and running the word games in enhancing students' writing and teachers should have some other various word games which are in line with the syllabus.

Key words: *enhancing, writing skill, word games,*

## KATA PENGANTAR

Kami memanjatkan Puji Syukur kepada Tuhan Yang Maha Esa karena hanya atas Perkenaan-Nya, kami dapat menyelesaikan kegiatan penelitian dengan judul *The Profile of Enhancing Students's Writing Skill Using Word Games: The Case Study of Junior High Schools in Semarang, Central Java, Indonesia.* dengan baik dan lancar. Kegiatan ini merupakan salah satu wujud pelaksanaan Tri Dharma Perguruan Tinggi.

Penelitian ini dapat berlangsung dengan baik karena bantuan berbagai pihak. Oleh karena itu, kami sampaikan ucapan terima kasih kepada:

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Laporan ini kami susun sebagai bentuk pertanggungjawaban kegiatan penelitian yang telah dilaksanakan. Semoga laporan ini bisa menjadi rujukan bagi tim peneliti lain.

Semarang, 10 Januari 2018

Tim Peneliti

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## CHAPTER I

### INTRODUCTION

This page is about the background of the research, reasons for choosing the topic, the research problems, the objectives of the study, the definitions of the key terms, and the outline of the research.

#### **A. Background the research**

Teaching English in junior high school nowadays is very frightening forwards to concerning on the result of the end learning session. Based on the curriculum of 2013, teacher and students feel difficult to get involve in the process of teaching and learning English in the classroom since there is no specific skill goal that will be reached permanently. This curriculum brings the students considered to be active in their having experience while learning English but then actually there is no certain skill that is focused to gain during the process. The dominant priority of learning process is giving students with the many various texts in which make students understand in specifying and classifying the text types and generic structures. Teachers feel that by giving the comprehending skill on understanding and applying text types so that students are master English. Even though not all teachers and students do not agree with the concept of 2013 curriculum, on the other hand, this curriculum also give something benefits like; making students active in reacting and exploring their experience to create and observe within the process of teaching and learning English. A good English learner needs to master the Five English language skills such; listening, speaking, reading, writing and reviewing. Teacher believes that those five language skill requires some efforts to get them good like; in every unit of teaching session there is a specific subtitle about certain skill that will be arrowed.

Usually students feel difficult in two of these skills namely speaking and writing. Those productive skills need more sacrificing to get the perfect comprehending ability in English since they should have more practices out of class.

Teaching writing is not easy as we think especially at junior high school grade. Most of students feel that writing English is very difficult seen from the way they write some exposition and descriptive writing. According to Chastain (1988) "writing is a basic communication skill and a unique tool in the process of second language learning" (p.244). To equip students with the English skill teacher needs to maintain and give plus the material they teach in the classroom. The material should represent the life skill that the students need in order to cope the business and office matter. Then, the additional material like; giving some English components to strengthen their communication skill is needed to make it perfect students in gaining the spoken and written communication.

In junior high school, the material is still focusing on comprehending the text types and English grammar. The contents of the given books do not reflect the need of the students in mastering English in the whole areas. The writers of the books do not generate and organize their ideas using the available tools of syntax, vocabulary, paragraph organization, but also they do not require to turn their ideas into a coherent text (Richards & Renandya, 2002). If teacher want to sharpen students' writing skill, they have to consider some many aspects of empowering it like; the ability of spelling, grammar and vocabulary mastery.

"Writing requires complex, integrated process in order to compose a logical, coherent text suited for its purposes" (Yan, 2011. p.5). Based on the experience possessed by the writers, it can be described that the students' ability in writing a descriptive text is still poor since they could not explore more sentences in building the

paragraph. Mostly their sentences are not coherence and not having specific goal in making a good descriptive text. Nunan (1999) describes it as an "enormous challenge to produce an elaborated text" (p.271). "Writing is not an innate natural ability but is a cognitive ability" (Harris, 1993, p.78) and is acquired through years of training. Dealing with the difficulties of teaching writing is made possible through understanding the nature and dynamics of writing skill.

The dynamic and media which are taught English lesson rarely are done by teachers in the classroom. Teaching English, especially writing needs to have some modifications to make the process of teaching be fun and joyful. There are some media in teaching students' writing skill like; using puzzle, using pictures and using word games. Teaching English using word games is very seldom implemented by junior high teachers, instead, it is a very good media to introduce students to vocabulary and any other language components. Previous research on several aspects of vocabulary teaching was reviewed: the varying approaches to vocabulary teaching; the characteristics of good teacher and learners; the number of items that should be learned; strategies for aiding teaching; assessment of lexical knowledge; and appropriate teaching methodology.

The writers think that teaching vocabulary using word games is an urgent needed media to make students' English skill elevated high in the short time ahead. Since Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language" p. 55). There is no a good writing if there is no a good vocabulary knowledge. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Nation (2001) further describes the relationship

between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. That is why based on the alteration above all, we argue and want to describe that students' writing skill can be goaled if teachers can implement the good vocabulary teaching media like word games especially for junior high school level.

## **B. Reasons for Choosing the Topic**

Enhancing students' writing skill needs to be elevated because it makes students could comprehend English in all session as the media of International instructional language in written scope. If they have a good skill in writing English essay or other texts, it means that they could compete their ability globally.

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. Out of the classroom, vocabulary can be practiced by hunting the words students'' surrounding.

Implementing word games considers as the best technique in introducing beneficial words as well as the fun learning. This strategy makes students feel happy and fun in following the thoroughly process of teaching and learning in the classroom.

## **C. The research problems**

The writers formulate two problems that should be covered to get the recent issues in teaching writing especially for junior high school in Semarang, they are following

1. How do teachers enhance students' writing skill using word games?
2. What are teachers' perception towards teaching writing using word games?

#### **D. The objectives of the study**

We intend that the goals of this study come to some followings;

1. To find out teachers' strategies in enhancing students' writing skill using word games
2. To find out teachers' perceptions towards teaching writing using word games

#### **E. The definitions of the key terms**

##### 1. Writing skill

Gelb (1962) explains that writing is clearly a system of human Intercommunication by mean of conventional visible mark. Writing Began at the time when man learned how to communicate his thought and feeling by means of visible signs, understandable not only to himself but also to all other people more or less initiated into the particular system. Gould (1989: 30) states that writing is an effort to create a dialogue with the readers. It is a way or process of discovery and developing our responses to an event, test or situation.

##### 2. Word games

Word game is a game that is used to stimulate and encourage students to treasure their vocabulary bank in order to support their language skills. The way to introduce students with some benefit and closely needed vocabulary teachers need some media to teach or transfer them to the students. We believe that using word games make students feel convenience and high motivated in learning English because they hand on a lots of vocabulary they know and understand.

There are some word games that can be implemented in the junior high school classroom to support their learning process especially in elevating the students' writing skill.

## **F. The outline of the research**

The body of this research consist of chapter I introduction, it consists of some sequences like; background of the study, statements of the problem, objectives of the study, definitions of the key terms, and outline of the research.

Chapter II is about previous studies and Review of related literature in which consisting some related topic research that has some relevant key words. Those previous topics have taken from the reputable international journals.

Chapter III is methodology of the research. It is a descriptive approach. The structure of this chapter is formulated as; research design, sample and population, settings, instruments of the research, data collection and data analysis.

Chapter IV is research findings and discussion. In this session, the writer focuses on the result of the research which is got clearly from the instruments used then they are discussed to be in line with the research questions concerning with the current issues now on.

Chapter V is conclusion and suggestions. We describe the specific statement that help the readers in getting the essence of the study. suggestions are dedicated to the especially the next researcher and the junior high school English teachers.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Studies

Our research is strengthening by this first previous study which is improving the writing skills of college students written by Ronald T. Kellogg and Bascom A. Raulerson III Saint Louis University. This research was done at of the big universities in America. It elaborates that writing skill is an important aspect of academic performance as well as subsequent work-related performance. However, American students rarely attain advanced scores on assessments of writing skills (National Assessment of Educational Progress, 2002). In order to achieve higher levels of writing performance, the working memory demands of writing processes should be reduced so that executive attention is free to coordinate interactions among them.

This can in theory be achieved through deliberate practice that trains writers to develop executive control through repeated opportunities to write and through timely and relevant feedback. Automated essay scoring software may offer a way to alleviate the intensive grading demands placed on instructors and, thereby, substantially increase the amount of writing practice that students receive. Effective writing skills are central in both higher education and in the world of work that follows. One's ability to compose an extended text is the single best predictor of success in course work during the freshmen year (Geiser & Studley, 2001). Gains in informative and analytical writing ability are, moreover, taken as a good indicator of the value added by higher education (Benjamin & Chun, 2003). Finally, a large share of the value added by businesses in a knowledge-based economy is codified in written documents, placing a premium on a literate workforce (Brandt, 2005). Despite the importance of writing skills, the 2002 National Assessment of Educational Progress painted a dismal

picture of the writing preparedness of American students. Less than a third of students in grade 4 (28%), grade 8 (31%), and grade 12 (%) scored at or above proficient levels. Only 2% wrote at an advanced level for all three samples. Although writing scores reliably improved for 4th and 8th graders since the 1998 testing, they decreased slightly for 12th graders. Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. It demands rapid retrieval of domain-specific knowledge about the topic from long-term memory (Kellogg, 2001). A high degree of verbal ability is necessary to generate cohesive text that clearly expresses the ideational content (McCutchen, 1984). Writing ability further depends on the ability to think clearly about substantive matters (Nickerson, Perkins, & Smith, 1985). Finally, working memory is severely taxed by the production of extended texts.

Representations of the author's intended ideas, the meaning of the text as it is written, and even the possible meanings of the text as construed by the imagined readers need to be transiently maintained during text production (Traxler & Gernsbacher, 1992). Moreover, mature writers concurrently juggle the planning of ideas, the generation of text, and the reviewing of ideas and text, placing heavy demands on executive attention (Hayes & Flower, 1980; Kellogg, 1996). Given these demands, it is not surprising that both developmental and individual differences in writing ability can be explained in terms of the limitations of working memory (McCutchen, 1996). One must have the capacity to maintain multiple representations and control interactions among planning, generation, and reviewing in order to write well. Cognitive science has focused more on numeracy and the reading side of literacy in comparison with writing (Levy, 1997). Even so, several findings have implications for the design of writing instruction as noted in previous reviews of the

literature (Hayes & Flower, 1986; Rijlaarsdam et al., 2005). Our focus here is on a principle found useful in training complex skills but relatively overlooked to date in the field of written composition. Deliberate practice has been proven highly effective in training performance on related tasks, such as typing (one motor output for writing), chess (another planning intensive task) and music (another creative production task). The very best violinists, for example, have accumulated more than 10,000 hours in solitary practice, whereas lesser experts (7,500 hours), least accomplished experts (5,000 hours) and amateurs (1,500 hours) have devoted proportionally less time to self-improvement (Ericsson, Krampe, & Tesch-Römer, 1993). We suggest that deliberate practice theoretically offers a too little exploited means to attain the working memory control required in writing.

Then the second previous study is written in 2017 by Ratna Kusumawardhani, Maria Yosephin and Dias Andris Susanto entitled teachers' reflections about vocabulary teaching at junior high schools in Semarang, Central Java. Corson (1997) tells us that "words are only fully learned when they are available for active use" (p. 699). The objectives of this study are to find out the teachers' perspectives about the vocabulary teaching in their classroom, and to find out the teachers' innovative in teaching vocabulary. The research design used was descriptive qualitative with 7 teachers from public and private junior high schools in Semarang. Writers used structured interview and FGD/Focus Group Discussion in gathering the data. Then, this research can give the findings as follows; firstly, teachers feel that vocabulary teaching is very important in mastering English since students can speak and write more if they have more vocabulary, secondly, teaching vocabulary should be integrated in the lessons, it means that when teachers teach any skills of English, vocabulary should be inserted as part of the lesson, thirdly, technique of teaching

vocabulary most of teachers used the traditional technique that is finding the difficult words, repeat after me, question and answer in reading, but there is still less teachers used films, and pictures to develop students' vocabulary, fourth, the media used in teaching vocabulary most of teacher do not maximize the internet or web, they frequently ask their students to look up the internet when they give them take home assignments, but only small teachers use the *Medsos*/social media, what's up, line, etc. The conclusion that can be delivered is that English teachers in Semarang especially junior high schools mostly have not implemented the alternative media in teaching vocabulary, they prefer having the conventional technique yet they lack of information and sources. Finally, writers can give some suggestions like; teachers should upgrade their teaching methodology especially in teaching vocabulary, teachers should encourage themselves in using the technology to develop their knowledge in varying their technique in teaching vocabulary.

In that research's conclusion, the writers come to the conclusion that they teach vocabulary included in the unit of the topic consisting the reading text and skill practices. So the teaching vocabulary does get any full attention from the teachers. On the other hand, teachers do not use any alternative media in exploring their teaching ways. They prefer having the traditional ways in recognizing the vocabulary rather than using the current media like; social media, internet, Facebook, Instagram, etc. generally speaking, English teachers in junior high schools especially in Semarang, they teach vocabulary is not in purpose stand by itself but then they only teach vocabulary on surface, moreover most of them do not want to use the technology/multimedia in innovating their teaching way in order to get the fun of teaching and learning process in the classroom. Min Pun (2013) argues that in fact, multimedia technology has played an important role in English language teaching,

especially, in the non-native speaking of English situations. It also aims to make non-native speakers of English as language teachers aware of the strategies to use it in an effective manner.

Not only that, teachers need to have a reflective program in order to make his/her teaching way looks on the right tract. Reflective teaching is a contemporary and highly approved method that teachers use to provide self-awareness in their professional development especially in the way teacher organize their material and classroom. The term reflective practice, coined by Schon (1987), focuses on the ways people think about their experiences and formulate responses as the experiences happen. It is suggested for all teachers who love teaching in the classroom to use and follow the reflective program/practice to know the real strength and weaknesses of our ability in teaching and organizing the learners.

Vocabulary teaching based on Meral Öztürk shows This paper stresses the need for empirical research in the area of second language vocabulary teaching. Three issues for research have been discussed: vocabulary teaching strategies, teaching of word meaning, and teaching of word form. Future research on vocabulary teaching strategies is advised to investigate strategy use and perception by language teachers as well as effectiveness of various teaching strategies. Research on teaching word meaning might test for the effect of using multiple positive examples and negative examples of a concept; the best way to teach polysemous words (i.e. words with multiple meanings), the strength of cross-association among semantically and formally-related words, and learning outcomes from quick teaching.

Finally, the main issue for research on form teaching is offered to be the timing of form teaching relative to teaching of meaning. Words are labels for concepts and teaching word meaning is essentially teaching concepts for given words. There

are several suggestions for teaching concepts in Nation (1990, chapter 4). One of these concerns the presentation of *multiple positive examples* of the concept. Positive examples are instances to which a given word truly applies. Among the positive examples of *vehicle*, for example, are cars, trucks, vans, buses, trains, etc. Giving multiple positive examples is necessary because concept learning requires the abstraction of the important features of the concept and ignoring the unimportant ones, and to do this the learner has to see several examples and needs to identify what is common to them all and what is different. The important (i.e. criterial) features of being a *person*, for example, is to be a human being and usually to be an adult. On the other hand, “color of skin, color of hair, and age are not criterial features of *person*” (Nation, 1990, p.53). If multiple examples of person (e.g. pictures of individual persons with different skin and hair colour and from different age groups) are provided, learners will be able to work out the criterial features and learn to ignore the noncriterial ones in the concept of *person* they formed (ibid, p.53-54).

This sounds intuitively appealing. However, it needs to be shown empirically that two or more examples are better than just one. It is quite possible that for some concepts there will be no difference between giving one example and giving several examples. Some concepts have constant reference (i.e. refer to a single entity) like earth, sun, etc. while others do not show much variance among their referents (e.g. water, orange, snow, etc.). All the examples that would be given for these concepts will be inevitably very similar to one another. It should be tested, therefore, if multiple examples are still better than one example for these words simply because they increase the exposure time. It should be useful, though, to give multiple examples in the case of words with abstract or general meanings (e.g. person, adult, vehicle, furniture, building, etc.).

Nation's (1990) another recommendation is to use *negative examples* of a concept in addition to the positive examples. Negative examples are instances to which the word does not apply. The negative examples of *person*, for example, will include "things that are not persons" (p.54). However, for the negative examples to be meaningful, they need to be sufficiently similar to the positive examples. While *skateboards* and *wheelbarrows* are meaningful negative examples for *vehicle*, as they share the feature of "locomotion" with the positive examples; a *kettle*, *smoke*, or *clouds* are not meaningful even though they, too, are not vehicles. Negative examples will be useful in showing the boundaries of a concept and thus, helping learners to distinguish the word from other similar concepts. For example, the word *desk* and *table* are semantically related in English. Both concepts involve a flat surface resting horizontally on vertical (usually four) axes. The two words are distinguished in English with respect to the use to which they are put. A table is used for eating from and a desk is used for study. Thus, an office desk or a home desk might be used as negative examples for the word table to help learners limit the meaning of table and to prevent overgeneralisation to desks (e.g. referring to a home desk as a table). However, some caution is necessary in claiming that negative examples are good since negative examples might be confusing when the learner is still wrestling with basic understanding of the core concept and has yet a shaky understanding of it. Thus, negative examples are yet to be shown to be effective.

## **B. Related Literature**

These frameworks of research are listed as only focus on the key topics of the research, namely; writing, teaching writing, vocabulary, teaching vocabulary, and word games.

## 1. The general things of writing

Writing as one of the language skills is not an innate natural ability. John Lagan states that a realistic attitude about writing must build on the idea that writing is a skill. It is a skill like driving, typing, or cooking, and like any skill, it can be learned. Therefore, writing is a complex process and it needs practice. For almost everyone, work hard is a key to produce competent writing.

As one of four language skill, writing has always occupied a place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes and the most difficult skill to master for foreign language learner (Endang 2005: 147). To express the idea, the writer usually uses certain writing types. (Larry 2003: 121) The process of transferring thoughts from mind onto paper to share with readers while readily admitting that composing text to communicate their ideas is tough sledding.

### a. Teaching Students' Writing

The reason for teaching writing to students of English as a foreign language include reinforcement, language development, language style, and most importantly writing as a skill in its own right (Harmer, 1998). Reinforcement is some students acquire languages in a purely oral way, but most of us benefit greatly from seeing the language written down. Language development, it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. Learning style is some students are fantastically quick at picking up language just by looking and listening. The last is writing as a skill, by far the most important reason for teaching writing is a basic language skill, just as important as speaking,

listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media.

b. Strategies to Learn Writing

Writing is good technique to improve structure competence. When students write something, they raced to use their knowledge of structure to get sentences having meaning. The study of writing in general, writing technique seldom to be used, mostly structure practice is how to complete words in separate sentence form or filling in the blank at a text.

In the following there are some techniques to write ideas: a. If you have found the main idea, write it on the paper first. Exactly in the beginning paragraph. b. Write down any idea which thought in the marrow. Don't worry about organization of idea. In this step we only require to write relevant arguments or ideas which appropriate with main sentence. c. If you have done, don't forget to reread what you produced. This aim is to know if there are the incoherence sentences, inappropriate

vocabularies or to ascertain there are no jumping sentences. d. Mark the wrong sentence; in order to you will not forget to rearrange the sentences. e. If you have rearranged the sentence you can write down the first paragraph and the other paragraphs according to sequence you make.

Writing is told as good writing if the writer can fulfill the element of the writing perfectly. According to Haris (2001) in Agus (2011: 13) some elements in good writing are content, form, style and mechanic. Good writing must express good character as follow; a. Content: Writing must convey the main idea or an attentive reader should be able to grasp the writer purpose.

The substance of the writer: the ideas expressed (Haris, 1969: 68). b. Form: Writing should content logical or associative connection and transition which clearly express the relationship of the idea described. The organization of the content (Haris, 199: 38) c. Grammar: Writing should adhere to the rules of grammar related to the tenses with sequence if time, the employment of grammatical forms and synthetic pattern (Haris: 1969: 69) d. Style: Writing should engage its reader through original insight and precise. Haris (1969: 69) say that style: the choice of the structures and lexical items to give a particular tone or flavor to the writing. e. Mechanics: Writing must use good spelling, punctuation, and tidy and clean writing.

c. Writing Process

Be a good writing is not simple as speaking since writing needs some processes in the way to do it. Here are some steps in composing a good writing follows;

Langan (2011) divides writing process into four parts, they are:

1) Prewriting

There are four prewriting techniques that will help to think and develop a topic and get words. They are free writing, questioning, making a list, and preparing a scratch outline.

2) Writing

Be prepared to put in additional thoughts and details that did not emerge during prewriting.

3) Revising

Revising means rewriting an essay, building on what has already done to make it stronger. There are three stages to the

revising process: revising content, revising sentence and editing.

#### 4) Editing

After revising for the content and style, the next step is editing for error grammar, punctuation and spelling.

## 2. Teaching vocabulary

Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002). It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004).

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.

The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his\her learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching.

a. The Description of Vocabulary

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385). Hornby (1995) defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". While Ur (1998) states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items "rather than "words. "In addition, Burns (1972) defines vocabulary as" the stock of words which is used by a person, class or profession. According to Zimmerman cited in Coady and Huckin (1998)'vocabulary is central to language and of critical importance to the typical language learning. Furthermore, Diamond and Gutlohn (2006) in [www.readingrockets.org/article](http://www.readingrockets.org/article) state that vocabulary is the knowledge of words and word meanings." From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate

ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

b. Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1) Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009).

2) Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005).

### 3) Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. According to Webster (1992) mastery refers to (1) a. the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. possession or display of great skill or technique, b. skill or knowledge that makes one master of a subject comment. While Hornby (1995) defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject.

The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown, 1995). Vocabulary mastery refers to the great skill in processing words of language. It is an individual achievement and possession (Rivers, 1989) For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests needs and motivation. vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

### 3. The Techniques in Teaching Vocabulary

This section reports on research results aimed at investigating the techniques used by a teacher of English in presenting the meaning and form of vocabulary. Commonly, there are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Takač, 2008). This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible (Pinter, 2006).

Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992).

#### a. Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words (Takač, 2008). In addition, Gairns & Redman (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary

consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

b. Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

c. Using Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well.

Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

d. Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word "grey". Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots. Many more studies have also shown that vocabulary is best acquired if it is similar to what is already learnt (e.g. Rudzka et al., 1982, 1985), it is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries reorganized. Putting bilingual dictionaries aside, mono-lingual dictionaries essentially use words to explain words, and in this process, synonyms are often used (Il son, 1991).

e. Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. address, a skirt, trousers etc, and then the meaning of the word "clothes" will become clear. The same is true of 'vegetable' or furniture', for example (Harmer 1991).

#### f. Mime, Expressions and Gestures

Klippel (1994) implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad" ," happy"; mime and taking a hat off your head to teach hat and so on.

Several studies have emphasized the role of gestures in second language (L2) acquisition (Gullberg, 2008). Teachers tend to gesture a lot (Sime, 2001; Hauge, 1999), especially when addressing young learners and/or beginners. It is commonly acknowledged that "teaching gestures" capture attention and make the lesson more dynamic. Using analyses of video recordings of English lessons to French students, Tellier (2007) determined three main roles for teaching gestures: management of the class (to start/end an activity, to question students, request silence, etc.), evaluation (to show a mistake, to correct, to congratulate, etc.) and explanation to give indications on syntax, underline specific prosody, explain new vocabulary, etc.). Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolise something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. This teaching strategy is thus relevant for comprehension (Tellier, 2007). However, its utility may depend on the kind of gesture used by the teacher. It has been

highlighted that foreign emblems, for instance, may lead to misunderstandings when it is not known by the learners (Hauge, 1999; Sime, 2001).

In addition to supporting comprehension, teaching gestures may also be relevant for learners' memorization process. Indeed, many second language teachers who use gestures as a teaching strategy declare that they help learners in the process of memorizing the second language lexicon. Many of them have noticed that learners can retrieve a word easily when the teacher produces the gesture associated with the lexical item during the lesson. Others have seen learners (especially young ones) spontaneously reproducing the gesture when saying the word. The effect of gestures on memorization is thus something witnessed by many but hardly explored on a systematic and empirical basis (Tellier, 2008).

g. Guessing from Context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists (Dubin, 1993). Nation and Coady (1988) claim that there are two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read. Williams (1985) agrees with Nation and Coady in considering the specific context as "the other words and sentences that surround that word it follows that other words in the context of the unfamiliar word often 'throw light on' its meaning. These other words can be found in the sentence containing the unknown word or other sentences beyond the sentence of the unknown item. Similarly,

McCarthy (1988) sees context as within the text itself i.e. the morphological, syntactic, and discourse information, which can be classified and described in terms of general features. Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television nor the radio (Nation, 2001). In order to activate guessing in a written or spoken text, there should be four elements available: the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learner's ability to guess. Furthermore, this technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge (Walters, 2004).

#### I. Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

#### j. Translation

Even though translation does not create a need or motivation of the learners to think about word meaning (Cameron, 2001), in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary (Thornbury, 2002), checking students' comprehension, and pointing out similarities or differences between first and second language,

when these are likely to cause errors (Takač, 2008). There are always some words that need to be translated and this technique can save a lot of time.

#### 4. Vocabulary learning strategies

Beside the above techniques, there are also, vocabulary learning strategies that teachers can take into account. They can train their students to use these strategies. Schmitt and McCarthy (1997) propose strategies to learn vocabulary as follows: (1) guessing from context, (2) using word parts and mnemonic techniques to remember words, and (3) using vocabulary cards to remember foreign language-first language word pairs. It is supported by Murcia (2001) who also proposes three strategies to learn vocabularies. The first strategy is guessing meaning from context; she says that a context is rich enough to give adequate clues to guess the word's meaning. The second strategy is mnemonic devices: she proposes keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword. The third strategy is vocabulary notebooks; she suggests a memory aid in independent learning by setting up vocabulary notebooks.

Based on the techniques used for presenting new vocabulary and vocabulary learning strategies, the experts suggest lots more techniques that are claimed to be helpful for students to learn vocabulary in an easier way. What the researcher sees as better way to teach vocabulary is by learning in rich contexts. According to Stahl (2005) in <http://www.readingrockets.org>, students probably have to see a word more than once to place it firmly in their long-term memories. This does not mean more repetition or drilling of the word, but seeing the word in different and multiple contexts.

Finally, teachers may encourage students to keep a vocabulary notebook because a great deal of vocabulary growth ultimately depends on the learner. They may have students who are successful vocabulary language learners share their notebook methods. For students who need help, they can demonstrate how to set up a vocabulary notebook that is neat and organized in a manner that will facilitate multiple retrievals of the words. If the notebook is not set up well, then learners are less likely to practice the words, which defeats the purpose of keeping the notebook in the first place.

Moreover, in presenting one planned vocabulary item, the teacher usually combine more than one technique, instead of employing one single technique. Teachers are suggested to employ planned vocabulary presentations as various as possible (Pinter, 2006).

## 5. Characteristics of Young Learners

Young learners are identical with elementary school's students. They are about six up to twelve years' old who have different characters and motivation from the students in higher level like junior high school, senior high school, or scholars of university. Therefore, teaching elementary school' students are different from teaching the higher level because elementary school students may have low motivation in learning, so the teacher has a challenge task to more motivate by creating a fun teaching and learning activities especially in learning English. Teacher should be aware of the certain characteristics of young learners and take them into account in teacher's teaching and learning activities. There are some characteristics of children that should be understood in order to ease the

learning process. According to Brewster (2003: 27) young learners are different from the older learners because children:

- a. have a lot of physical energy and often need to be physically active,
- b. are emotionally excitable,
- c. have a wide range of emotional needs,
- d. are developing conceptually and are at an early stage of their schooling,
- e. are still developing literacy in their first language,
- f. learn more slowly and forget things quickly,
- g. tend to be self-oriented and preoccupied with their own world,
- h. get bored easily,
- i. are excellent mimics.

As the characteristics mentioned of the children characteristics' above, to make the children active, it may give motivation to the students to learn actively. So hopefully the goal of the learning can be achieved well.

## 6. Teaching English for Young Learners

English is a subject that must be learnt from the elementary school. English is an international language that is necessary to be taught for acquiring and developing science, technology, art, culture, and also developing international relationship. Based on the latest curriculum (KTSP 2004), elementary school may add any lesson as it is not in the contradiction from the goal of curriculum. The additional lesson should be in the line with the needs. Actually, English is the additional lesson that must be learnt from elementary school' students. The objective of teaching English for young learners or elementary school' students as a local content subject are as follows:

1. Students are expected to have skills for listening, writing, listening, and speaking English with the emphasizes in mastery of speaking skills for communication using selected topics related to the environmental needs such as tourism and business especially in central Java province.
2. Students are expected to have skills in using vocabulary, grammar or structure appropriately and in pronouncing English vocabulary. (Depdiknas 2006, 2006: 4)

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

Methodology of the research consists of design of the research, sample and population of the research, instruments of the research, technique of collecting data and data analysis:

#### A. Research Design

Methodology of the research is the important thing in doing a research, especially scientific research. In the scientific research, the result of research will be valid and scientific if the object that is being research is relevant to the research itself. Additionally, the process of the research depends on the method employed. As indicated earlier, educational research involved both qualitative and quantitative research. Wiersma (1991:14) stated that the methods of research should be directed to meet the requirements of the specific research study and the qualitative and quantitative procedures should be decided on that criterion.

The design of the research should be related to the problem of the research. The writers conducted a descriptive research with qualitative analysis. The writers choose qualitative research because it was a characteristic which can be changed as well as characteristic of new phenomena that was found by researcher during the observation. Qualitative method was called as naturalistic method, ethnographic method, and qualitative method itself because the data collection and analysis process has qualitative procedure. According to Cohen (2007: 462), Qualitative itself is research that was done for the purpose of understanding social phenomena, social being used in a broad sense. In qualitative, theory would be function as a foundation to understand socio context largely and intensively. The qualitative researcher should do grounded research that was to find out the theory based on the collection data from field.

In reporting of result of the analysis, the data could not be expressed in number, so the researcher interpreted the result of analysis by the words in sentences. The data in this research is the form of complete description about the profile of teaching writing using word games in enhancing junior high school students' English skill.

## **B. Subject of The Research**

Every research needs subject get the data as the core of the research analysis. Here are the subject that we had during the research being done.

According to Creswel (2008: 151), subject of the research is a group of individuals who have the same characteristics having quality and characteristic determined by researcher to be learned and then drawing the conclusion. It is not only consisting of human, but also the other objects, such as things, animal, plants, etc. including whole of characteristics of the subject or object itself. In this study the subjects were the students of junior high school at state/public schools and the private ones in Semarang Central Java, Indonesia.

In this research, the total subject is not too large, so it is possible to take whole of subjects to as sample. According to Lodico (2006: 139), total sampling or called census sampling is nonrandom sampling technique that surveys entire population and may be used when the realistic population is not too large. It means that the subject taken is the whole subject. In this research, the sample were the students and the teachers in 4 public school and 3 private school in Semarang, Central Java. They are;

- SMP Negeri 8 Semarang,
- SMP Negeri 27 Semarang
- SMP Negeri 29 Semarang,
- MTS Negeri 01 Semarang
- SMP Theresiana
- SMP 01 PGRI Semarang

### **C. Instruments of the Research**

The instruments of the study that will be applied in this research are:

#### 1. Observation Sheet

In research, observation sheet was used to observe classroom activities during the teaching and learning process, such as how the teachers carry out the materials and the students' response. Bailey in Cohen (2007: 396) mentioned that observational data may be useful for recording non-verbal behavior, behavior in natural or contrived setting, and longitudinal analysis. In this study, there are two components that the researcher observed, they are:

##### a. The class situation

In this component, the researchers observed the teacher's way in delivering the material (writing) using word games. There are some activities would be observed by researcher, they are:

##### 1) Opening activity

The opening activity includes the teacher's activity before going to the main activity, such as teacher gives greeting to the students, taking enrollment, asking the previous material, etc.

## 2) Main activity

This activity consists of teacher's thoroughly do in delivering or explaining the writing using word games to the students. This activity has a very long process and complicated.

## 3) Post activity

Post activity is the last activity that includes evaluation and review of the writing material using word games has been learnt.

### b. The students' participation

In this case, the researchers observed whether the students gave attention to the teacher's instruction. It includes students' communication whether students are responsive and active to participate in learning activity, such as answering the questions from the teacher. It can be seen from the dialogue or interaction happened between teacher and students that transcribed on the observation sheet.

## 2. Questionnaire

A questionnaire is a list of questions to be answered by a group of people to get information. The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (Cohen, 2007: 317). The questionnaire collected data/information from the students based on the needs, interest, like and dislike about teaching and learning process.

In this questionnaire, there are 10 questions which answered by students. The questionnaire was intended to find out some additional information. Such as:

- a. The students' interest in some activities in teaching writing using word games given by the teacher. (it has 5 questions)

- b. The advantages that the students gain after the teacher introducing them word games on the session of writing focus. (it has 3 questions)
- c. The relevance between teaching writing material within the word games used based on the goal of enhancing students' English skill. (it has 2 questions)

### 3. Interview

Interview means a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. Cohen (2007: 349) stated that the interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard.

The use of interview in research marks a move away from seeing human subjects as simply manipulated and data as somehow external to individuals, and towards regarding knowledge as generated between humans, often through conversation.

Relating to the theory of Lincon and Guba in Cohen (2007:354) about the steps in interviewing to collect data in qualitative research, the researchers delivered 10 questions to the interviewees (the teachers). These items of questions were delivered to find out the beginning why using word games until the advantages of using it.

### **D. Technique of Data Collection**

Field research in this study means that the data are obtained from the field sources in actual situation. There are some steps or procedures in collecting data. In this research, the researchers took data within four meetings that include:

#### 1. Class observation

Observation was done for three meetings. In observation, the researcher observed the class situation that includes the teacher's activities in delivering material (writing)

using word games. The activities consist of opening activity, main activity, and post activity.

## 2. Delivering questionnaire

This step of collecting data was done in the fourth or last meeting of research. Delivering questionnaire was completed by students that consist of 10 questions. In this research, the questionnaire aims to find out information about student's interest and the advantages of teaching writing using word games.

## 3. Doing interview

After delivering questionnaire to students, the researcher did interview to the teacher. In this research, the interview emphasized collecting the data to find out the profile and the advantages of using word games in teaching and learning writing. There were 10 questions delivered to the interviewees (the teachers). Based on the answers or statements given by the teacher in the interview, the researcher collected the information of the advantages of using word games themselves. The processes of interview which the researchers did as follow:

### a. Preparation

The preparation of doing interview include of making outline of questions that would be asked to the interviewee and preparing the documentation instruments.

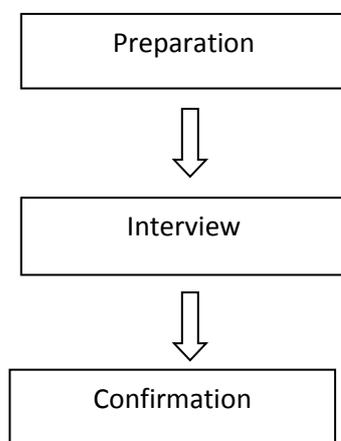
### b. Interview

Interview is the main process of this process. In this step, the researchers delivered the questions to the interviewees (the teachers).

### c. Confirmation

In the confirmation, the researchers transcribed the answers derived from the interviewees to be the result of interview.

And the processes above can be summarized in the structure as follow:



The activities of collecting data can be seen in the table below:

Table 1. The activities of researchers

No.	Activities	Meetings			
		First	Second	Third	Fourth
1	Class Observation 1				
2	Class Observation 2				
3	Class Observation 3				
4	Doing Interview and questionnaire				

### E. Technique of Data Analysis

In conducting this research, the researchers applied the descriptive technique. The result of analysis is elaborated in descriptive way. The data could not be expressed in number but in sentences. The technique of data involved several steps, they are:

1. Analyzed and transcribed the dialogue and whole activities during the observation.

The whole of activities was written on observation sheet include the transcribing of the dialogue between teacher and students in teaching and learning activities. The

researcher wrote down the steps in teaching writing using word games from the beginning until the end of classroom activities on the observation sheet. From observing of class activities the researcher found out the steps in implementing the use of word games. The researchers also transcribed the dialogue during the teaching and learning process. The transcribing aims to observe the students' participation in learning process. It included students' participation whether students are responsive and active to participate in learning activity, such as answering the questions from the teacher or following the teacher's command.

2. Analyzed the results of interview with the teacher that applied word games in teaching writing. The data gathered from interview in order to investigate the advantages of word games especially for the teacher.
3. Analyzed the result of questionnaire which is filled by the students. The questionnaire was analyzed of each number. The analysis of questionnaire was delivered by the graphic. The graphic showed the quantity of the answer from each number, and then the quantity would be analyzed based on the question given. From the questionnaire, the researchers' aims to find out some benefits of word games to the students. So that, the researcher figures out the students' interest of word games in teaching writing in the classroom.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researchers try to explain about the result of the research added with the discussion that answer the research questions.

#### A. Research Findings

The writers used some instruments to collect the data through observing the teaching and learning process and delivering the structured interview to the teachers. The guided observation was arranged to occupy in getting the data about the profile of teaching proses used by teachers in implementing word games in teaching writing for the students of grade eighth at the SMP samples. Here are the questions which was centered to picturize its teaching and learning profile as follows; first of all, the researchers have the Introduction as the preface of guidance in doing the observation like this; Teaching English language skills in not something easy. Teachers need to sacrifice all of the time to make his/her students understand and able to apply them beyond the real daily active and passive English implementation. Here are some questions dealing with the profile of the way teacher teach writing using word games in the classroom of junior high school:

Then followed by some detailed following questions; 1) Do you think that teaching writing for the students is hard and difficult? Why is it so? 2) Do you apply any games in teaching English in the classroom? If yes, what is/are they? 3) Do you know what is word games? 4) have you ever tried to teach writing using word games? 5) Do your students feel fun and happy during the teaching and learning process using word games? 6) Why do you like teaching writing using word games? 7) What are the advantages of teaching writing using word games? 8) What are the disadvantages of

teaching writing using word games? 9) What is/are the difficult things in applying word games to teach writing? 10) What is/are word games, which applicable to teach writing using word games?

On the other, we equipped some questions to draw the teachers' activity in applying word games to teaching writing as the followings; in the beginning, we observed them about; The teaching kits used by teachers; The opening activity; The main activity; The leave taking activity; The closing activity; and the last is the material used. Based on those questions in observation sheet, we can get the result of the goal is that the whole profile how teachers implement word games to teach writing with fun and make students understand it.

Here we try to classify the result of the research through the scope of limited research questions we have like; 1) how teachers enhance students' writing skill using word games. 2) What are teachers' perception towards teaching writing using word games?

### **1. The way teachers enhance the students' writing skill using word games.**

The result are explained in detailed narratively and qualitatively based on the observation done by the team of researchers in the classroom; a) the teaching kits used by teachers are mostly they used and prepared kits like; lesson plan, teacher's book, student's book, dictionary, media PowerPoint, and the word games used; b) in the opening teachers gradually taking a roll or students' attendance, followed by the beginning pray and greet teacher. After that, teachers gave apperception dealing with the lesson is going to teach that is 'guessing occupation', 'broken sentence', 'mixed stories', 'arrange sentence in a story'.

In the game of guessing occupation, teachers gave some pictures which are related to the formal and famous occupation surrounding them like; nurse, teacher,

soldier, policeman, doctor, etc. in the game of broken sentence, teachers gave some illustrations on there are some sentences provided but then those are not the correct sentences otherwise students should make it in the right order. In the game of mixed stories, teachers asked them to read some provided stories then students should try to mix them into the right stories paragraphs. Then the last is, in the game of arrange sentence in a story is about; there are some pictures related to the story but then the pictures are still in the wrong orders consequently they have to make it in a good arrange story based on the instructions given.

The main activity in teaching writing using word games like this following; it is in the game of guessing occupation. -Work in groups of 5 or 6. -Mention some job names in English. -*You will race to guess what your friend does. Every group may choose a 'master'. -A 'master' looks at this card. Then go back to your group. Do not tell your friends what it is. Do not say anything (=Just mime!). Mime the job in front of the class. -OK, let me give you **an example**. Aldi, please come forward. Look at this card. -Do you know what this person does? Good. Pssst! Don't say anything. -You may only use expressions or gestures/ body language. The others can guess. -If you can guess the job, you will get 10 points.K, now let's start. One, two, three... GO!*

In the game of broken sentence; the main activity is that following; -Work in-group of 3-4. -Each group takes turn to move from table to table to construct a sentence. -Write down your sentence on the board. -Then correct the sentences. Then in the game of mixed stories the main activity is following; -Work in pairs, -Learn the mix story by heart for three minutes, -Cut the mix story into two text, -Stick the result on the word board, -You have fifteen minutes to finish the story, -If you finish, said "I DID IT". Then the fourth game is arrange sentence in a story.

It has some instructions in Indonesian language like; -Mengamati gambar, - Menyusun huruf acak menjadi kalimat yang benar, -Waktu: 1 menit, -Kerjakan secara kelompok (4 orang).

After having the main activity then teachers came to the leave taking session like these following actions; giving feedback whether they have understood the material, which was taught, or not, making sure that they understand and have a skill in making a good writing. Before teachers closed the teaching sessions, they look once more and give students take home assignment to have a further discussion. Finally yet importantly, it is a closing activity that teachers used like; ensuring all sessions of teaching and learning activity have been done chronologically well and finished by fun and happy. Then teachers closed the session by having a big greet and giving a compliment to students with respect.

## **2. Teachers' perception towards teaching writing using word games.**

To get this result of research, we equipped our data with the proper instruments namely structured interview which was dig up more information and notes from the teachers and students as well. This is a result of the data we got during we did interviewing beyond the formal and firmed situation. Through this interview sessions we can explain that;

- a) Teaching writing is not easy and need to be creative to make students understand since they have to master the way hoe to organize a good paragraph or text. In organizing the paragraph in a text, students have to know some theoretical frameworks about tenses, punctuation, grammar, spelling, etc. when teachers teach writing they should master all the elements of building a good writing including some extend that there should be connected one paragraph to another.

- b) Usually they do not apply any games in teaching writing since they got the material for granted. The government provide teacher and students with the book for teacher and students as well. By having these books, they might use it any topic lesson they need. For example; when teacher wants to teach them written procedure, they have to teach not only the grammar and vocabulary but also the generic structure and linguistics features, which need more concentration. Therefore, I can say that they rarely use any games otherwise using the conventional technique.
- c) Most of the teachers have known what word game is. Even they have applied it sometimes in speaking and vocabulary. Most of teachers assume that word game is a game to encourage teaching vocabulary/word. Some others mention that word game is a technique used to teach English using a game to make students fun and happy. Teachers don't care about the techniques in teaching English so far because the lesson hours that they have is very limited since then they focus on the way how finish the all material during per semester quickly.
- d) Teachers rarely do teaching English using word games by purpose. Especially teaching writing, teachers do not really pay attention on the current skill. When teacher teach in the afternoon they plan that they have to arouse the students' motivation through the game and it is word game. In teaching writing, teachers used a simple word game like; guessing a picture story, arranging the jumble paragraph, making a text of procedure, etc.
- e) Even though some teachers do not really understand the way to use word games in the case of implementation but then, they are aware that students need a motivation in a space of teaching and learning process during filling

the material. In fact, teachers use only special and easiest word games to teach speaking, vocabulary and spelling or pronunciation. During the observation, the researchers saw that mostly students felt happy in joining the writing class using word games. In this case, teachers taught writing the one's occupation towards the pictures given on the board. Teachers wanted to give some elaboration about the use of nouns and adjectives in the sentences in a paragraph. Supporting by pictures, students felt happy and fun in writing their acknowledgement and ideas in line with the pictures then they wrote it into a good paragraph.

- f) Teachers like teaching writing using word games because word games can help them to motivate students in following the questions since the love playing while learning in the classroom. By having a game like word games, teachers feel easy to shape the atmosphere of the class and teachers can get the goal of the lesson target. The observers mostly agree that using word games in teaching writing make teachers feel enjoy and fun to make students understand and fun.
- g) The advantages of teaching writing using word games are these following; teachers can motivate students to follow the lesson with fun, teachers easily follow the word games because it is equipped by the clear instructions, there are various word games which are related to teaching skills, word games are easily made/created by teachers based on the need of the lesson plan, word games are the simplest media to teach and long life, students get easily understand the components of writing sessions due to support using pictures, teachers believe that teaching writing will be easy to be taught if they use

word games because if students have a lots of language components then usually students can compose a good writing.

- h) The disadvantages of teaching writing using word games are; teachers felt difficult in creating their own word games and need more time, teachers sometimes hard to find the ideas of word games that will be taught in the classroom, teaching writing using word games need more hours in finishing per session, teachers have to have more energy since they have to go around to maintain the games, word games need a creative touch, teaching writing using word games should be taught not in a day due to having correction on students' writing result.
- i) the difficult things in applying word games to teach writing like; the composition of the group is not proper as the instructions, the pictures media are not well provided, only the active students will be more active, teachers feel tired due to going around to maintain the game.
- j) word games which applicable to teach writing using word games are entitled broken sentence, mixed story, arranging sentence in a story, and getting occupation.

## **B. Discussion**

The profile of teaching writing using word games started by the preparation that should be done by teachers including teaching kits or word games that are going to be used in teaching writing. Not only that but also, this profile give some procedures in teaching sessions like; opening activity, main activity and leave taking followed by closing activity. The sub titles, which provided in a word game consisting; the name of the game, competency based that is going to reach, class/level,

objectives of the study, time allotment, material, procedures, instructions of the game, and the enclosure of supported media.

Teachers' perception towards teaching writing using word games are mostly agree that word games make teachers fun in teaching writing. Teachers believe that writing looks easy for students if they teach it using word games because it motivates students to study and make them fun. Many advantages from the media of teaching writing using word games. Even though it has disadvantages, but so far, teachers can handle it by making the various simple word games.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

In this chapter, we describe the conclusion of the research and followed by the suggestion for those who have interest in having the similar research.

#### A. Conclusion

The conclusion of the research are;

1. The profile in teaching writing using word games need some preparations like; the media is going to use, the proper material in line with the lesson plan, the mechanism of the game, the design of grouping, the maintenance of the game during in the process, the feedback and reached goal, and some various word games which are related to the material of writing components.
2. The teachers' perceptions towards teaching writing using word games are; teachers feel happy and fun during teaching writing using word games, teachers need more energy and time to maintain the word games, teachers should focus on the goal of writing mastery not the game itself, teachers should be creative in creating and organizing the word games, and teachers believe that word games are able to motivate students in following the lesson.

#### B. Suggestions

Here the researchers give some suggestion dealing with the result of the research that will have impacts to the scope of English teachers especially at junior high schools in Semarang.

1. To the English teachers; they need to read this research report in order to enhance their teaching skill especially in teaching writing. Then they can get more information about the way how to conduct a good classroom management using

word games. Finally, they can adopt some word games that are in case proper to their English classroom.

2. To the other researchers; this research report is a very fruitful to elevate them in order to get more knowledge in teaching and education in English. They can absorb some methodological approach and the instruments used in qualitative study. Moreover, this research can be a trace for them in having previous studies for their similar research.

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## **LAMPIRAN-LAMPIRAN**

1. Biodata Peneliti
2. Games
3. Instrumen Penelitian
4. Surat Tugas
5. Foto-foto

## IODATA TIM PENELITIAN

### 1. Ketua Tim Penelitian

#### A. Identitas Diri

1	Nama Lengkap (dengan gelar)	Dra. Maria Yosephin Widarti Lestari, M.Pd.
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional /Golongan	Lektor/IIIb
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10	Nomor Telepon/Faks	(024) 8316377
11	Lulusan yang telah dihasilkan	S1: 126 mahasiswa
12	Mata Kuliah yang diampu	1. Morphology
		2. Introduction to General Linguistics
		3. Syntax
		4. Grammar

#### B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Negeri Surakarta Sebelas Maret	Program Pascasarjana Universitas Pendidikan Indonesia Bandung	-
Bidang Ilmu	Linguistik	Pendidikan Bahasa Inggris	-
Tahun Masuk-Lulus	1987	2007	-
Judul Skripsi/Tesis/Disertasi	Analisis Tagmemik Konstruksi <i>Noun</i> <i>Phrases</i>	<i>The Application of Microstructure Analysis in the Construction of Linier Texts to Nonlinier.</i>	-
Nama Pembimbing/Promotor	1. Dr. Samiati Tarjana	1. Dr. Nelson Siregar 2. Dr. Bachrudin Mustafa	-

**C. Pengalaman Penelitian dalam 5 Tahun Terakhir (bukan skripsi, tesis, maupun disertasi)**

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml(JutaRp)
1	2013	The Analysis of Past and Present Participles used by the Students of Grammar Class	Universitas Widyatama Bandung	2.5
2	2014	The Characteristics of English Advertisements Created by Students of Business English Class At PGRI University Semarang	Universitas PGRI Semarang	5
3	2015	Analisis Kesalahan Fossilized Phonetic pada Mahasiswa Jurusan Pendidikan Bahasa Inggris UPGRIS	Universitas PGRI Semarang	6
4	2016	Profil pembelajaran <i>grammar</i> di sekolah menengah atas di kota semarang	Regular LPPM UPGRIS	6.5
5	2017	Model pengembangan pengajaran kosa kata Bahasa Inggris berbasis word games di smp kota semarang	Dikti	52.5

**D. Pengalaman Pengabdian kepada Masyarakat dalam 5 tahun terakhir.**

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml(Juta Rp)
1	2012	Strategi Peningkatan skor Test TOEIC pada siswa/i SMK Wahidin Cirebon	SMK/ Universitas Widyatama	7.5
2	2013	Menerjemahkan partitur lagu-lagu Rohani Kristen di GKJ Bandung	GKJ Bandung	3
3	2014	IbM Pelatihan Multimedia untuk Metode pembelajaran bagi Guru-guru SD Bendungan	IKIP PGRI	5
4	2015	IbM Bina Balita bagi para ibu di Kelurahan Gedawang	UPGRIS	5
5	2016	IbM Pelatihan Mengajar Kosa Kata Bahasa Inggris dengan Media Gambar bagi Guru-guru PAUD dan TK se Kelurahan Mlatibaru, Semarang Timur.	UPGRIS	3,75
6	2017	IbM Pendampingan Guru Bahasa Inggris kota semarang pengajaran kosakata dengan word games	Regular LPPM UPGRIS	4.5

**F. Pemakalah seminar ilmiah (oral presentation) dalam 5 tahun terakhir**

No	Judul Pertemuan Ilmiah /Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
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1	1st International Seminar on Language Shift and Maintenance	The Junior School Students' Attitudes Towards Sundanese Language Learning	2 Juli 2011 Master's Program, Diponegoro University, Semarang
2	The 58th TEFLUN International Conference at IKIP PGRI Semarang	An Alternative Way to Increase Students' English Proficiency	3 – 5 November 2011 IKIP PGRI Semarang
3	Seminar Nasional Fakultas Bahasa Universitas Widyatama	Analysis Reduced Adverbial Clauses	Maret 2012 Universitas Widyatama, Bandung
4	Seminar Internal Fakultas Bahasa Universitas Widyatama	Forming Words by Adding Inflectional Morphemes	8 Juni 2012 Universitas Widyatama, Bandung
5	2nd International Seminar on Language Shift and Maintenance	Inflectional Morphemes in English Compared with Bahasa Indonesia and Basa Sunda	5 – 6 Juli 2012 Master's Program, Diponegoro University, Semarang
6	1st International Seminar on the English Language and Teaching Language	Using Authentic Materials on Teaching Morphology	27 Oktober 2012 UNNES Semarang
7	International Seminar on Language Maintenance and Shift III	The Features of Javanese Women Speech: A Sociolinguistics study Based on Lakoff's Theory	2-3 July 2013 Master's Program, Diponegoro
8	2nd International Seminar on the English Language and Teaching Language	Understanding The Use of Past and Present Participles in Newspaper Headlines (A Study in a Grammar Class	28-29 September 2013
9	International Seminar Language Maintenance and Shift 4	The Characteristics of English Advertisements Created by Students of Business English Class At PGRI University Semarang	28 November 2014 Master's Program, Diponegoro
10	Eminar Nasional		

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima risikonya. Demikian biodata ini saya buat dengan sebenarnya.

Semarang, 10 Januari 2018  
Ketua tim Peneliti,

Dra. Maria Yosephin W.F., M.Pd.

## Biodata Anggota Peneliti 2:

### A. Identitas Diri

1	Nama Lengkap (dengan gelar)	Dias Andris Susanto, S.Pd.,M.Pd
2	Jenis Kelamin	Laki-Laki
3	Jabatan Fungsional/ Golongan	Lektor/ IIIId
4	NIP/NIK/Identitas Lainnya	097901226
5	NIDN	0614127901
6	Tempat dan Tanggal Lahir	Demak, 14 Desember 1979
7	e-mail	<a href="mailto:diasandriss@gmail.com">diasandriss@gmail.com</a>
8	Nomor Telepon /HP	081325472039
9	Alamat Kantor	Jalan Sidodadi Timur No. 24 Semarang
10	Nomor Telepon/Faks	(024) 8316377
11	Lulusan yang telah dihasilkan	79 mahasiswa
12	Mata Kuliah yang diampu	1. Speaking 2. Reading

### B. Riwayat Pendidikan

	S-1	S-2	S3
Nama Perguruan Tinggi	IKIP PGRI Semarang	Universitas Negeri Semarang	Universitas Negeri Semarang
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris
Tahun Masuk-Lulus	1999-2003	2005 – 2008	2015- sekarang
Judul Skripsi/Tesis/Disertasi	Pragmatic Analisis on the Language Used in Advertisements	Metafunction in Language Used in Drinks Labels	The sociocultural perspective of discourse markers realized in the international papers written by Indonesian writers
Nama Pembimbing/Promotor	1. Dra. Listyaningsih, M.Hum 2. Drs. Ngasbun Egar, M.Pd	1. Prof. Retmono, Ph.D 2. Ahmad Sofwan, Ph.D	1. Prof. Januarius Mujiyanto 2. Ahmad Sofwan, Ph.D 3. Dr. Joko Saptono

### C. Pengalaman Penelitian dalam 5 Tahun Terakhir

No	Tahun	Judul Penelitian		Pendanaan	
			Sumber*	Jml(Juta Rp)	
1	2012	Grammatical errors in writing a final paper written by eighth semester students of english departement of state institute of islamic studies of walisongo semarang	LPPM IKIP PGRI Semarang	3.500.000	
2	2012	Persepsi mahasiswa terhadap penggunaan ICT dalam metode pembelajaran Bahasa Inggris	LPPM IKIP PGRI Semarang	3.500.000	
3	2013	Model Pengembangan Pendidikan Karakter melalui Mini Drama Performance dalam Metode pembelajaran Bahasa Inggris di Sekolah Dasar di Semarang	Hibah Bersaing	41.375.000	
4	2013	Model KKN Posdaya IKIP PGRI Semarang sebagai pencapaian percepatan MDGs di Kota Semarang	Hibah Unggulan Perguruan Tinggi	78.375.000	
5	2013	The interpersonal meaning used in electronics and mobile phones advertisements as the contribution in teaching systemic functional grammar	LPPM IKIP PGRI Semarang	3.500.000	
6	2014	Model KKN Posdaya IKIP PGRI Semarang sebagai pencapaian percepatan MDGs di Kota Semarang (Hibah Tahun ke-2)	Hibah Unggulan Perguruan Tinggi Tahun ke-2	50.000.000	
7	2014	Model Pengembangan Pendidikan Karakter melalui Mini Drama Performance dalam Metode pembelajaran Bahasa Inggris di Sekolah Dasar di Semarang (Hibah Tahun ke -2)	Hibah Bersaing	80.000.000	
8	2014	Profil UMKM Kota Semarang (Bentukan PNPM MP dan BappermasperKB)	Hibah BappermasperKB Kota Semarang	25.000.000	
9	2014	Monitoring dan Evaluasi Program Nasional Pemberdayaan Masyarakat Mandiri Perkotaan (PNPM-MP) Sebagai Upaya Penanggulangan Kemiskinan Di Kota Semarang	Hibah BappermasperKB Kota Semarang	50.000.000	

10	2014	Model Pengembangan Pusat Informasi dan Konseling Mahasiswa (PIKMA) Universitas PGRI Semarang	Hibah BKKBN Provinsi Jawa Tengah	40.000.000
11	2014	Evaluasi Renstra SPKD (Strategi Penanggulangan Kemiskinan Daerah) Kota Semarang tahun 2010 – 2014	Bappeda Kota Semarang	50.000.000
12	2015	<i>Tracer Study</i> Alumni Program Studi Pendidikan Bahasa Inggris Angkatan Tahun 2012-2014.	Hibah PT	10.000.000
13	2015	Analisa pragmatic Bahasa iklan dalam harian surat kabar the <i>Jakarta post on line</i>	Regular LPPM UPGRIS	6.500.000
14	2016	Profil pembelajaran <i>grammar</i> di sekolah menengah atas di kota semarang	Regular LPPM UPGRIS	7.500.000
15	2016	Model Advokasi Genre Berbasis Segitiga Emas pada Siswa SMP di Kota Semarang	BKKBN Prov Jateng	40.000.000
16	2017	Model pengembangan pengajaran kosa kata Bahasa Inggris berbasis word games di smp kota semarang	Dikti	52.000.000

#### D. Pengalaman Pengabdian kepada Masyarakat dalam 5 tahun terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml(Juta Rp)
1	2012	IbM Penulisan artikel ilmiah bagi guru bahasa Inggris SMA di Kota Semarang	LPPM IKIP PGRI Semarang	3.500.000
2	2013	IbM Pelatihan penelitian ilmiah bagi guru bahasa di SMA N 7 Semarang	LPPM IKIP PGRI Semarang	3.500.000
3	2013	IbM Bagi guru-guru bahasa Inggris alumni IKIP PPGRI Semarang	LPPM IKIP PGRI Semarang	3.500.000
4	2014	IbM Pelatihan Penulisan PTK bagi Guru-Guru Bahasa Inggris Sekolah Menengah Kejuruan di Kota Semarang	Hibah Pengabdian Dikti	50.000.000
5	2015	IbM Pemberdayaan Masyarakat Lokal Kelurahan Kandri Kota Semarang Melalui Pengembangan Desa Wisata	Hibah Pengabdian Dikti	44.000.000
6	2015	Gerdu Kempling Pemberdayaan Masyarakat Desa Wisata Kandri Kota Semarang	CSR Bank BNI 46 Kota Semarang	100.000.000
7	2015	Gerdu Kempling Pemberdayaan Masyarakat Desa Kelurahan Sadeng	CSR PDAM Tirta Moedal Semarang	15.000.000

		Kota Semarang		
8	2015	IbM Guru-Guru SD di Gugus Drupadi kelurahan Sadeng kota semarang	Regular LPPM UPGRIS	4.500.000
9	2016	Pendampingan kampung inggris ENGPOENG di kelurahan mbangunharjo kota semarang	Regular LPPM UPGRIS	3.000.000
10	2016	IbM Pendampingan kampung tematik gumregah kelurahan mlatiharjo kota semarang	Regular LPPM UPGRIS	7.500.000
11	2017	Ibm Pendampingan kampung tematik batik rejomulyo kota semarang	Regular LPPM UPGRIS	7.500.000
12	2017	IbM Pendampingan Guru Bahasa Inggris kota semarang pengajaran kosakata dengan word games	Regular LPPM UPGRIS	4.500.000

#### E. Publikasi artikel ilmiah dalam jurnal 5 tahun terakhir

No	Judul Artikel Ilmiah/Seminar	Nama Jurnal	Volume/Nomor/ Tahun
1	ARM (accept, reject, modify) as an alternative teaching technique in teaching speaking	Encounter IAIN Walisongo Semarang	Volume III, No 1, 2012
2	Students' Perception Toward ICT (dynd program) Used in English Teaching at English Department of PGRI University of Semarang	Proceeding of International Conference	2015
3	Analisa pragmatik dalam Bahasa iklan di surat kabar the Jakarta post on line	Litera Universitas Muhammadiyah Semarang	2016
4	Interpersonal meaning used in the electronics advertisements in the Jakarta post	Eternal UPGRIS	2016

#### F. Pemakalah seminar ilmiah (oral presentation) dalam 5 tahun terakhir

##### G.

No	Judul Pertemuan Ilmiah /Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1	TEFLIN ke 60	Grammatical errors made bay the students of IAIN Walisongo in writing a final paper	27-29 Agustus 2013 UNIVERSITAS INDONESIA

			INDONESIA
2	ELLITE	A model of the implementation of character education in learning english through mini drama performance for elementary school students in Semarang	26 – 27 November 2013 UIN MALIKI MALANG
3	The 9 <sup>th</sup> International Conference of Language and Literature	Students' Perception Toward ICT (dyned program) Used in English Teaching at English Department of PGRI University of Semarang	11-12 September 2015 UKSW
4	The 5th International Conference on English Language Teaching, Literature and Translation (ELILT)	Discourse Markers Used By Multilingualism Students	08-09 Oktober 2016

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima risikonya. Demikian biodata ini saya buat dengan sebenarnya.

Semarang, 10 Januari 2018  
Anggota,



Dias Andris Susanto, S.Pd.,M.Pd

## **NAMA GAME 1: Guessing Occupation**

**KOMPETENSI DASAR** :

3.6 dan 4.6 (Kurikulum 13,VII)

Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks.

**KELAS/ SEMESTER** : VII / 2

**TUJUAN PEMBELAJARAN** :

Siswa diharapkan bisa memperagakan dan menyebutkan secara lisan atau tulis kosakata yang terdapat pada gambar yang berkenaan dengan nama-nama pekerjaan (*occupations*).

**WAKTU PEMBELAJARAN** : 20 menit

**BAHAN DAN ALAT YANG DIBUTUHKAN** : Occupation cards

### **LANGKAH-LANGKAH PEMBELAJARAN**

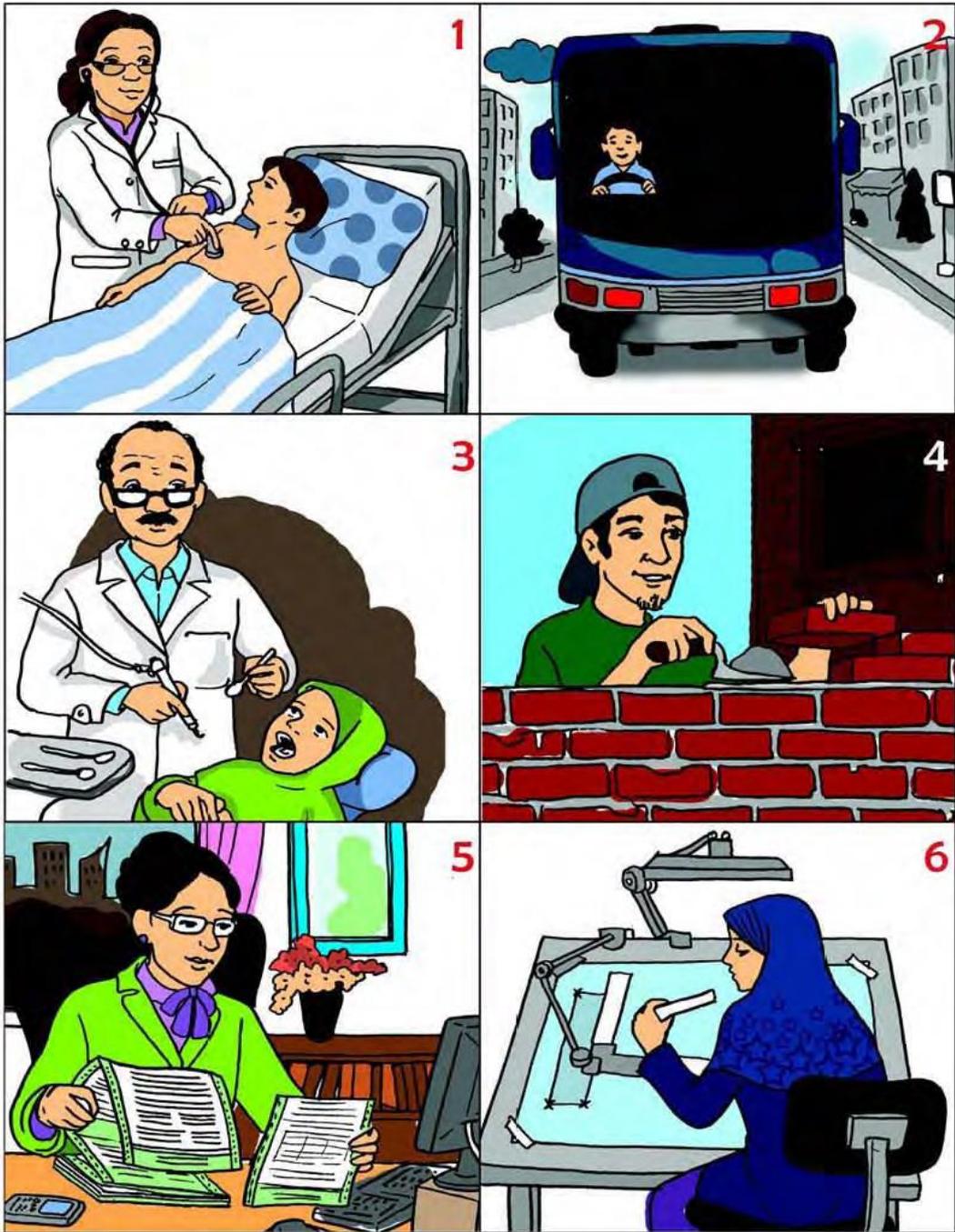
1. Bagi murid menjadi 6 kelompok ,tiap kelompok beranggotakan 5 – 6 orang.
2. Sebelum memulai permainan ini, pancing murid dengan menemukan gambar atau photo untuk menyebutkan jenis-jenis pekerjaan dalam bahasa Inggris (*brainstorming*). Ini penting untuk memastikan bahwa mereka sudah mempelajari kosakata jenis-jenis pekerjaan.
3. Jelaskan bahwa tiap kelompok akan berlomba menebak jenis pekerjaan yang diperagakan oleh teman mereka (*miming the job*). Tiap anggota kelompok bergantian memperagakan satu pekerjaan.
4. Yang memperagakan pekerjaan tidak diperbolehkan bersuara ataupun menulis. Mereka hanya boleh menggunakan gerakan tangan, kaki atau ekspresi wajah yang mengarah pada pekerjaan yang diperagakan.
5. Demonstrasikan permainan ini dengan murid sekelas.Peragakan salah satu pekerjaan dan minta murid menebaknya. Berilah contoh satu lagi bila murid masih bingung.
6. Bagikan 3 kartu gambar pada tiap kelompok. Letakkan di tengah meja dengan gambar menghadap ke bawah.
7. Satu anggota kelompok mengambil satu kartu lalu memperagakannya
8. Anggota kelompok yang lain meperhatikan dan menebak.
9. Bila berhasil menebak, mereka akan mendapat nilai 10. Yang berhasil mengumpulkan nilai tertinggi menjadipemenang.

10. Bila murid senang dengan aktivitas ini, mereka bisa bertukar gambar dengan kelompok yang lain lalu melakukan permainan yang sama.
11. Sebagai *feedback*, tanyakan apakah ada pekerjaan yang paling mudah atau paling susah ditebak. Cek beberapa kosakata yang mungkin susah dilafalkan, mis.: *architect, fire fighter*. Lakukan **drilling** agar mereka bisa mengucapkannya dengan tepat.
12. Pujilah yang menjadi pemenang dan kumpulkan gambarnya kembali.

### **INSTRUKSI GAME :**

1. *Work in groups of 5 or 6.*
2. *Mention some job names in English.*
3. *You will race to guess what your friend does. Every group may choose a 'master'*
4. *A 'master' looks at this card. Then go back to your group. Don't tell your friends What it is. Don't say anything (=Just mime!). Mime the job in front of the class.*
5. *OK, let me give you **an example**. Aldi, please come forward. Look at this card. Do you know what this person does? Good. Pssst! Don't say anything. You may only use expressions or gestures/ body language. The others can guess.*
6. *If you can guess the job, you will get 10 points. K, now let's start. One, two, three... GO! Well done! Which job is easier to guess? How do you pronounce 'architect'?*

Cue cards 1: Occupations (1 - 6)



Cue cards 1: Occupations (7 - 12)



Cue cards 1: Occupations (13 - 18)



**NAMA GAME 2 : Broken sentences**

**KOMPETENSI DASAR :**

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan

menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

**KELAS/ SEMESTER : VIII / 1**

**TUJUAN PEMBELAJARAN :**

Siswa diharapkan dapat menyusun kalimat comparative adjective dengan menggunakan *word cards*/kartu kata .

**WAKTU PEMBELAJARAN : 30 menit.**

**BAHAN DAN ALAT YANG DIBUTUHKAN :**

word cards/kartu kata , jumble sentence , Hot Potato

**LANGKAH-LANGKAH PEMBELAJARAN :**

1. Sebelum permainan ini dimulai , ingatkan kembali pada siswa tentang susunan kalimat *Comparative adjectives*.
2. Guru mempersiapkan potongan kartu kata yang berasal dari kalimat yang di potong tiap kata.
3. Siswa dibagi menjadi beberapa kelompok, masing-masing kelompok terdiri dari 3-4 siswa.
4. Letakkan kartu kata diatas meja disekitar ruangan.
5. Secara bergiliran, tiap kelompok maju di tiap meja untuk menyusun sebuah kalimat *Comparative adjectives*. Kemudian menuliskan kalimat tersebut di papan tulis dengan waktu 10 menit.
6. Kemudian kalimat-kalimat tersebut di koreksi bersama-sama.

**INSTRUKSI GAME :**

1. Work in group of 3-4
2. Each group takes turn to move from table to table to construct a sentence.
3. Write down your sentence on the board.
4. Then correct the sentences.

**LAMPIRAN-LAMPIRAN GAME :**

Sule	handsome	Dude Herlino
More	than	is
runs	than	the
The	faster	deer
Fox	are	roses
bigger	the	than
The	jasmine	The
Higher	mountain	is
than	trees	taller
mango	grass	the
Hill	are	than
The	A bowl of meatball	A plate of fried rice
Than	is	delicious
More	more	Watching tv
Playing football	interesting	is
Than	important	is

more	studying	than
playing	difficult	more
is	than	Javanesse
English		

### **NAMA GAME 3: Mix Stories**

#### **KOMPETENSI DASAR :**

- 3.6. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *there is/are*)
- 3.5. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan / kegiatan / kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple present tense*)

#### **KELAS/ SEMESTER: VIII/GASAL**

#### **TUJUAN PEMBELAJARAN :**

- a. Untuk mengetahui tingkat pemahaman siswa tentang singular-plural dengan menggunakan ekspresi ‘*There is/There are*’
- b. Untuk meningkatkan kemampuan siswa dalam menyusun kalimat *Simple Present Tense* tentang perbedaan orang ketiga tunggal (*He, She, It + V<sub>s/es</sub>*) dan bukan orang ketiga tunggal (*I, You, They, We + V<sub>1</sub>*)

#### **WAKTU PEMBELAJARAN : 20 Menit (20’) atau sesuai kondisi peserta didik**

#### **BAHAN DAN ALAT YANG DIBUTUHKAN :**

1. mix story,
2. answer sheet/word board
3. scissors

#### **LANGKAH-LANGKAH PEMBELAJARAN :**

1. Siswa diminta mengerjakan berpasangan atau kelompok
2. Siswa diberi mix story (dua cerita menjadi satu)
3. Siswa diminta memisahkan mix story itu menjadi dua teks, satu text dalam bentuk tunggal dan teks yang lain dalam bentuk jamak.

4. Siswa diminta memisahkan cerita itu dengan cara mengguntingnya
5. Siswa diminta menempelkan teks yang sudah digunting di papan tempel menjadi 2 teks yang benar
6. Sisa yang sudah berhasil memisahkan cerita itu menjadi 2 teks mengangkat tangan atau mengatakan "I DID IT"

**INSTRUKSI GAME :**

1. Work in pairs
2. Learn the mix story by heart for three minutes
3. Cut the mix story into two text
4. Stick the result on the word board
5. You have fifteen minutes to finish the story
6. If you finish, said "I DID IT"

**LAMPIRAN-LAMPIRAN GAME :**

1. mix story
2. answer sheet/word board

## LAMPIRAN I : MIX STORY

Instruction : *Two different stories are mixed together. Find the stories by **cutting** them correctly and stick it on the word board. Do not change the order of the words. If you use one word in one story, you cannot use it again in the other story. One story has a singular subject, the other has a plural subject. Work carefully, check your work, be sure it is sensible.*

NELLY LIKES MILK JOHN AND PETER LIKE COFFEE..
IN THE MORNING THEY DRINK COFFEE IN THE MORNING
SHE DRINKS MILK.. SHE IS HUNGRY THEY ARE HUNGRY..
SHE ASKS HER MOTHER TO GIVE HER SOMETHING TO
EAT THEY ASK THEIR MOTHER TO GIVE THEM
SOMETHING TO EAT.. SHE EATS SLOWLY THEY EAT
QUICKLY.. SHE FINISHES HER HOMEWORK THEY FINISH
THEIR HOMEWORK.. SHE GETS READY TO GO TO SCHOOL
THEY GET READY TO GO TO SCHOOL.. SHE WALKS THEY
CATCH A BUS.. THEY LEAVE THEIR HOUSE AT 09.30
SHE LEAVES HER HOUSE AT 09.45..





**NAMA GAME 4: Menyusun Kalimat Dalam Cerita Rakyat**

**KOMPETENSI DASAR :**

12.2. mengungkapkan makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk recount dan narrative.

**KELAS/ SEMESTER : VIII/2**

**TUJUAN PEMBELAJARAN :**

1. Siswa mampu mengurutkan kalimat sesuai alur cerita yang telah dibaca
2. Menemukan berbagai informasi yang terdapat dalam teks naratif tulis

**WAKTU PEMBELAJARAN : 4x40 menit**

**BAHAN DAN ALAT YANG DIBUTUHKAN :**

1. Buku paket
2. Macam-macam teks naratif

**LANGKAH-LANGKAH PEMBELAJARAN:**

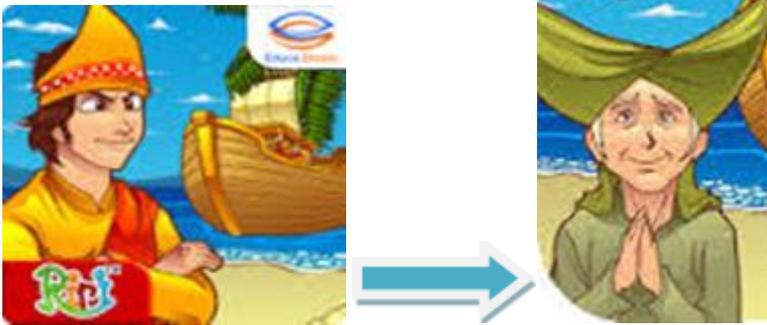
1. Pendahuluan : tanya jawab mengenai cerita yang dibaca
2. Inti :
  - a. Eksplorasi
  - b. Elaborasi
  - c. Konfirmasi
  - d. Penutup

**INSTRUKSI GAME :**

1. Mengamati gambar
2. Menyusun huruf acak menjadi kalimat yang benar
3. Waktu: 1 menit
4. Kerjakan secara kelompok( 4 orang )

**LAMPIRAN-LAMPIRAN GAME :**

**Exampe**

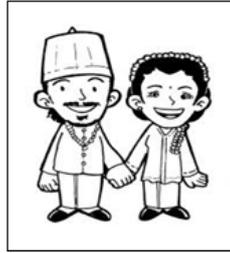


and-Malin kundang-mother-his

Answer: Malin kundang and his mother

## QUESTION

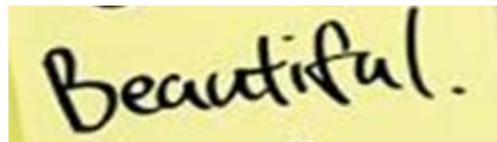
1.



= is-who-Joko Tarub-married-an-to-angel

Answer :

2.



= is-beautiful-timunmas

Answer :

3.



CRUEL

= cruel-Bawang Merah- is

Answer :

4.



= his-ship-Sangkuriang-kick

Answer :

5.



= pursuing-Giant-is-Timunmas-who

Answer :

6.



= and-Lutung Kasarung-Princes Purbasari

Answer:

7.



= legent-The-Batu menangis-of

Answer:

8.



=Keongmas-There-were

Answer:

9.



= the-lake-biggest-is-Toba lake-Indonesia-of

Answer:

10.



= his-want-mother-Sangkuriang-married-to

Answer:

## Answer key

1. Joko Tarub who is married to an angle
2. Timun Mas is beautiful
3. Bawang Merah is cruel
4. Sangkuriang kick his ship
5. Giant who is pursuing Timun mas
6. Princess Purbasari and Lutung Kasarung
7. The Legend of Batu Menangis
8. There were Keong Mas
9. Toba Lake is the biggest lake of Indonesia
10. Sangkuriang want to married his mother

### Lampiran 3. Surat Tugas



## LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT UNIVERSITAS PGRI SEMARANG

Jl. Dr. Cipto - Lontar No. 1 Semarang - Indonesia Telp. (024) 8451279, 8451824 Faks. 8451279  
Email : lppmupgrisngi@yahoo.co.id Website : lppm.upgrisng.ac.id

### SURAT TUGAS

Nomor: 140/ST/LPPM-UPGRIS/VI/2017

Dengan ini Ketua LPPM Universitas PGRI Semarang memberi tugas kepada :

Nama	: Dra. Maria Yosephin Widarti Lestari, M.Pd.
NIDN	: 0031056201
Pangkat/Golongan	: Penata Muda Tk.I/ III b
Jabatan Fungsional	: Lektor
Pekerjaan	: Dosen FPBS Universitas PGRI Semarang
Pada hari / tgl	: Juni s/d Agustus 2017
Tempat	: SMP di Kota Semarang
Keperluan	: Kegiatan Penelitian dengan judul Profil Model Pembelajaran <i>Writing</i> bagi Siswa SMP di Kota Semarang

Demikian agar tugas ini dilaksanakan dengan sebaik-baiknya dan setelah selesai harap melaporkan hasilnya.

Mengetahui,  
Telah melaksanakan tugas



Semarang, 15 Juni 2017

Ketua

Ir. Sawarno Widodo, M.Si.  
NPP. 876101038



LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT  
**UNIVERSITAS PGRI SEMARANG**

Jl. Dr. Cipto - Lorar No. 1 Semarang - Indonesia Telp. (024) 8451279, 8451824 Faks. 8451279  
Email : lppmupgrismg@yahoo.co.id Website : lppm.upgrismg.ac.id

**SURAT TUGAS**

Nomor : 140/ST/LPPM-UPGRIS/VI/2017

Dengan ini Ketua LPPM Universitas PGRI Semarang memberi tugas kepada :

Nama : Dias Andris Susanto, S.Pd., M.Pd.  
NIDN : 0614127901  
Pangkat/Golongan : Penata / III d  
Jabatan Fungsional : Lektor  
Pekerjaan : Dosen FPBS Universitas PGRI Semarang  
Pada hari / tgl : Juni s/d Agustus 2017  
Tempat : SMP di Kota Semarang  
Keperluan : Kegiatan Penelitian dengan judul Profil Model Pembelajaran *Writing* bagi Siswa SMP di Kota Semarang

Demikian agar tugas ini dilaksanakan dengan sebaik-baiknya dan setelah selesai harap melaporkan hasilnya.

Mengetahui,  
Telah melaksanakan tugas



Semarang, 15 Juni 2017  
Ketua



Ir. Sawarno Widodo, M.Si.  
NPP. 876101038

## Lampiran 4. Instrumen Penelitian

Instrument 01

Structured interview

The profile of teaching writing using word games

Code : 01-WG-5MP date : .....

Respondent : ..... interviewer : .....

Introduction:

Teaching English language skills is not something easy. Teachers need to sacrifice all of the time to make his/her students understand and able to apply them beyond the real daily active and passive English implementation. Here are some questions dealing with the profile of the way teacher teach writing using word games in the classroom of junior high school:

Questions

1. Do you think that teaching writing for the students is hard and difficult? Why is it so?  
Yes, VERY difficult. It needs many rules
2. Do you apply any games in teaching English in the classroom? If yes, what is/are they?  
sometimes, flash card, crossword, puzzle
3. Do you know what is word games?  
yes
4. have you ever tried to teach writing using word games?  
yes I have
5. Do your students feel fun and happy during the teaching and learning process using word games?  
yes they are happy. It is not boring
6. Why do you like teaching writing using word games?  
Yes but not easy to apply
7. What are the advantages of teaching writing using word games?  
- my students enjoy it  
- the learning process is interesting
8. What are the disadvantages of teaching writing using word games?  
- hard to prepare and choose  
- the game
9. What is/are the difficult things in applying word games to teach writing?  
- A hard to choose the right games

Instrument 01

Structured interview

The profile of teaching writing using word games

Code : 02-06-SMP ..... date : .....  
Respondent : ..... interviewer : .....

Introduction:

Teaching English language skills is not something easy. Teachers need to sacrifice all of the time to make his/her students understand and able to apply them beyond the real daily active and passive English implementation. Here are some questions dealing with the profile of the way teacher teach writing using word games in the classroom of junior high school:

Questions

1. Do you think that teaching writing for the students is hard and difficult? Why is it so?  
Yes, because students must know the rules
2. Do you apply any games in teaching English in the classroom? If yes, what is/are they?  
Yes, Scrabble
3. Do you know what is word games?  
Yes I know
4. Have you ever tried to teach writing using word games?  
Yes I have
5. Do your students feel fun and happy during the teaching and learning process using word games?  
Yes
6. Why do you like teaching writing using word games?  
It is good for making my students enjoy the class
7. What are the advantages of teaching writing using word games?  
\* more interesting than only giving them the rules  
\* easier for students to make sentences/paragraph
8. What are the disadvantages of teaching writing using word games?  
\* it is rather difficult to prepare  
\* not all games are suitable to apply
9. What is/are the difficult things in applying word games to teach writing?  
\* choosing the right game for teaching writing  
\* spending time and money to make the preparation

Instrument 01

Structured interview

The profile of teaching writing using word games

Code : 03-WB-SMP date : .....  
Respondent : ..... interviewer : .....

Introduction:

Teaching English language skills is not something easy. Teachers need to sacrifice all of the time to make his/her students understand and able to apply them beyond the real daily active and passive English implementation. Here are some questions dealing with the profile of the way teacher teach writing using word games in the classroom of junior high school:

Questions

1. Do you think that teaching writing for the students is hard and difficult? Why is it so?  
*Yes it is very hard for me because I have to make sure my students have enough knowledge of grammar*
2. Do you apply any games in teaching English in the classroom? If yes, what is/are they?  
*Yes sometimes*
3. Do you know what is word games?  
*Yes of course*
4. have you ever tried to teach writing using word games?  
*Yes I have*
5. Do your students feel fun and happy during the teaching and learning process using word games?  
*They are really happy when I use games in the teaching and learning process*
6. Why do you like teaching writing using word games?  
*Yes but I have to work hard to prepare*
7. What are the advantages of teaching writing using word games?  
*- interesting  
- not boring*
8. What are the disadvantages of teaching writing using word games?  
*- I have to prepare well before teaching*
9. What is/are the difficult things in applying word games to teach writing?  
*- choosing the suitable games for teaching writing*

Instrument 01

Structured interview

The profile of teaching writing using word games

Code : 04-UG-SMP                      date : .....

Respondent : .....                      interviewer : .....

---

Introduction:

Teaching English language skills is not something easy. Teachers need to sacrifice all of the time to make his/her students understand and able to apply them beyond the real daily active and passive English implementation. Here are some questions dealing with the profile of the way teacher teach writing using word games in the classroom of junior high school:

Questions

1. Do you think that teaching writing for the students is hard and difficult? Why is it so?  
yes because students should pay attention with grammar and for some students grammar is difficult to understand.
2. Do you apply any games in teaching English in the classroom? If yes, what is/are they?  
yes using flash card, fill in the blank and with song.
3. Do you know what is word games?  
yes I know.
4. have you ever tried to teach writing using word games?  
yes I have.
5. Do your students feel fun and happy during the teaching and learning process using word games?  
yes students more feel fun and happy during the teaching learning using word games.
6. Why do you like teaching writing using word games?  
because its fun and make students more active to answer the question.
7. What are the advantages of teaching writing using word games?  
students didn't feel bored and they are happy during the teaching learning in class.
8. What are the disadvantages of teaching writing using word games?  
it takes time and the introduction should be clear.
9. What is/are the difficult things in applying word games to teach writing?  
Teacher should more creative to make class interesting and fun.

Instrument 01

Structured interview

The profile of teaching writing using word games

Code : 05 - WE - SMP date :  
Respondent : interviewer :

Introduction:

Teaching English language skills is not something easy. Teachers need to sacrifice all of the time to make his/her students understand and able to apply them beyond the real daily active and passive English implementation. Here are some questions dealing with the profile of the way teacher teach writing using word games in the classroom of junior high school:

Questions

1. Do you think that teaching writing for the students is hard and difficult? Why is it so?  
Yes, because so many rule.
2. Do you apply any games in teaching English in the classroom? If yes, what is/are they?  
No yes, Arrange word.
3. Do you know what is word games?  
I don't know it is yes
4. have you ever tried to teach writing using word games?  
yes
5. Do your students feel fun and happy during the teaching and learning process using word games?  
yes
6. Why do you like teaching writing using word games?  
because fun and happy, for the teachers can creative and think hard to fun the word games.
7. What are the advantages of teaching writing using word games?  
Advantages of teaching writing is make students fun and happy
8. What are the disadvantages of teaching writing using word games?  
Disadvantages of teaching writing using word games is
9. What is/are the difficult things in applying word games to teach writing?  
The teacher must creative and should have other various word games or the other games.

Instrument 01

Structured interview

The profile of teaching writing using word games

Code : 06 - WE - SMP ..... date : .....  
Respondent : ..... interviewer : .....

Introduction:

Teaching English language skills is not something easy. Teachers need to sacrifice all of the time to make his/her students understand and able to apply them beyond the real daily active and passive English implementation. Here are some questions dealing with the profile of the way teacher teach writing using word games in the classroom of junior high school:

Questions

1. Do you think that teaching writing for the students is hard and difficult? Why is it so?  
Yes because teaching writing is related to teach grammar and grammar is hard to understand
2. Do you apply any games in teaching English in the classroom? If yes, what is/are they?  
Yes but not always cards and puzzle
3. Do you know what is word games?  
Yes know
4. have you ever tried to teach writing using word games?  
Yes have
5. Do your students feel fun and happy during the teaching and learning process using word games?  
I think so specially when they have to work together
6. Why do you like teaching writing using word games?  
yes
7. What are the advantages of teaching writing using word games?  
- make students interested in study;  
- the class is not boring
8. What are the disadvantages of teaching writing using word games?  
- take time to prepare
9. What is/are the difficult things in applying word games to teach writing?  
- the games should be suitable to apply in writing and it is not long to do

Instrument 01

Structured interview

The profile of teaching writing using word games

Code : 07 - UG - SMP date :  
Respondent : interviewer :

Introduction:

Teaching English language skills is not something easy. Teachers need to sacrifice all of the time to make his/her students understand and able to apply them beyond the real daily active and passive English implementation. Here are some questions dealing with the profile of the way teacher teach writing using word games in the classroom of junior high school:

Questions:

1. Do you think that teaching writing for the students is hard and difficult? Why is it so?  
Yes. I do. Clients find have a lot of difficulties and also their grammar is not really good.
2. Do you apply any games in teaching English in the classroom? If yes, what is/are they?  
Yes. Yes. It's multiple games.
3. Do you know what is word games?  
I don't know. Yes I know.
4. have you ever tried to teach writing using word games?  
Yes, I have.
5. Do your students feel fun and happy during the teaching and learning process using word games?  
Yes. They feel fun and happy.
6. Why do you like teaching writing using word games?  
Because it was interesting and student can catch the material easily.
7. What are the advantages of teaching writing using word games?  
Students can understand the material easily.
8. What are the disadvantages of teaching writing using word games?  
If they don't know the rules and the vocabulary used they will get misinterpreted.
9. What is/are the difficult things in applying word games to teach writing?  
The teacher must be able to explain the rules of the game.

**Lampiran 5: Foto-foto**





