

**WORD VENTURE IN TEACHING VOCABULARY FOR
FOURTH GRADE ELEMENTARY SCHOOL STUDENTS**

A THESIS

**Submitted in Partial Fulfilment of the Requirement for the Degree of
Sarjana Pendidikan in English Education Department**



By:

FATIMAH HAIFA ALATAS
SN. 2518124

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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2024**

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Assalamu 'alaikum Wr.Wb.

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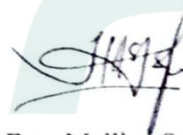
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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MOTTO

“Through patience and resistance, victory is achieved”.



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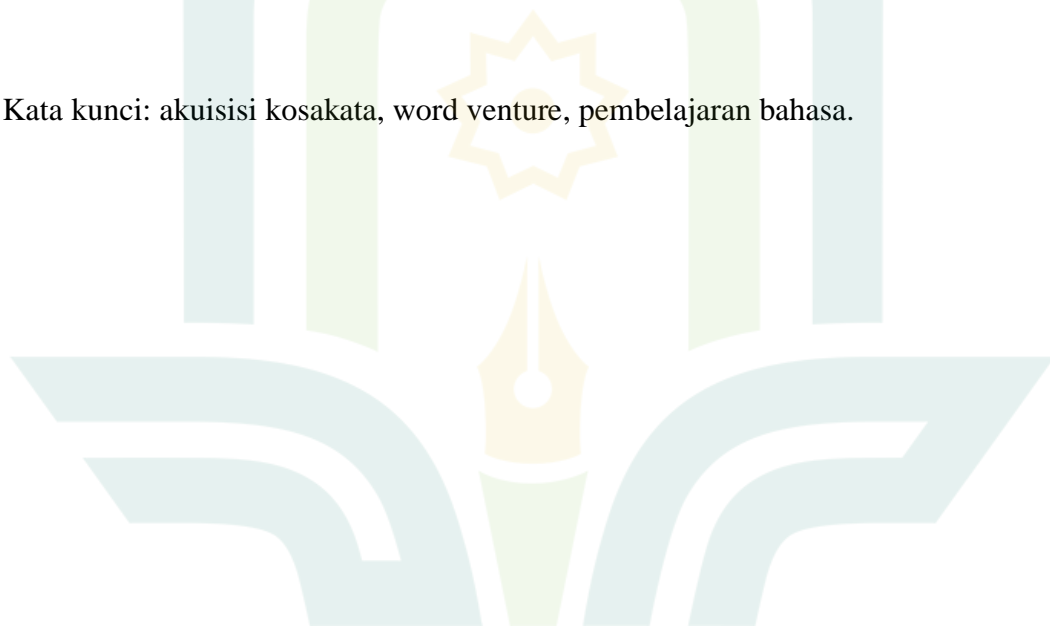
All praise to Allah, the Cherisher and Light of this world. My thesis has become a reality and is getting many kinds of support from many individuals. Therefore, I sincerely thank all of them.

1. First of all, to my beloved family, I would like to say thank you to my parents, Mr. Husain Alatas and Mrs. Huda Alkaff with your support, prayer, advice, hope, affection, and love, I could finish this thesis. Second, to my sister, Sarah Azzahra Alatas, even though you are clumsy, annoying, and stubborn, I always grateful to have you.
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ABSTRAK

Penelitian ini menyelidiki efektivitas metode Word Venture dalam meningkatkan penggunaan kosakata di kalangan siswa sekolah dasar kelas empat di Indonesia. Dengan fokus pada strategi inovatif dan menarik untuk pembelajaran kosakata bahasa Inggris, penelitian ini menggunakan metode kualitatif, termasuk observasi dan wawancara, untuk mengeksplorasi bagaimana penggunaan strategi Word Venture memengaruhi pembelajaran kosakata siswa, menggunakan teori permainan tebak dari Herrel di Henriksen (1999) dan Rider (2003). Hasilnya menunjukkan bahwa siswa yang berpartisipasi dalam kegiatan Word Venture untuk pembelajaran kosakata menunjukkan dampak positif. Strategi ini menunjukkan adanya rasa santai dan kesenangan di dalam kelas, menjaga minat dan motivasi belajar, serta memfasilitasi penerapan praktis dari pelajaran. Namun, ada tantangan dalam implementasinya, seperti kesulitan dalam melibatkan semua siswa, tidak semua materi pelajaran efektif dalam strategi ini, dan kerumunan serta gangguan atmosfer belajar. Penelitian ini menekankan pentingnya integrasi strategi pengajaran yang interaktif dan efektif untuk mendukung pengembangan bahasa dan pencapaian akademis di sekolah dasar, serta berkontribusi pada upaya berkelanjutan untuk meningkatkan praktik pengajaran bahasa.

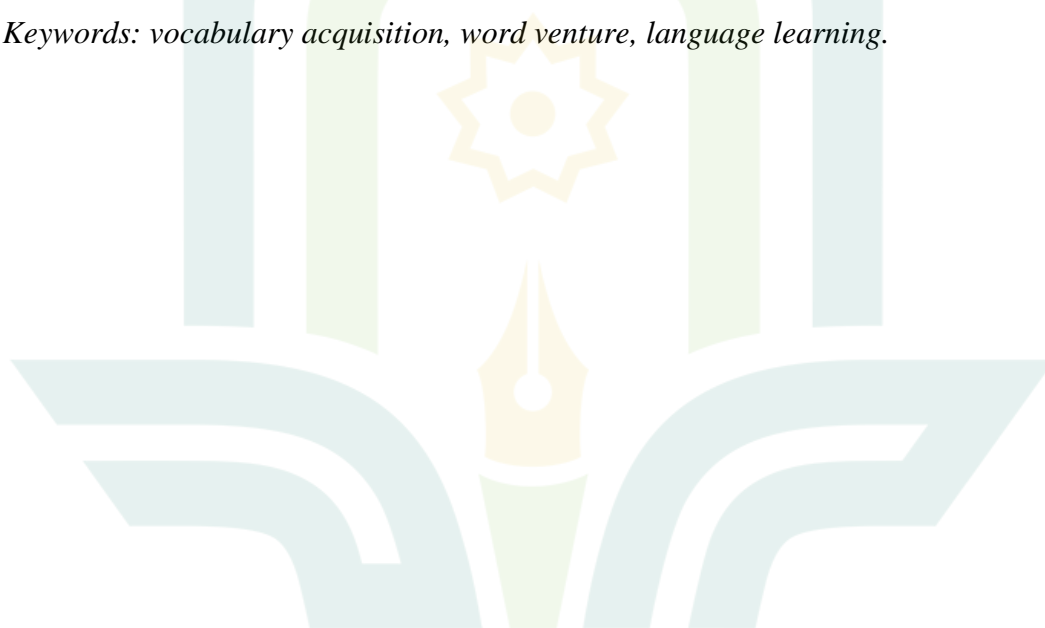
Kata kunci: akuisisi kosakata, word venture, pembelajaran bahasa.



ABSTRACT

This study investigates the effectiveness of the Word Venture method in enhancing vocabulary usage among fourth-grade elementary school students in Indonesia. With a focus on innovative and engaging strategies for learning English vocabulary, the research employed qualitative methods, including observation and interviews, to explore how the use of the Word Venture strategy impacts students' vocabulary learning, using the guessing game theory from Herrel in Henriksen (1999) and Rider (2003). The results indicate that students participating in Word Venture activities for vocabulary learning show positive impacts. This strategy demonstrates a sense of relaxation and enjoyment in the classroom, sustains learner interest and motivation, and facilitates the practical application of the lesson. However, there are challenges in its implementation, such as difficulty in engaging all students, not all lesson materials being effective in this strategy, and crowds and disrupting the learning atmosphere. This research emphasizes the importance of integrating interactive and effective teaching strategies to support language development and academic achievement in elementary schools, contributing to ongoing efforts to improve language teaching practices.

Keywords: vocabulary acquisition, word venture, language learning.



PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled "Word Venture in Teaching Vocabulary for Fourth Grade Elementary School Students" can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements for Degree of Sarjana Pendidikan. This study can be accomplished because of the support from kind-hearted people. Therefore, on this occasion, I would like to express my sincere thanks to the following:

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CHAPTER I

INTRODUCTION

1.1 Background of Study

One of Indonesia's foreign languages is English. According to Lauder (2008), English is used widely throughout society. In acknowledgment of the role of English as one of the international languages, our government has determined that English will be one of the disciplines taught in schools from elementary school to university.

English plays a significant role in the Indonesian education system and is recognized as a key for the advancement of national education and the preparation of the younger generation to compete globally. English slowly attracts Indonesians to use it on many occasions, and it functions as a medium of self-expression. Not only is English a medium for the expression of psychological conditions and lifestyle, but it is also the main key to the gate of knowledge, according to Agustin (2015).

Reading, listening, speaking, and writing are the four language skills that students must learn to effectively communicate in English. Additionally, these four skills heavily rely on vocabulary. Students' reading, speaking, listening, and writing skills are impaired by their vocabulary, according to Kufaishi (1998). Having a broad vocabulary is crucial since it increases students comprehension chances the more words they are familiar with.

According to Dewantara, C. (2014), language education needs to be taught early in the context of children's cognitive development, because the golden time for language development in children is between the ages of 6 and 13 (primary school). According to research using brain imaging technologies at the University of California, Los Angeles, and published in Dewantara, C. (2014), children are at their biological peak between ages 6 and 13 years, making this an ideal period to learn a foreign language. Therefore, missing this chance will be a waste. The assertion made by Darjowidjojo, 2003, in Aprisama, S. (2014), that children at this age will quickly accept the language. This is because children still have not fully developed the process of separating the right and left cerebral hemispheres. When children reach puberty, their capacity to understand language will decrease.

Contrary to the significance of vocabulary mastery on young learners, vocabulary instruction receives less consideration when developing curricula (Cahyono & Widiati, 2008). Because English differs significantly from Indonesian in terms of grammatical structure, pronunciation, and vocabulary, it is regarded as a challenging subject by Indonesian students. It is thought that children may not be able to understand expressions or ideas if their vocabulary is insufficient. Students have trouble understanding the meaning of new terms, according to studies by researchers like Afzal (2019), Rohmatillah (2017), Susanto (2021), and Salam & Nurnisa (2021) et al. Students who struggle with this find it difficult to spell, write, recognize

grammatical structures and are perplexed while trying to find idiomatic expressions or terms.

The teaching of English in primary schools is included in the additional subjects organized by educational units, according to Decree No. 56 of the Ministry of Education and Culture of the guidelines for implementation of the curriculum, the implementation of which is dependent on the schools' readiness. In this way, English teachers must blend the English curriculum with students' prior knowledge. To get the best outcomes from English language learning, teachers need to create an engaging and learner-centered environment.

There are 13 vocabulary teaching strategies for young learners according to Herrel in Henriksen (1999), such as: teaching collocation, teaching word families, recycling content, eliciting, guessing meaning from context, labeling, contextualizing, identifying productive prefixes and suffixes, personalizing, keeping a vocabulary journal, associating, semantic mapping, and categorizing words. Among the 13 vocabulary teaching strategies for young learners proposed by Herrel in Henriksen (1999), three of the most dominant strategies are teaching word family, eliciting, and guessing meaning from context. According to research conducted by Nation (2001) in his book "Learning Vocabulary in Another Language," these three strategies have proven to be more effective compared to other methods because they directly involve students in active and contextual learning processes. In his research, Nation demonstrated that students who learned

using the strategies of Teaching Word Family, Eliciting, and Guessing Meaning from Context showed a significant improvement in understanding and using new vocabulary compared to students using traditional teaching methods. This significant improvement highlights the advantage of engaging students in dynamic, context-based activities that foster deeper comprehension and retention of vocabulary. Nation emphasizes that teaching word family helps expand vocabulary systematically, eliciting enhanced participation and long-term memory through active engagement, while guessing meaning from context develops analytical skills crucial for understanding complex texts.

Guessing meaning from context is an alternate media for young learners and one of the most effective ways to pique their interest. According to Wright (1983), a guessing game is when someone knows something and the others must find out what it is. In order to learn vocabulary, students must guess the words they want to learn. Guessing meaning from context can be a tool to introduce, review, and reinforce new vocabulary to the students.

The researcher will examine the utilization of a technique called “Word Venture”, which is an alternative name for the guessing game, aiming to improve students' English vocabulary mastery. In its application, the game “word venture” adopts the value of the guessing meaning from context strategy and is modified by the teacher from the names "Word" and "Venture." In this game, the teacher prepares a box containing words to be

guessed. Students, who have been grouped into teams, are called one by one to come forward as guessers and clue givers. The guesser must try to guess the word given by their teammate without mentioning the word itself. The results of each round are accumulated into the team's score.

This game not only involves fun and competition but also emphasizes the importance of context in understanding new vocabulary. Thus, Word Venture helps students develop analytical and contextual skills essential in language learning. Through this approach, students actively participate and engage in the learning process, ultimately improving their retention and understanding of the taught vocabulary. This strategy combines interactive and collaborative learning, creating a dynamic and effective learning environment.

Based on the observation conducted by the researcher, an English teacher who teaches at one of the elementary schools in Pekalongan, Indonesia, has already been using the "word venture" strategy in the English language teaching process, especially when teaching English vocabulary to address issues related to students' English vocabulary mastery. On the foundation of the alteration above, the researcher's aim is to describe this study conducted at one of the elementary schools in Pekalongan, Indonesia, to examine the English teacher's strategy to enhance fourth grade students' vocabulary mastery. The researcher is interested in investigating this topic because the usage of "word venture" is a non-monotonic way to teach vocabulary mastery. The existing research has mostly investigated various

vocabulary teaching methods, such as board games, puzzles, etc. This study focused on the usage of “word venture” to improve the mastery of vocabulary among primary school students in the fourth grade.

1.2 Limitation of the Problem

Considering the discussion in the context of the study and identification of the problems, this research focused on Word Venture strategy in teaching vocabulary for fourth grade elementary school students.

1.3 Formulation of the Problem

This study attempted to answer two research questions. There are:

1. How does the implementation of the “word venture” strategy affect teaching vocabulary for the fourth grade elementary school students?
2. What are the advantages and disadvantages in using “word venture” strategy in teaching vocabulary for fourth grade elementary school students?

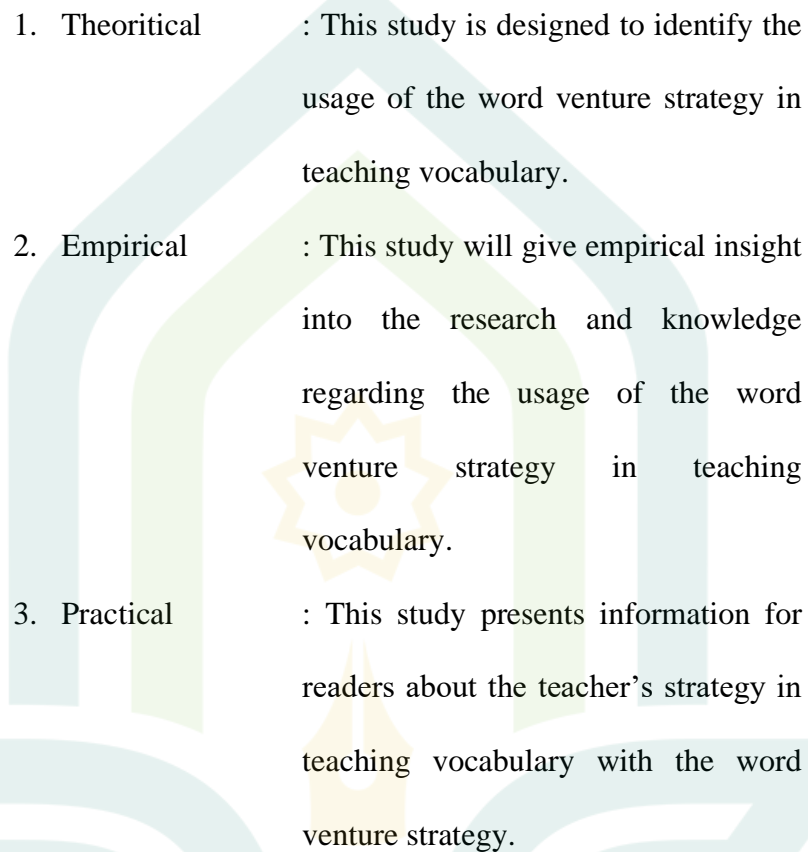
1.4 Operational Definition

1. Vocabulary: A collection of words, each of which is defined, when combined form a sentence (Nurhalimah, 2020).
2. Word Venture: a game where players take turns speculating about the identity of an object by presenting keywords is used to help learner increase their vocabulary (Wright, David and Bukby, 2006).

1.5 Aims of study

This study aims to reveal the implementation of the “word venture” strategy to engage fourth grade primary school students to improve their vocabulary mastery.

1.6 Significance of The Research

1. Theoretical : This study is designed to identify the usage of the word venture strategy in teaching vocabulary.
 2. Empirical : This study will give empirical insight into the research and knowledge regarding the usage of the word venture strategy in teaching vocabulary.
 3. Practical : This study presents information for readers about the teacher’s strategy in teaching vocabulary with the word venture strategy.
- 

CHAPTER V

CONCLUSION

5.1 Conclusion

Vocabulary learning is crucial to language acquisition. This leads the study to focused on the use of vocabulary learning strategy. Word Venture, a variation of the vocabulary learning method, is taken as data. Through the guessing game framework, the study has addressed the research questions.

After doing the research, Word Venture is a guessing game that has been modified by the teacher to engage vocabulary learning. In this game, students participate in teams where one group acts as a guesser and the other as a clue-giver. Each team selects a representative who chooses a word from a venture box. The guessers then ask yes-or-no questions to narrow down the word, while the clue-givers respond accordingly. This modification encourages active participation and thinking and fosters collaborative learning as students work together to decipher the vocabulary through strategic questioning and deductive reasoning. The "Word Venture" strategy aligns with the theory articulated by Elliot et al. (2013), as quoted in Mendrofa (2016).

Word Venture benefits from several supporting factors that enhance its effectiveness as a vocabulary learning tool. First, its interactive nature promotes active student engagement, as participants are directly involved in the guessing and clue-giving process. This fosters a dynamic learning environment where students are motivated to communicate and collaborate

effectively within their teams. Second, the game's structured framework provides a clear and enjoyable form for practicing vocabulary. By incorporating elements of competition and teamwork, Word Venture not only makes learning enjoyable but also reinforces retention through repeated exposure and application of new words in context. Additionally, the adaptability of Word Venture allows teachers to modify the game to different proficiency levels and thematic content, ensuring relevance and comprehensibility for diverse student needs.

Despite its benefits, Word Venture may encounter certain disadvantages that can affect its implementation. One significant challenge is the potential for unequal participation among students, where more assertive individuals dominate the discussion while quieter students may feel disengaged. This can undermine the collaborative learning aspect intended by the game. Another disadvantage is the difficulty in engaging all students at the same time. Additionally, not all lesson material can be used effectively with the Word Venture strategy.

5.2 Recommendation

The researcher provided several recommendations as follows:

1. This research used qualitative, but someday this research can be studied using quantitative or combining the qualitative and quantitative to provide many variations of this research.

2. This research was still not perfect. Therefore, future research is expected to involve more participants so that more variations of information are known later.
3. This research used the case study method; therefore, further research can be developed into another kind of method.



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